

## Phase II

### Action Planning

### Consensus – Define – Implement

**Phase II will be developed and executed by the school as described below:**

#### Phase II Development & Stakeholder Engagement

***August 17 – August 28, 2020***

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

*Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.*

#### ***Implementation Steps Requirements:***

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

#### Quarter 1 Implementation

**August 31 – October 16, 2020**

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

*During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.*

#### **Every Student Succeeds Act (ESSA) Data Incorporation**

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site ([edudata.fl DOE.org](http://edudata.fl DOE.org)) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

## **Quarter 1 Systems Review & Data Reflection**

### **October 19 – October 30, 2020**

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

*After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.*

## **Quarter 2 Implementation**

### **November 2 – December 18, 2020**

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

*During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.*

## **SCHOOL CULTURE**

### **Quarter 1 Implementation**

(August 31 – October 16, 2020)

### **School Culture Outcome Statement**

If we celebrate success by implementing Positive Behavior Strategies, provide support, continue to incorporate SEL practices, empower all stakeholders, the staff will improve their attendance, feel safe, and view the overall school climate as positive.

### **Sustained Essential Practice**

Positive Behavior Support (PBS)

### Priority Actions for the Sustained Essential Practice

1. The school will review previous success with students through grade level orientation. 2. Students will be asked to develop goals and incentives to achieve those goals with the guidance of their instructors. 3. Students, through grade levels, will be recognized throughout the year for their success in achieving goals as it relates to positive behaviors. 4. Opening of school meeting includes workshops on a variety of topics to assist teachers in buying in to a shared vision.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	We will form a Student Council and elect officers, present the SIP to Student Council, and create an action plan to address academics per grade level on a quarterly basis.	Calvina Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th 6th Grade Sponsor; Ana Betancourt, Counselor; Dianne Palermo, Counselor	Student Council, along with grade sponsors and counselors, will have a completed list of goals created and the incentives to be earned once goals have been met.	Calvina Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th Grade Sponsor; Ana Betancourt, Counselor; and Dianne Palermo, Counselor; will provide learning plans for students and follow up with academic meetings and orientations.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	We will review all school and grade level successes at grade level orientations during the first quarter.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Ana Betancourt, Counselor; Calvina Clay, Trust Counselor; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair	Administration will retain sign in sheets, student contracts, and the copies of presentations given to students. These presentations will illustrate the variety of topics and procedures relevant to the smooth operation of the school, resulting in positive student academics and SEL success. Participants will also submit exit slips for each workshop.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain sign-in sheets, contracts, and exit slips.

<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Administration and grade level sponsors will, every quarter, recognize those students who have 100% attendance.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th 6th Grade Sponsor; Ana Betancourt, Terri Herrera, Social Media Manager</p>	<p>Attendance certificates and tokens of appreciation will be given to students to celebrate their successes. The items presented are to recognize their commitment to Shenandoah Middle School's community. Our Social Media Manager will publicize and celebrate successes.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th Sponsor; Ana Betancourt, Counselor; and Terri Herrera, Social Media Manager. Sign-in sheets will be retained, and the Social Media manager will place pictures for the community to view achieved success.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Bi-weekly faculty meetings and planning sessions will include workshops which focus on a variety of topics to assist teachers in creating a shared vision along with activities that directly relate to it.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; Katheen Bravo, Science Department Chair</p>	<p>Administration will retain sign in sheets, student contracts, and the copies of presentations. These presentations will illustrate the variety of topics and procedures relevant to the smooth operations of the school, resulting in positive student academics. Participants will also submit exit slips for each workshop.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain sign-in sheets and exit slips.</p>

**Primary Essential Practice**

Social and Emotional Learning (SEL)

**Priority Actions for the Primary Essential Practice**

The school will continue to focus on Restorative Justice Practices (RJP) and other previously implemented strategies to meet the physical, as well as social-emotional needs of our students. The school will continue to communicate our commitment to the safety of the Shenandoah community with all stakeholders through a variety of forums that are in place. This process will be monitored and modified for improvements as necessary throughout the year. This will occur through the following steps: 1. We will review the school-wide safety action plan with all stakeholders. 2. We will review and integrate RJP into all school activities. 3. We will conduct regular safety drills to ensure awareness of protocols and procedures in case of an emergency. 4. Training from

the School Resource Officer (SRO) and Counselors on Active Shooter protocols and active shooter awareness.  
 5. Review and implement safety practices and recommendations related to the COVID-19 pandemic.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>We will present various scenarios and strategies which include Kognito, Mawi, RJP, PBS and SEL at bi-weekly faculty meetings and monthly professional developments.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor; Ana Betancourt, Counselor; Dianne Palermo, Counselor</p>	<p>We will retain copies of exit slips and completed assignments from reflective activities included in presentations during faculty meetings and professional developments. Records of our guided discussions, and the PowerPoints we use to guide those discussions. We will also retain the sign-in sheets and examples of the correct implementation/execution of MDCPS' behavior checklist documents.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor; Ana Betancourt, Counselor; and Dianne Palermo, Counselor. Bi-weekly meetings will focus on discussions, reflections, and collection of exit slips and completed assignments.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>We will have quarterly trainings from SRO and counselors on active shooters. These trainings will include an implementation plan for the mental health curriculum associated to this topic.</p>	<p>Officer Ashley Rodriguez, School Resource Officer; Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor</p>	<p>We will retain the sign-in sheet from meeting and the copy of the presentation exhibiting correct action steps and procedures to take if presented with an active shooter scenario. Participants will also have to complete an exit slip depicting strategies learned during this presentation.</p>	<p>Officer Ashley Rodriguez, School Resource Officer; Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and Calvina Clay, Trust Counselor. Sign-in sheets will be retained and exit slips for scenarios presented.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>We will conduct monthly safety drills to provide the students and faculty with assurances about safety procedures at Shenandoah. In addition, drills will emphasize the CDC</p>	<p>Officer Ashley Rodriguez, School Resource Officer; Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant</p>	<p>For safety drills, the school will be evacuated within a 2.5-minute time period, observed by administration, and documented in Fire Alarm System Inquiry (FASI). In addition, sign-in sheets, and the copies of the Reopen Safe Return Smart presentations will be copied. In addition, sign-in sheets, and the copies of the</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain sign-in sheets and logs.</p>

	requirements for COVID-19.	Principal; Calvin Clay, Trust Counselor; Ana Betancourt, Counselor; Dianne Palermo, Counselor	Reopen Safe Return Smart presentations will be copied.	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	We will use SEL/RJP practices daily and steps will be implemented within the established K12 curriculum as a way to monitor students social-emotional well-being during virtual learning.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Ana Betancourt, Counselor; Dianne Palermo, Counselor	We will retain examples of steps or best practices that have a dedicated SEL/RJP activities. These activities can include assignments that have students participating in discussions, monitoring their emotional state and level of participation, and their overall social experience.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Ana Betancourt, Counselor; and Dianne Palermo, Counselor. Weekly discussions will be held to discuss progress of services being provided to students and teachers. In addition, reviewing activities being implemented through planning sessions.

**Secondary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Secondary Essential Practice**

Shenandoah will strive to improve teacher attendance through the following actions: 1. The staff will communicate about the impacts of potential absences and the effect they have on learning. 2. A contingency plan will be prepared for where students are to attend for a teacher absence. 3. Celebrate perfect attendance, improvement in attendance for both students and teachers. 4. Through conferences and communication protocols, teachers and administrators will create a plan regarding absences and potential concerns that may result in lost instructional time. 5. Administration will every nine week period recognize those staff members who have 100% attendance.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	We will review individual staff attendance data quarterly. In addition, discuss, review,	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal	We will maintain reviewed attendance of data and reports to	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will monitor attendance

	and compare, teacher/staff attendance data versus district.		identify potential concerns regarding attendance. Take a proactive approach to intervention and provide strategies and solutions to improve or maintain attendance success.	through daily sign-in procedures.
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	We will prepare a plan by department and grade level team during Phase 1 and Phase 2 for coverage when a teacher is absent and how virtual learning will continue to provide students with the best academic content.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; Calvina Clay, Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th Grade Sponsor;	We will retain a completed plan from departments / grade levels individual for their respective groups. The plan will detail how many students they can cover and when. Each teacher will disseminate this plan so as to avoid confusion and wasted instructional time when an absence occurs.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; Calvina Clay, Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; and Peter Benitez, 7th Grade Sponsor. Members will monitor the effectiveness of the plans and provide feedback.
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	Administration and grade level sponsors will, every quarter, recognize those staff members who have 100% attendance.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Liza Doskow, Payroll Specialist; Terri Herrera, Social Media Manager	We will give out Attendance Certificates and tokens of appreciation to celebrate the successes of our teachers and staff. These appreciation items are to recognize their commitment to Shenandoah	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Liza Doskow, Payroll Specialist; Terri Herrera, Social Media Manager. Sign-in sheets will be retained, and the Social Media manager will place pictures for the community to view achieved success.

			Middle School's community. Our Social Media Manager will publicize and celebrate successes	
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	An open line of communication between administration and staff regarding about absences and the creation of an action plan will be developed during Phase 1 and Phase 2 of the school year.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal	We will retain communication logs regarding attendance, an attendance plan and the support strategies to reduce overall absences of teachers.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain copies of the attendance plan and follow up when there are absences. In addition, communication logs will also be maintained.

**ACADEMIC PROGRAMS**  
**Quarter 1 Implementation**  
 (August 31 – October 16, 2020)

**Academic Programs Outcome Statement**

If we continue to participate in standards based collaborative planning, incorporate 21st century learning strategies, analyze data, implement data driven instruction, then we will continue to increase percentage points in all of the FSA and EOC assessments.

**Sustained Essential Practice**

Standards-Based Collaborative Planning

**Priority Actions for the Sustained Essential Practice**

The school will continue to provide time for teachers to gather, plan and work together by creating collaborative planning time. These collaborative planning sessions will promote targeted lessons, differentiated instruction, standards based activities, data chats and accountability talks. Within these planning sessions, all stakeholders will also be able to participate in discussions, creation of lesson planning which will continue to emphasize student successes and areas of concern.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
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<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Teachers will collaborate, weekly, within their department and through the K12 curriculum by incorporating multiple standards, cross-curricular activities, and tested topics into their lessons.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair</p>	<p>We will retain invitations to class connect sessions on the K12 curriculum, assessments, and set activities established in this platform will focus on grade level standards and will be utilized to demonstrate the effectiveness of these steps.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department chairs will monitor implementation of the K12 curriculum by joining class connect sessions.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Quarterly, teachers will collaborate on lessons integrating Science, Technology, Engineering, and Mathematics (STEAM) strategies that emphasize cross-curricular strategies and project-based learning into their lessons.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>We will retain and observe lessons that identify integrated STEAM strategies and completed student projects that exemplify these strategies.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department chair will participate in planning sessions, discuss lessons, provide feedback and support during these times.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Interdepartmental meetings will take place twice a month. and focus on the Verizon Innovative Learning Schools (VILS) initiative. cross curricular</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria</p>	<p>Lessons exhibiting VILS initiatives and commonly used strategies and/or topics as noted by department chairpersons</p>	<p>Department chairs will report every two weeks and discuss with administration on the status of the planning sessions, collaborative work, and the activities associated the VILS initiative.</p>

	strategies, and project-based learning.	Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers	and administrators during accountability talks, lesson reviews, and formal and informal observations.	
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	Department chairpersons, in collaboration with administration, will identify areas of support for their teachers regarding strategies created during collaborative planning.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair	We will have follow up meetings with department chairpersons to address the noted deficiencies and concerns. In addition, any strengths exhibited by teachers will present best practices for either the department or school.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department chair will maintain logs and notes on what was observed. The information captured will be used to shape the agenda for the upcoming meeting and/or planning session.

**Primary Essential Practice**

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

**Priority Actions for the Primary Essential Practice**

The school as whole is adopting the 4C's of 21st Century Learning. When it comes to maintaining successes, a focus on Critical Thinking within classroom activities will be the key. Higher order questioning, students collaboration and academic vocabulary will be included in all lessons and classrooms. 1. Communication of data points during opening of schools workshops and throughout the school year. 2. Collaboration in common planning sessions weekly which include by department, by subject area and cross curricular. 3. Sharing of best practices during planning sessions, faculty meetings and grade level sessions. 4. Create an academically positive environment for students by differentiating activities, instruction, and events that promotes success for all students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>	<b>Monitoring</b>  (How and Who?)
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			(What evidence would demonstrate the Implementation Step was successfully executed?)	
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>We will conduct meetings and planning sessions which will provide an open forum of communication. These discussions will focus on a variety of topics. In addition, collaborative planning sessions in targeted subject matters and in blended departments will also allow for academic discussions and accountability talks and meetings, with multiple departments.</p>	<p>Bianca Calzadilla, Principal; Tamioka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>We will retain sign-in sheets from all meetings and planning sessions. Retain copies of agendas which serve as a guide to how common issues are tackled and how instruction can be focused, dynamic, and data-driven.</p>	<p>Bianca Calzadilla, Principal; Tamioka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department Chair. Department Chairpersons will submit copies of agendas and sign-in sheets to administration within 48 hours of the sessions.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>We will collaborate during the planning sessions to address and improve implementation of supplemental activities and strategies in the K12 curriculum. Provide relevant strategies to reach and remediate students, including but not limited to the Special Education (SPED) subgroup.</p>	<p>Bianca Calzadilla, Principal; Tamioka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>Copies of sign-in sheets from all sessions and examples of critiqued lessons will be retained. Lessons will serve as a sample of the established curriculum and can be used to align standards and disseminate best practices. Lessons will also serve as an example of differentiated</p>	<p>Bianca Calzadilla, Principal; Tamioka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; and Betty Alvarez, Language Arts Department Chair will review, through notes and logs, lessons discussed and created during planning sessions. Lessons viewed will exhibit specific strategies to address the needs of the SPED subgroup.</p>

			instruction for all subgroups.	
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>We will create an academically positive environment by advocating for students through diversifying activities, differentiating instruction, and varying events that promote success. Provide strategies that are relevant and purposeful and target the whole child and not the one size fits all philosophy.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>We will incorporate SEL activities and reflective assignments to further enhance academics in the classroom. By implementing daily SEL strategies, students' emotional well-being and overall experience can be monitored.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; and All Teachers. SEL activities and strategies will be monitored daily through the K12 platform.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>We will foster critical thinking in both ourselves and our students by utilizing the concept of "beginning with the end in mind" as it relates to promoting student success. Prioritizing lessons and creating learning plans for all classrooms will help catapult academic success.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair</p>	<p>We will retain agendas and notes from planning sessions. Copies will serve as a guide to how common issues are tackled and how instruction can be focused, dynamic, and targeted to meet the needs of all students.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department chair will submit copies of agendas and to administration within 48 hours of the sessions.</p>

**ESSA Reflection**

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

*If you have met expectations with all subgroup(s) input n/a in the next two fields.*

**Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander,**

**Economically Disadvantaged Students, Students with Disabilities, English Language Learners).**

Students with Disabilities is the only subgroup that did not meet the 41% threshold according to the Federal Index for Shenandoah Middle School.

**In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).**

Collaborate during the planning sessions to address and improve implementation of supplemental activities and strategies in the K12 curriculum. Provide relevant strategies to reach and remediate students, including but not limited to the SPED subgroup.

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

**Secondary Essential Practice**

Differentiated Instruction

**Priority Actions for the Secondary Essential Practice**

The school will analyze assessments and use the findings and data to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, and the use of Power Bi, will provide teachers the opportunities to differentiate instruction, remediate, and enrich students regardless of subject matter.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Teachers will have individual student data, as well as class data to create creating lessons which incorporate differentiated instruction and activities.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test</p>	<p>Debriefings with individual teachers regarding lessons, supplemental resources used, and a variety of activities presented will be discussed. Feedback will be given and allow for a dialogue to exist.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers. Daily conversations will take place and copies of notes and logs will be retained.</p>

		Chair; Betty Alvarez, Language Arts Department Chair; All Teachers		
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>School-wide data, will be presented and discussed with all teachers. Individual conferences will focus on specific areas of concern, how to address them early, and provide resources and interventions as necessary.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>We will retain documents with notes, reflections and action steps will be completed at the conclusion of each accountability talk and/or chat.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department Chair will maintain documents and refer to them during reflection discussions with teachers after each accountability talk or data chat.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Students will have folders or devices with their individual data points, targeted areas, and are provided to them by their teachers after data chats are held.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; All Teachers</p>	<p>We will retain individual data points with reflective documentation indicating conversations and next steps between teachers and students.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers will maintain documents with specific data points and reflective notes after each accountability talk or data chat.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>We will analyze data points and findings use this information to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, the use of PowerBi,</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; All Teachers</p>	<p>Data points from a variety of data platforms will be downloaded and utilized as a reference during accountability talks from administration to teachers. Teachers will create plans to</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers will maintain documents with specific data points and reflective notes after each chat or talk.</p>

	Performance Matters, and I-ready will provide teachers the opportunities to differentiate instruction, remediate, and enrich students regardless of subject matter.		address deficiencies and enhance strengths reported in the data.	
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## Parent Family Engagement Plan (PFEP)

*All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).*

### SCHOOL CULTURE Quarter 2 Implementation (November 2 – December 18, 2020)

#### School Culture Outcome Statement

#### Sustained Essential Practice

#### Priority Actions for the Sustained Essential Practice

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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