

## **Phase III: Mid-Year Review**

## **Phase IV: School Culture and Academic Programs**

### **Q3 & Q4 Implementation**

### **Reflect – Modify – Implement**

**Phase III will be developed and executed at the school as described below:**

*In addition to completing the Phase III Mid-Year Review, the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 3 – May 1, 2020.*

***Phase III: Mid-Year Readiness Data and Systems Review should directly inform the Phase IV: School Culture and Academic Programs Q3 & Q4 Implementation Steps.***

- ***Data Review:*** *a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.*
- ***Systems Review:*** *a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.*

### **Phase III: Mid-Year Review**

***January 6 – January 31, 2020***

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase IV: Q3 and Q4 Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

### **Phase IV: School Culture and Academic Programs Q3 & Q4 Implementation**

***February 3 – May 1, 2020***

- *Monitor the execution of Q3 & Q4 Implementation Steps to ensure a high degree of fidelity*

*During Q3 & Q4 Implementation, schools will execute Q3 & Q4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

***Implementation Steps Requirements:***

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

## **Phase III: MID-YEAR DATA MAP**

### **Data Maps Link**

## **Phase III: MID-YEAR DATA REVIEW**

January 6 - January 31, 2020

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

### **1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.**

Members of the Leadership Team attended the Mid Year Leadership Conference to receive information and training regarding data mapping and the School Improvement Process. The team met to review, identify and gather evidence of phase II action steps. The data was reviewed and discussed among team members. Data maps and evidence was distributed and discussed during a faculty meeting.

### **2. In relation to your 2020 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

According to 2020 School grade goals and the School Improvement Outcome statement for School Culture, if strategies to create an inclusive environment, staff student connections and team building activities are implemented effectively then undesired behaviors will decrease. The data is currently showing an improvement in student and staff attendance from the 2019 school year with 92% of teachers absent 0 to 5 days and 81% of students absent 0-5 days. There are currently no disciplinary referrals for students in kindergarten thru 4th grade. However, there is a concern with 19% of students absent 6 or more days.

### **3. In relation to your 2020 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

According to 2020 School grade goals and the School Improvement Outcome Statement, Crestview Elementary's proficiency rates will increase 5 percentage points from 60 to 65 percent proficiency in ELA with the successful implementation of strategies to improve explicit instruction, appropriate intervention, differentiated instruction and the utilization of data trackers to monitor progress. The 2019-2020 i-Ready Assessment Diagnostic 2 results indicates the number of students showing two or more years below grade level decreased by 6 percentage points from 20% to 14%. Students performing one year below grade level reduced 6 percentage points from 52% to 46%. Students performing on or above grade level increased 11% from 28% to 39%. The most concerning data is found in grade three where there is a slower rate of growth among proficient students. Students performing on grade or above grade level increased 6 percentage points from 47% to 53% proficient. It was the smallest ELA proficiency rate increase noted school wide. Students performing on or above grade level in math increased 21 percentage points from 22% to 43%. Students performing one grade level below decreased 15 percentage points from 65% to 50%. Students performing two or more grade levels decreased 7 percentage point from 15% to 8%. The most concerning math data is found in grade two where

there is a slower rate of growth among proficient students. Students performing at or above grade level increased 13 percentage points from 7% to 20%.

#### **4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?**

According to the 2019-2020 ELA i-Ready Assessment Diagnostic data 2 results, the number of students performing on or above grade level in grades 3 thru 5 increased 9% to 12% with a decrease in students performing two or more years below grade level in fifth grade from 29% to 23% (-6 percentage points); grade four from 12% to 7% (-5 percentage points); and grade three from 22% to 19% (-3 percentage points). According to the 2019-2020 Math i-Ready Assessment Diagnostic 2 results, the number of students performing on or above grade level in grades 3 and 4 increased 25% and 37% with a decrease of students in grade three performing one year below from 58% to 44% (-14); Students performing one grade level below in grade four decreased from 63% to 26% (-37) and grade students; and students performing one year below decreased from 50% to 35% (-15).

#### **5. In terms of subgroups (ELL, SWD, L25, etc.) what patterns are evident in the data examined?**

According to the 2019-2020 ELA i-Ready Assessment Diagnostic data 2 results, the number of ELL students identified as performing on or above grade level in grades 3 thru 5 is 0 percentage points 0% to 0% proficiency. Students performing performing one year below increased 42 percentage points from 29% to 71%. Students identified as performing two or more years below grade level decreased 42 percentage points from 71% to 29%. Students with disabilities performing on or above grade level in grades 3 thru 5 is 0 percentage points 0% to 0% proficiency. Students performing performing one year below increased 16 percentage points from 17% to 33%. Students identified as performing two or more years below grade level decreased 16 percentage points from 83% to 67%. Students identifies as the lowest 35% performing on or above grade level in grades 3 thru 5 increased 3 percentage points 5% to 8% proficiency. Students performing performing one year below increased 7 percentage points from 44% to 51%. Students identified as performing two or more years below grade level decreased 10 percentage points from 51% to 41%. According to the 2019-2020 Math i-Ready Assessment Diagnostic 2 results, the number of ELL students identified as performing on or above grade level in grades 3 thru 5 is 0 percentage points 29% to 29% proficiency. Students performing performing one year below increased 14 percentage points from 29% to 43%. Students identified as performing two or more years below grade level decreased 14 percentage points from 43% to 29%. Students with disabilities performing on or above grade level in grades 3 thru 5 is 0 percentage points 17% to 17% proficiency. Students performing performing one year below decreased 17 percentage points from 42% to 25%. Students identified as performing two or more years below grade level increased 16 percentage points from 42% to 58%. Students identifies as the lowest 35% performing on or above grade level in grades 3 thru 5 increased 15 percentage points 0% to 15% proficiency. Students performing performing one year below decreased 13 percentage points from 67 % to 54%. Students identified as performing two or more years below grade level decreased 2 percentage points from 33% to 31%.

### **Phase III: MID-YEAR SYSTEMS REVIEW**

January 6 - January 31, 2020

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

#### **School Culture**

##### **1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.**

The reduction of referrals school wide has surpassed expectations. Student referrals in kindergarten thru grade four has been reduced to 0. Actions contributing to improved data includes the implementation of the Value Matter Program and the "No Bully Zone" classrooms; the "Start with Hello" lunch buddy program; in addition to providing incentives for displaying desired behaviors.

##### **2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

According to the 2019-2020 Mid Year student survey, 35% of students report that they are bored in school. The implementation of whole group explicit instruction and differentiated instruction will require adjustment to improve student engagement. Teachers will plan with Reading Coach and Administrators to develop lessons that are align to students academic needs and that are engaging.

## Academic Programs

### **1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.**

The 2019-2020 data map indicates that 85% of fifth grade students are proficient in science as compared to the the 2019 Spring FSA data which revealed that 39% of students were proficient in science. The Topic Assessment for Science has surpassed expectations. Actions contributed to improved data include the increase use of labs, student collaboration and content specific explicit instruction.

### **2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

According to i-Ready Assessment Period 2 data, three grade 4 students identified as proficient in Assessment Period 1 scoring Early 4 are now appearing as Late 3 indicating regression. The regression also appears in grade 5 data with two students regressing from Early 5 to Late 4. An additional 7 proficient students regressed in points but not in levels. Noted in grade 4 data, students that regressed in levels, regressed in the areas of vocabulary and comprehension which was also noted in grade 5. The implementation of differentiated instruction will require adjustment to improve resources and instruction that engage and address the needs of proficient students.

### **3. As a result of the data review, will you be changing your school grade goals?**

No

If yes, what school grade goals need to be revised and why?

*Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, use Briefing #26199.*

## School Leadership Core Competencies

### **Competency 1: Commitment to Students**

The School Leadership Team commits to developing and supporting strategies to increase the implementation and effectiveness of differentiated instruction as outlined in the action steps of the School's Improvement Plan.

**Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

Action steps are developed to facilitate the Commitment to Students Competency 1 in the areas of School Culture and Academic Programs. Crestview Elementary's Leadership Team has and continues to provide weekly and monthly collaborative planning sessions to build teacher capacity in standard based instruction. The use of data trackers and DI folders have been fully implemented in all ELA and Mathematics classes.

## **Competency 2: Focusing on Sustainable Results**

The School Leadership Team will develop and support instructional strategies and institute professional development opportunities that are aligned with the most current data. Adjustments will take place every 7 to 10 weeks.

**Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

Crestview Elementary's Leadership Team collaborates with teachers to support goal setting, standards based lesson planning and best practices for the facilitation of differentiated instruction as evidenced by the use of rotations, group identification, DI folders and student data trackers.

## **Competency 3: Developing Others**

The School Leadership Team will implement programs and team building activities within the School Improvement Process that empowers stakeholders while providing on going monitoring for effectiveness.

**Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

The Principal will continue to facilitate collaboration among professionals in order to promote and highlight effective practices. The leaders will regularly give positive and constructive feedback on practices and strategies.

## **Competency 4: Engages the Team**

The School Leadership team will assist with developing a compelling vision while creating and implementing smaller goals that will assist with meeting school wide goals and fulfilling the vision.

**Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

The Leadership Team continues to facilitate and conduct monthly collaboration sessions based on the instructional needs of teachers as determined through requests expressed by mentors, mentees and buddy teachers. Evidence is also gathered from informal walk throughs and planning sessions. Additionally, the Principal continues to promote and highlight effective practices, and gives regular positive and constructive feedback.

## **Phase III: MID-YEAR REVIEW CONCLUSION**

**How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?**

Stake holders will receive findings and next steps from the Data Systems Review during EESAC meetings, Faculty Meetings, Parent Teacher Association Meetings and SAT/FSA Parent Night.

### **Phase IV: School Culture Q3 & Q4 Implementation (February 3 – May 1, 2020)**

## **School Culture Outcome Statement**

If we successfully implement strategies to create an inclusive environment and create staff-student connections utilizing character education and team building activities then undesired behaviors will decrease and student achievement will increase.

## **Sustained Essential Practice**

## Inclusivity, Tolerance and Anti-Bullying

### Priority Actions for the Sustained Essential Practice

The counselor will facilitate and provide support in the implementation of the Values Matter Program and the Code of Student Conduct to encourage students to exhibit modeled behaviors.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	School wide Leadership Team will meet monthly to identify integration of technology to support the reteaching of standards	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	Teachers will incorporate technology when reteaching standards during whole group instruction.	Maria Kerr, Principal and Yvette Fuentes will monitor lesson plans for evidence of planning for the use of technology and conduct observations to monitor effective use of technology.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Creation of a "No Bully Zone" bulletin board in the cafeteria.	Tyrone Thompkins, Counselor	The Counselor will assist students with creating a "No Bully Zone" bulletin board in the cafeteria to promote tolerance and inclusivity.	Tyrone Thompkins, Counselor will monitor and promote the cafeteria as a "No Bully Zone" where students will learn acceptance and patience.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, Mar 20	Teachers will receive quarterly recognition for perfect attendance.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	Teachers will receive recognition for having perfect attendance during the third quarter.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will monitor teacher attendance and provide recognition incentives.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Implementation of student reading circles.	Tyrone Thompkins, Counselor	Student libraries will be placed in the hallway of the main building to assist students with accessing reading materials. The counselor will discuss and encourage the importance of reading through weekly in class lessons .	Tyrone Thompkins, Counselor will introduce concept during weekly classroom visits and provide ideas and incentives for effective implementation.

### Primary Essential Practice

Character Education/Values Matter

### Priority Actions for the Primary Essential Practice

Teachers and counselor will provide team building activities centered around the topics of bullying prevention, tolerance, inclusive behaviors through lessons, activities, and presentations.

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Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	The Monthly Core Value will be read aloud daily on the morning announcements.	Tyrone Thompkins, Counselor	The Elementary Level Morning Announcements will take place daily.	Tyrone Thompkins, Counselor will provide the Elementary Morning Announcements and ensure daily implementation.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Faculty members will participate in a 5 minute debriefing of team building activities.	Mari Kerr, Principal	Faculty members will participate in team building and debriefing activities to increase a positive school culture.	Maria Kerr, Principal will schedule and facilitate activities during the first 15 minutes of each faculty meeting.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Teachers will receive an opportunity to collaborate with peers.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	Teachers will collaborate with peers monthly to receive additional resources and assistance with identifying best practices in building a school culture of high expectations.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will facilitate monthly collaboration sessions.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Tue, Feb 4	Parents will receive an invitation to SAT and FSA night.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	Parents will receive general testing information, grade level expectations, testing strategies and additional academic resources to assist with closing the achievement gap.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will facilitate a SAT and FSA night to provide parents with general testing information and grade level expectations.

## Secondary Essential Practice

### Staff-Student Connections

### Priority Actions for the Secondary Essential Practice

Classroom and individual student recognition will be highlighted to encourage positive behaviors and discussions that strengthen a safe school environment.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 3	Teachers will review Tier III	Yvette Fuentes,	Teachers will review Tier III data and	Yvette Fuentes, Assistant Principal and La'Venja Jackson, Reading

<b>End:</b> Fri, May 1	data and conduct parent conferences.	Assistant Principal La'Venja Jackson, Reading Coach	conduct parent conferences for all students participating in Tier III support.	Coach will schedule and facilitate parent conferences to discuss academic progression and strategies to close the achievement gap.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Teachers will review Tier II data and conduct parent conferences.	Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	Teachers will review Tier III data and conduct parent conferences for all students participating in Tier III support.	Yvette Fuentes, Assistant Principal and La'Venja Jackson, Reading Coach will schedule and facilitate parent conferences to discuss academic progression and strategies to close the achievement gap.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Teachers will submit the names of students who display desired behaviors for monthly recognition.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	Names of students submitted by faculty and staff members will be chosen for monthly recognition.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will submit the name of the student for monthly recognition ceremony.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Students will create affirmation statements to be displayed throughout the campus.	Tyrone Thompkins, Counselor	Students will create affirmation statements for display around campus to support a positive school culture.	Tyrone Thompkins, Counselor will assist students with the development and display of affirmation statements.

**Phase IV: Academic Programs  
Q3 & Q4 Implementation  
(February 3 – May 1, 2020)**

**Academic Programs Outcome Statement**

If we successfully implement strategies to improve explicit instruction then student engagement and achievement will increase. If we successfully utilize data trackers then appropriate intervention and enrichment activities can be utilized to increase student proficiency. If we successfully implement differentiated instruction then teachers will be able to reduce the achievement gap reducing the number of students requiring intervention.

**Sustained Essential Practice**

Data-Driven Decision Making

**Priority Actions for the Sustained Essential Practice**

Current data results will be used to make data-driven instructional decisions. Data will be utilized to plan targeted data-driven instruction and to guide instruction for secondary standards.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the	Person(s) Responsible  (First & Last Name, Position)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and who?)
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	purpose of the action.)			
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Teachers will review bi weekly on going progress monitoring data to determine next steps.	La'Venja Jackson, Reading Coach	Teachers will plan for remediation or enrichment of standards based on bi weekly on going progress monitoring data.	La'Venja Jackson, Reading Coach will monitor bi weekly OPM's and facilitate planning to address the remediation or enrichment of standards.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	The School Wide Leadership Team will analyze data to determine focus standard for collaboration Wednesday.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	SLT will meet monthly to discuss data, teaching strategies and focus for monthly collaboration sessions.	Maria Kerr, Principal will facilitate and support collaboration with scheduling, utilizing appropriate resources to assist with content limits and understanding the standards.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Teachers will utilize standard based data to determine focus standard for a second teacher Led Center.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	Teachers will plan for and implement a second teacher led center to reteach and enrich standards based on proficiency of standards data.	Maria Kerr, Principal, Yvette Fuentes, and La'Venja Jackson, Reading Coach will facilitate and support collaboration utilizing appropriate resources.
<b>Start:</b> Wed, Feb 5 <b>End:</b> Wed, Mar 18	Implementation of the Principal's writing challenge.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	Students will receive a biweekly writing prompt to be scored by the leadership team. The data will be utilized to determine writing focus and mini lessons. Incentives will be distributed.	Maria Kerr, Principal, Yvette Fuentes, and La'Venja Jackson, Reading Coach will gather appropriate resources, conduct and monitor follow up activities to ensure appropriate implementation.

## Primary Essential Practice

Differentiated Instruction

## Priority Actions for the Primary Essential Practice

Students will be grouped based on the most recent data. Students' progress will be monitored using data trackers within DI folders. DI folders with trackers will be provided for teachers and students to track individual student progress.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & Last Name, Postion)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and who?)

<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Students will participate in hands on lab activities to increase content knowledge in science.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal	Evidence of effective implementation will be evident in science journals or authentic work product.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will plan for and monitor implementation for effectiveness.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Implementation of the sight word challenge for students in grades K-5.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	School Wide Leadership Team will distribute sight word focus by grade level. Primary students will create sight word books for display. Student incentives will be provided.	Maria Kerr, Principal, Yvette Fuentes, Assistant Principal and La'Venja Jackson, Reading Coach will plan for and monitor implementation for effectiveness.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Implementation of SPADE (survey, predict, annotate, dissect the question and evidence) strategy in Social Science utilizing appropriate resources.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	During common planning, teachers will preview text, determine instructional focus and incorporation of SPADE strategy.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will monitor implementation through formal and informal observations.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Implementation of the 100 Math Day Count Down.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	Intermediate Math Teachers will utilize 100 Day Countdown Instructional material to provide a review of standards during the first 5 minutes of instruction.	Maria Kerr, Principal and Yvette Fuentes, Assistant Principal will monitor implementation through formal and informal observations.

## Secondary Essential Practice

Effective Curriculum and Resource Utilization

### Priority Actions for the Secondary Essential Practice

Resources including Wonderworks, Toolbox, and i-Ready will be used for instruction, reteaching, and enrichment in accordance to the students' needs as defined by the data.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)

<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, Feb 28	Teachers will utilize goal setting document and Tier III data to conduct "progress monitoring" data chats with all Tier III students.	Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	Students will create and/or adjust strategies to meet goals as indicated on the goal setting document and sign.	Yvette Fuentes, Assistant Principal and Tyrone Thompkins, Counselor will facilitate parent data chats by creating schedules and providing alternate dates and times when needed.
<b>Start:</b> Mon, Mar 2 <b>End:</b> Fri, Mar 13	Teachers will utilize goal setting document and Tier III data to conduct "progress monitoring" data chats with all Tier III parents.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach Tyrone Thompkins, Counselor	Teachers will receive a "Golden Ticket" with the parent's invite time and date to the students data chat. The Golden Ticket allows the student to receive an incentive for the parents attendance.	Yvette Fuentes, Assistant Principal and Tyrone Thompkins, Counselor will facilitate parent data chats by creating schedules and providing alternate dates and times when needed.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Implementation of complex text during DI.	La'Venja Jackson, Reading Coach	All students will begin to complete complex text activities in I-ready and within the Teacher Led Centers.	La'Venja Jackson, Reading Coach will facilitate and support common planning to ensure the utilization of appropriate resources and instructional strategies.
<b>Start:</b> Mon, Feb 3 <b>End:</b> Fri, May 1	Utilization of the Quick Reads program in Second and Third grade.	Maria Kerr, Principal Yvette Fuentes, Assistant Principal La'Venja Jackson, Reading Coach	Teachers will utilize the Quick Reads program with all students in grades 2 and 3 during differentiated instruction to improve fluency.	Maria Kerr, Principal, Yvette Fuentes, Assistant Principal and La'Venja Jackson, Reading Coach will monitor implementation through formal and informal classroom observations and data tracking.