

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

#### **Name of School (School Number - School Name)**

4761 Royal Palm Elementary

#### **Principal (Last Name, First Name)**

Garcia, Marta

#### **Assistant Principal(s) (Last Name, First Name; Last Name, First Name)**

Blanco, Jo Ann

#### **MTSS Coordinator (Last Name, First Name)**

Herrero, Melissa

#### **Demographic Overview**

Royal Palm Elementary is a Title I School with 81% of the population on Free or Reduced Lunch. There are approximately 500 students in Pre-Kindergarten through 5th grade at Royal Palm Elementary. The school population is 98.2% Hispanic, .8% Black, .6% White, and .4% Asian. The school has 29.4% of students classified as English Language Learners and 11.2% are Special Education Students.

#### **Current School Status**

##### **a. Provide the School's Mission Statement**

The mission of Royal Palm Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. This will be done by utilizing current technology to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills which are essential in a rapidly changing society.

##### **b. Provide the School's Vision Statement**

The vision of Royal Palm Elementary School teachers, staff, and community is to equip our students with the skills to function successfully in a technology driven information age. Our goal is to provide the foundation that will enable them to succeed in school, to advance in their chosen careers, and to become informed citizens capable of making the critical decisions necessary in a democratic society.

#### **School Narrative**

##### **1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.**

Royal Palm Elementary is a Title I School servicing approximately 500 students located in Miami-Dade County. It is part of the Westwood Lakes Community. Spanish is the home language to 90% of the population. Royal Palm Elementary has been consistently rated an A+ school by the Florida Department of Education since 2001. Our students learn in a loving, nurturing, and supportive environment. Our instructional staff is certified and professional as they make learning come alive for all of our students. We are demonstrated winners at educating children since 1956! Most of our students demonstrate proficiency and show learning gains in English Language Arts, Mathematics, and Science on the statewide assessments. In 2012, the FCAT Writing Scores of our students were the highest in the state. In 2018, our science proficiency rate was 92%. Moreover, our school increased 10 percentage points from a 69% to 79% for the A grade. For the last two years, our school has been designated as a School of Excellence by the Florida State Board of Education. In 2019, our school was recognized as a GOLD

S.T.E.A.M. school. In 2020, we were designated as a Silver Eco-School by the National Wildlife Federation. Royal Palm Elementary School is much more than just a school. We are a community of stakeholders who operate in the spirit of excellence in order to achieve success for everyone.

### **Are you a Title I School?**

yes

### **Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program**

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

### **Phase I: Data Analysis (July 15 – August 14, 2020)**

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

## **Phase I**

### **Data Analysis**

#### **Analyze - Reflect - Identify**

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

*During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.*

*Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.*

*Phase I will conclude with each school:*

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

## **PART ONE - Synergy Summer Institute**

### **DATA AND SYSTEMS REVIEW**

*School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.*

#### *Data and Systems Review*

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

*“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):*

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate within the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*

- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

## DATA AND SYSTEMS REVIEW ORGANIZER

### SCHOOL CULTURE

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	According to the 2019-2020 Early Warning Systems, 24 students had absences over 18 days as compared to 50 students in 2018-2019, a 26 student decrease.	Even though our overall attendance remained neutral, the number of students with excessive absences decreased. The Leadership Team feels this was due to the implementation of our "4-6-8 Attendance Plan". As student absences reached levels of 4, 6, and 8 days, referrals were made to the counselor and administration in an effort to raise awareness of the importance of coming to school. The decrease of excessive student absences provided students with more time in school and engaged in learning. This in turn allows for our students to improve academic achievement.	Attendance Initiatives
	According to the 2019-2020 School Climate Feedback from staff, 93% of the teachers strongly agreed with the statement, "school personnel work together as a team" as compared to 84% in the 2018-2019 survey, a 9% increase.	Administration worked collaboratively with teachers to ensure a positive and supportive work environment. The administration would listen to teachers and address needs. Additionally, there was an increase in teachers taking on leadership roles either on the Leadership Team, Reading Liaison, and/or School Committees. By focusing on creating a positive school culture among faculty and staff, we can create and sustain a safe and nurturing learning environment.	Empower Teachers And Staff
	According to the 2019-2020 School Climate Feedback from staff,	The administration worked collaboratively with our teachers to provide various parent workshops in an effort to share information and build a strong relationship with	Communicate With Stakeholders

	4% of the teachers strongly agreed with the statement, "I feel lack of concern/support from the parents" compared to 28% in the 2018-2019 survey, an 24% decrease.	all stakeholders. Moreover, our teachers established a communication platform with parents in an effort to keep them updated with classroom information and provide additional support. By maintaining an open two-way communication with all stakeholders, we are able to target student needs and achievement.	
--	--	--	--

### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Attendance Initiatives

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the 2019-2020 School Climate Feedback from students, 77% of the students strongly agree with the statement, "I am getting a good education at my school" as compared to 75% in the 2018-2019 survey, a 2% increase.	Despite our high levels of achievement on state assessments and our initiative on Social Emotional Learning, the impact on providing students a good education was minimal. By focusing our attention on creating a safe and nurturing environment, our school can then focus the attention on increasing academic achievement.	Staff-Student Connections
	According to the 2019-2020 School Climate Feedback from staff, 85% of the teachers strongly agreed with the statement, "I like working at my school" as compared to 87% in the 2018-2019 survey, a 2% decrease.	Although our School Leadership Team offers support, professional development, and promotes school spirit, there was minimal impact on staff morale. By increasing staff morale and promoting a positive school climate, we can increase academic performance, enhance social and emotional skills, and retain teachers.	School Spirit, Pride and Branding
	According to the 2019-2020 School Climate Feedback from staff, 11% of the teachers strongly agreed with the statement, "I feel students are deficient in basic academic skills" compared to 13% in the 2018-2019 survey, an 2% decrease.	Even though our students show academic gains during the school year, the teachers still feel students are not prepared for the incoming school year. By collaborating with teachers in all grade levels and incorporating vertical planning, we ensure our teachers are on the same page and work together to help students prepare for the next school year.	Shared Vision/Mission

### Essential Practice for Neutral Data Findings (Secondary)

#### School Spirit, Pride and Branding

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>

			Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the 2019-2020 School Climate Feedback from staff, 89% of the staff strongly agreed with the statement, "the overall climate at my school is positive and helps students learn" as compared to 97% in the 2018-2019 survey, a 8% decrease.	Despite high ratings regarding our teaching, learning, and assessment, our teachers feel there has been a decrease in the positive school climate which impacts student learning.	Celebrate Successes
	According to the 2019-2020 School Improvement Process Survey from staff, 81% of the staff agreed with the statement, "all staff members have the opportunity to be considered for leadership roles at my school" as compared to 94% in the 2018-2019 survey, a 13% decrease.	Even though our administration worked collaboratively with teachers to ensure a positive and supportive work environment, some teachers feel they are not provided with opportunities to be considered for leadership roles within our school.	Shared Leadership
	According to the 2019-2020 School Climate Feedback from students, 12% of the students agree or strongly agree with the statement, "bullying is a problem at my school" as compared to no response in the 2018-2019 survey, a 12% increase.	Although our students come to school daily and participate in our Values Matter program, there was a significant increase in the number of students who feel bullying is a problem in our school.	Inclusivity, Tolerance and Anti-Bullying

**Essential Practice for Significantly Decreased Data Findings (Primary)**

Shared Leadership

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	According to the 2020 AP2 i-Ready Diagnostic Growth Report, 78% of our students met the Typical Annual Growth Target in Reading compared to 73% in the 2019 AP2 i-Ready Diagnostic, a 5% increase.	The increase in learning gains is largely due to the implementation of differentiated instruction in the ELA classroom. Teachers were given an introductory professional development which provided a foundation to help target and individualize instruction. This increase indicates we have been able to improve our Differentiated Instruction practices to target student needs.	Differentiated Instruction
	According to the 2020 AP2 i-Ready Diagnostic Growth Report, 57% of our students	We were able to increase the number of students Reading on or above grade level despite having a diverse population which includes 43% ELL,	Differentiated Instruction

	were classified as Tier 1 in Reading compared to 53% in the 2019 AP2 i-Ready Diagnostic, a 4% increase	10% SPED, and 84% ED. This indicates we are providing meaningful and targeted instruction in ELA as well as meeting the needs of our students.	
	According to the 2020 i-Ready Comparison Report on PowerBI, 55% of our L25 on AP2 were classified as Tier 3 working 2 or more grade levels below in Reading compared to 80% in AP1 i-Ready Diagnostic, a 25% decrease.	This increase in learning gains is attributed to the intervention model implemented during the 2019-2020 school year. The 5th grade ELA teachers provided their own intervention with the support of an interventionist. By having teachers provide their own intervention, we are able to specifically target individual student deficiencies.	Interventions/RtI

### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Differentiated Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the 2020 AP2 i-Ready Diagnostic Growth Report, 69% of our students met the Typical Annual Growth Target in Mathematics compared to 67% in the 2019 AP2 i-Ready Diagnostic, a 2% increase.	This data reveals that we must explore and effectively implement instructional strategies, interventions and provide instructional support to all students in order to increase our learning gains.	Data-Driven Instruction Differentiated Instruction
	According to the 2020 AP2 i-Ready Diagnostic Growth Report, 53% of our students were classified as Tier 1 in Mathematics compared to 50% in the 2019 AP2 i-Ready Diagnostic, a 3% increase.	Even though the number of students making gains in Reading increased, we were unable to do so in Mathematics. We need to explore strategies that will help our students increase their levels in Mathematics.	Data-Driven Instruction Differentiated Instruction
	According to the 2020 Assessment Comparison Report on PowerBI, 71% of our 4th Graders were proficient in Reading compared to 70% in the 2019 Comparison Report, a 1% increase.	Even though our students showed gains in Reading, the 4th Graders showed minimal growth. We need to explore and effectively implement instructional strategies, interventions, and accommodations in order to increase their proficiency in Reading.	Data-Driven Instruction Differentiated Instruction

### Essential Practice for Neutral Data Findings (Secondary)

#### Data-Driven Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>

			Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the Academic Programs tab on PowerBI, the 2018 FSA ELA Proficiency is 76%, the 2019 FSA ELA Proficiency is 76%, and the 2020 FSA ELA Predicted Proficiency is 63%. This is a 13% decrease over a three year period.	Even though our proficiency level in FSA ELA has been neutral, our predicted score for 2020 shows a significant decrease. We will continue to conduct data chats, research innovative ideas, and implement differentiated instruction in the ELA classroom.	Data-Driven Instruction Data-Driven Decision Making
	According to the Academic Programs tab on PowerBI, the 2018 FSA Mathematics Proficiency is 84%, the 2019 FSA Mathematics Proficiency is 79%, and the 2020 FSA Mathematics Predicted Proficiency is 62%. This is a 22% decrease over a three year period.	Our Predicted Proficiency in Mathematics for 2020 is 62%. This is a significant decrease considering Mathematics was our focus for the 2019-2020 school year. This indicates we are not supporting our students and teachers in this area. In order to increase proficiency, we will provide teachers with opportunities to visit model classrooms and participate in targeted professional development.	Data-Driven Instruction Data-Driven Decision Making
	According to the Academic Programs tab on PowerBI, the 2018 FCAT Science Proficiency is 92%, the 2019 FCAT Science Proficiency is 85%, and the 2020 FCAT Science Predicted Proficiency is 50%. This is a 42% decrease over a three year period.	While our school has been successful in increasing Science Proficiency, our Predicted Score is not up to par with our expectations. If we do not provide a strong science foundation in the primary grades, then our proficiency will not be up to par with our goals.	Data-Driven Instruction Data-Driven Decision Making

### Essential Practice for Significantly Decreased Data Findings (Primary)

Data-Driven Decision Making

## ESSENTIAL PRACTICES REVIEW

*School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.*

### Sustained Essential Practice

*To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.*

### Primary Essential Practice

*To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.*

### **Secondary Essential Practice**

*To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.*

*The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2020-2021 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Attendance Initiatives

### **Primary Essential Practice**

Shared Leadership

### **Secondary Essential Practice**

School Spirit, Pride and Branding

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Differentiated Instruction

### **Primary Essential Practice**

Data-Driven Decision Making

### **Secondary Essential Practice**

Data-Driven Instruction

## **PART TWO**

### **SCHOOL LEADERSHIP CORE COMPETENCIES**

*The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school’s overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team’s skills to successfully lead and support the implementation of the plan.*

*The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader’s ability to affect change within a school. SLTs will assess their*

current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

**Competency 1: Commitment to Students** *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

*Commitment to Students includes certain behaviors such as:*

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

*Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.*

**Competency 2: Focus on Sustainable Results** *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

*A Focus on Sustainable Results includes certain behaviors such as:*

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

*Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.*

**Competency 3: Developing Others** *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

*Developing Others includes certain behaviors such as:*

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

*Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.*

**Competency 4: Engages the Team** *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

*Engaging the Team includes certain behaviors such as:*

- *empowering others*

- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

*Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.*

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

**Describe the School Leadership Team's current reality regarding Commitment to Students.**

Our School Leadership Team identified Commitment to Students as a collective strength.

**As evidenced by:**

Our School Leadership Team utilizes various data points to identify student strengths and weaknesses. Our intervention rosters and differentiated instructional groups are based on data from previous assessments, current assessments, and teacher observation.

**Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.**

The School Leadership will use the Commitment to Students competency in the school improvement process by continuously utilizing school and student data to drive the implementation of evidenced-based practices, programs, and initiatives tailored to the needs of our students in order to improve teaching and increase student achievement. Additionally, our school will implement a new initiative to provide intervention to our lowest 25% in Mathematics. During data chats, strengths will be highlighted first and used to address weaknesses. The administration will make an effort to provide weekly feedback to teachers in an effort to improve student outcomes. Additionally, interventions will be monitored, and the MTSS process will be initiated on students who exhibit early warning indicators or disruptive behaviors.

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

**Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.**

Our School Leadership Team identified Focusing on Sustainable Results as a strength.

**As evidenced by:**

Our School Leadership Team shares school-wide data with all stakeholders to inform them of the school's progress in the School Improvement Plan. This information is shared during faculty and EESAC meetings. We provide teachers with the resources and best practices to further target instruction.

**Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.**

Our Primary Essential Practice is Data Driven Decision Making. Our school will continue to provide support and sharing best practices to sustain proficiency. Similar strategies will be utilized to focus our attention on our primary essential practice. Our Leadership Team will continue to provide professional development on data and

differentiated instruction. Additionally, the administration will conduct weekly walkthroughs in an effort to provide teachers with feedback.

### **Competency 3: Developing Others**

**Describe the School Leadership Team's current reality regarding Developing Others.**

Our School Leadership Team identified Developing Others as an area of improvement.

**As evidenced by:**

The School Improvement Process Survey indicated that less than 20% of the teachers feel the administration sets high standards for teaching, learning, and improvement at the school site. While the School Leadership Team strives to involve all team members and provide Professional Development based on the needs of the faculty, the evidence indicates a need to revamp this competency.

**Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.**

Our administration along with the leadership team will focus on strategies that will build teacher capacity, develop teacher leaders, and to recognize faculty and staff. The Leadership Team will communicate clear expectations based on data results and provide ongoing timely feedback on specific practices/strategies. Moreover, the Leadership Team will provide weekly feedback and support to teachers as they plan instruction.

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

**Describe the School Leadership Team's current reality regarding Engages the Team.**

Our School Leadership Team identified Developing Others as priority for improvement.

**As evidenced by:**

The School Improvement Process Survey indicated a decrease in the staff members that have an opportunity to be considered for leadership roles at our school. Moreover, not all teachers knew what our school's Essential Practices were. While teachers are given the opportunity to participate in the creation of the Implementation Plan and PD opportunities were designed to meet their needs, there is a disconnect between shared leadership.

**Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.**

For School Culture, our Primary Essential Practice is Shared Leadership. Our Leadership Team will conduct surveys to identify areas of strength for each member. These strengths will be used to build teacher capacity and promote and develop teacher leaders. Leadership Roles will be revisited and other faculty members will be given the opportunity to participate in the School Leadership Team (SLT). Our Leadership Team will continue to provide professional development on data, differentiated instruction, and targeted areas identified by the faculty. Moreover, the SLT will continue to involve all stakeholders in the School Improvement Process.

## **PART THREE**

### **PRIORITY ACTIONS DEVELOPMENT**

*School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.*

*Sustained Essential Practice*

*SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.*

### **Secondary and Primary Essential Practices**

*SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.*

#### **Priority Actions**

*Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.*

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Attendance Initiatives

#### **Priority Actions for the Sustained Essential Practice**

Our Sustained Essential Practice for School Culture is "Attendance Initiatives". In order to further improve and sustain our student attendance, we will continue to develop attendance initiatives, create innovative rewards to increase daily attendance, and continue contacting parents to reduce student absences.

### **Primary Essential Practice**

Shared Leadership

#### **Priority Actions for the Primary Essential Practice**

Our Primary Essential Practice for School Culture is "Shared Leadership". The administration will continue to build capacity among all teachers, listen proactively to concerns, and collaborate with all stakeholders to maintain a positive learning environment. Surveys will be collected to determine strengths and weakness among staff, as well as generate interest in leadership roles within our school.

### **Secondary Essential Practice**

School Spirit, Pride and Branding

#### **Priority Actions to Enhance the Secondary Essential Practice**

Our Secondary Essential Practice is "School Spirit, Pride, and Branding". In order to meet our goal, our school will create positive avenues of communication by implementing an open door policy for administrators to be able to listen to staff needs and concerns. Additionally, administrators will plan staff social gatherings to celebrate achievements and foster a positive school culture. Administrators will continue to provide teachers with classroom support during data chats as well as informal conferences.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Differentiated Instruction

## **Priority Actions for the Sustained Essential Practice**

Our Sustained Essential Practice for Academic Programs is "Differentiated Instruction". The administration will continue to provide meaningful professional development in the area of Differentiated Instruction in an effort to ensure all students show learning gains. Teachers will be provided with the resources to tailor content, process, products, and pace of learning to student needs, abilities, and interests. Additionally, we will target how to differentiate instruction through a variety of instructional strategies to engage learners in the learning process through tasks that meet their individual needs.

## **Primary Essential Practice**

Data-Driven Decision Making

## **Priority Actions for the Primary Essential Practice**

Our Primary Essential Practice for Academic Programs is "Data-Driven Decision Making". In order to meet our goal, our school will improve differentiated instruction practices by providing training in ELA, Math, and Science resources, creating intervention groups, and providing support to all students in order to show gains in proficiency.

## **Secondary Essential Practice**

Data-Driven Instruction

## **Priority Actions to Enhance the Secondary Essential Practice**

Our Secondary Essential Practice for Academic Programs is "Data-Driven Instruction". Our school will provide quality professional development for teachers on accessing student data and effectively analyzing and utilizing the data to create meaningful lessons that target individual student needs to promote mastery.

# **OUTCOME STATEMENTS**

*The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:*

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

*Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.*

## **SCHOOL CULTURE**

### **OUTCOME STATEMENT**

#### **School Culture**

If we successfully implement our Sustained Essential Practice of Attendance Initiatives, then our daily attendance will continue to improve. If we successfully implement our Primary Essential Practice of Shared Leadership, then there will be an increase in the amount of teachers who will take on leadership roles and improve the overall climate of the school. If we successfully implement our Secondary Essential Practice of School Spirit, Pride, and Branding, then all stakeholders will enjoy coming to school and create a positive school culture.

## **ACADEMIC PROGRAMS**

## OUTCOME STATEMENT

### Academic Programs

If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then our learning gains in ELA will continue to improve. If we successfully implement our Primary Essential Practice of Data-Driven Decision Making, then our proficiency in ELA, Math and Science will improve in K-5. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then our learning gains in Math will improve.

## OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

*School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.*

*The professional development should include a summary of the:*

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

*The professional development should include opportunities to gather teachers' and staff input/feedback on the following:*

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

## Opening of School Professional Development Agenda

<b>Opening of School Date</b>	<b>Phase I Topic</b>	<b>Process Description</b>	<b>Activity Lead</b>
(08/20/20) AM-PM	<i>What topic will be shared?</i> <ul style="list-style-type: none"><li>• <i>Data and Systems Review Summary</i></li><li>• <i>School Leadership Core Competency Course Reflections</i></li><li>• <i>Sustained Essential Practice</i></li><li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li><li>• <i>Priority Actions</i></li></ul>	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?

	• <i>Outcome Statements</i>		
8/27/20 8:30 a.m.	1. Data and Systems Review Summary 2. Primary & Secondary Essential Practice 3. Sustained Essential Practice	1. Present staff with data review. 2. Identify strengths and weaknesses in both school culture and academic programs.	Synergy Leadership Team (Ms. Garcia, Ms. Blanco, Ms. Villavicencio, Ms. Gomez, Ms. Perdomo, Ms. Panzer)
8/27/20 9:00 a.m.	1. Primary Essential Practice 2. Shared Leadership.	1. Use PowerPoint to provide knowledge on Shared Leadership. 2. View video "Who moved my cheese?"	Synergy Leadership Team (Ms. Garcia, Ms. Blanco, Ms. Villavicencio, Ms. Gomez, Ms. Perdomo, Ms. Panzer)
8/27/20 10:00 a.m.	1. Primary Essential Practice 2. Social Emotional Learning (SEL). 3. Building School Spirit.	1. Use PowerPoint to continue presentation. 2. List past challenges. 3. Think, pair, share.	Synergy Leadership Team (Ms. Garcia, Ms. Blanco, Ms. Villavicencio, Ms. Gomez, Ms. Perdomo, Ms. Panzer)
8/27/20 11:00 a.m.	1. Primary Essential Practice 2. Making connections 4. Priority Actions Sustained Essential Practice	1. Use PowerPoint to continue presentation. 2. Accept changes. 3. Create a list of major changes in our lives, how they were dealt, and identify as positive/negative.	Synergy Leadership Team (Ms. Garcia, Ms. Blanco, Ms. Villavicencio, Ms. Gomez, Ms. Perdomo, Ms. Panzer)
8/27/20 1:00 p.m.	1. Outcome Statements 2. Reflection	1. Use PowerPoint to continue presentation. 2. Reject Inflexibility (Pencil/Pipe Cleaner) 3. Phrase Mural. What writing will you leave on your wall? Create your mural.	Synergy Leadership Team (Ms. Garcia, Ms. Blanco, Ms. Villavicencio, Ms. Gomez, Ms. Perdomo, Ms. Panzer)
8/27/20 2:00 p.m.	1. Outcome Statements 2. Reflection	1. Personal Vision Statement 2. Brainstorm activities to help students embrace change.	Synergy Leadership Team (Ms. Garcia, Ms. Blanco, Ms. Villavicencio, Ms. Gomez, Ms. Perdomo, Ms. Panzer)

## 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 successfully implement our Sustained Essential Practice of Attendance Initiatives, then our daily attendance will continue to improve. If we successfully implement our Primary Essential Practice of Shared Leadership, then there will be an increase in the amount of teachers who will take on leadership roles and improve the overall climate of the school. If we successfully implement our Secondary Essential Practice of School Spirit, Pride, and Branding, then all stakeholders will enjoy coming to school and create a positive school culture.

**Sustained Essential Practice**

Attendance Initiatives

**Priority Actions for the Sustained Essential Practice**

Our Sustained Essential Practice for School Culture is "Attendance Initiatives". In order to further improve and sustain our student attendance, we will continue to develop attendance initiatives, create innovative rewards to increase daily attendance, and continue contacting parents to reduce student absences.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>	<b>Expected Evidence</b>	<b>Monitoring</b>
		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)

<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Sept 4</p>	<p>The Leadership Team will meet monthly to discuss and identify new incentives to motivate students in an effort to increase daily attendance during Stage 1 and Stage 2.</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Kindergarten Teacher Marlene Villavicencio, 5th Grade Teacher Lissette Gomez, Pre-Kindergarten Teacher Daneisy Mansito, 2nd Grade Teacher Carlianne Panzer, 5th Grade Teacher Melissa Herrero, Counselor</p>	<p>As a result of the Leadership Team meeting, innovative ideas will be used to revise the Attendance Incentive Plan as evidenced in the meeting agenda, minutes, and sign in sheets. An updated attendance plan will be published on the collaboration site.</p>	<p>Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will review Attendance Incentive Plan and implementation.</p>
<p><b>Start:</b> Mon, Sept 7</p> <p><b>End:</b> Fri, Oct 16</p>	<p>In order to increase attendance, teachers will create a classroom attendance poster with the word ATTENDANCE. On a daily basis, teachers will color in a letter of the word every time the class has perfect attendance. When the class colors all letters, they will receive a popcorn party for physical students or a Class Dance Party with an administrator for students attending My School Online.</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor</p>	<p>Classroom teachers will create and display an attendance poster.</p>	<p>Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will monitor poster completion each day a class has perfect attendance. A chart in the Main Office will track classes with 10 days of Perfect Attendance.</p>
<p><b>Start:</b> Mon, Sept 7</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Teachers will monitor daily attendance. At the end of every quarter, students with perfect attendance will be recognized and rewarded with a "School is Cool" Party in an effort to continue students to attend school daily and increase our attendance rate.</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor</p>	<p>Teachers will review the Daily Attendance Bulletin and notify the attendance clerk of any corrections.</p>	<p>Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will review names submitted and reward students with a "School is Cool" party to reward perfect attendance.</p>
<p><b>Start:</b> Mon, Sept 7</p> <p><b>End:</b> Fri, Oct 16</p>	<p>In order to maintain and increase our daily attendance, we will run monthly attendance reports to flag students with 4, 6, or 8 accumulated absences. A parent letter highlighting our</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa</p>	<p>Classroom teachers will run monthly attendance reports and</p>	<p>Marta Garcia, Principal, Jo Ann Blanco, Assistant Principal, and</p>

	attendance policy will be sent home with students or via e-mail with 4 absences. Teachers will complete a referral notice to the counselor for students with 6 absences. The counselor will contact the parent and inform them of policy. A referral for administration will be completed for students with 8 or more absences. The administration will hold a parent conference informing parents of the importance of daily attendance.	Herrero, Counselor	complete referrals as needed. Administration will run monthly iAttend Reports and submit to region. Attendance bulletins will also be monitored on a daily basis.	Melissa Herrero, School Counselor will monitor attendance reports to ensure student absences are addressed as stated in the "4-6-8" Plan.
--	---	-----------------------	---	---

### Primary Essential Practice

Shared Leadership

### Priority Actions for the Primary Essential Practice

Our Primary Essential Practice for School Culture is "Shared Leadership". The administration will continue to build capacity among all teachers, listen proactively to concerns, and collaborate with all stakeholders to maintain a positive learning environment. Surveys will be collected to determine strengths and weakness among staff, as well as generate interest in leadership roles within our school.

<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, Sept 4	At the start of the school year, survey the teachers to identify teachers interested in leadership roles. Teachers will participate by completing the Leadership Involvement Survey through Microsoft Forms. This will facilitate peer mentoring among teachers and determine faculty needs.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	The survey results will allow us to identify strengths and weaknesses of our faculty to facilitate peer mentoring among teachers.	Jo Ann Blanco, Assistant Principal will send survey to teachers and analyze results.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Sept 18	Once results are collected, share leadership roles identified in survey and provide teachers with chart. This will allow our teachers to share best practices.	Jo Ann Blanco, Assistant Principal Carmen Perdomo, PD Liaison	The chart will be shared with faculty to highlight peer mentors in the various areas.	Jo Ann Blanco, Assistant Principal, will share results and chart to teachers.

<b>Start:</b> Mon, Sept 21 <b>End:</b> Fri, Oct 16	Monthly, meet with each grade level to determine what are the student needs and establish areas of expertise for faculty members. This will enable the administration to determine faculty needs and share best practices.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Each grade level will identify specific needs for and a list of teachers who have best practices to share.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review needs and establish a schedule for teachers to collaborate with "experts".
<b>Start:</b> Mon, Sept 21 <b>End:</b> Fri, Oct 16	During monthly faculty meetings, teacher leaders will be identified in order to share best practices with faculty members.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will implement best practices shared during faculty meetings by the teacher leaders.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs.

### Secondary Essential Practice

School Spirit, Pride and Branding

### Priority Actions for the Secondary Essential Practice

Our Secondary Essential Practice is "School Spirit, Pride, and Branding". In order to meet our goal, our school will create positive avenues of communication by implementing an open door policy for administrators to be able to listen to staff needs and concerns. Additionally, administrators will plan staff social gatherings to celebrate achievements and foster a positive school culture. Administrators will continue to provide teachers with classroom support during data chats as well as informal conferences.

Implementation Date(s)	Implementation Steps	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, Aug 31 <b>End:</b> Fri, Oct 16	The SLT will create a monthly Team Building Activity to be implemented during each faculty meeting.	Marta Garcia, Principal Jo Ann Blanco, 1st Grade Teacher Carmen Perdomo, Kindergarten Teacher Carlianne Panzer, 5th Grade Teacher Marlene Villavicencio, 5th Grade Teacher Lisette Gomez, PreK Teacher	Teachers will build camaraderie and will collaborate with colleagues in other grade levels/departments.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	During monthly Faculty Meetings, time will be set aside to provide	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Administrators will be able to support classroom teachers and	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal,

	teachers to share any needs and concerns.		provide assistance in areas of concerns or needs.	will conduct classroom walkthroughs.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The administration will conduct weekly staff shout outs highlighting accomplishments to share best practices of teams/grade levels.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	A bulletin board will be created to highlight staff shout outs and best practices.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs to highlight teachers, grade levels, and specific departments.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The administration will create and distribute a monthly calendar of events to faculty and staff to communicate any celebrations and successes.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Kathleen Fernandez, 5th Grade Teacher	Monthly e-mails to faculty and staff highlighting events for the upcoming month.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review information being shared with faculty and staff in the monthly calendar.

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

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then our learning gains in ELA will continue to improve. If we successfully implement our Primary Essential Practice of Data-Driven Decision Making, then our proficiency in ELA, Math and Science will improve in K-5. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then our learning gains in Math will improve.

**Sustained Essential Practice**

Differentiated Instruction

**Priority Actions for the Sustained Essential Practice**

Our Sustained Essential Practice for Academic Programs is "Differentiated Instruction". The administration will continue to provide meaningful professional development in the area of Differentiated Instruction in an effort to ensure all students show learning gains. Teachers will be provided with the resources to tailor content, process, products, and pace of learning to student needs, abilities, and interests. Additionally, we will target how to differentiate instruction through a variety of instructional strategies to engage learners in the learning process through tasks that meet their individual needs.

<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)	<b>Monitoring</b>  (How and Who?)
-------------------------------	-----------------------------	---	---	---

			demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Tue, Sept 1 <b>End:</b> Fri, Sept 11	In order to provide teachers with additional resources, monthly trainings/review sessions for i-Ready will be provided to all K-5 teachers. This includes reports, tools, and resources available through Toolbox. Additionally, the benefits of differentiating instruction in both Reading and Math will be discussed.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Math Liaison	Teachers will create and update data binder with reports from i-Ready .	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review agenda and maintain attendance log.
<b>Start:</b> Mon, Sept 14 <b>End:</b> Fri, Oct 2	Develop a quarterly PD on Differentiated Instruction that will strengthen their abilities to target instruction and provide additional instructional resources. Faculty will use resources on K12 and i-Ready to create DI groups and select targeted area of instruction in order to develop specific lessons.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will have data binder with reports from i-Ready and flexible grouping charts for Differentiated Instruction.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review data binders and flexible grouping charts for each teacher.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	Quarterly, teachers will create differentiated instructional groups based on the results from the AP1 Diagnostic of the i-Ready Computer Program as well as any other data points available (FSA/SAT-10) to target student needs.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will have flexible grouping charts in each classroom and targeted lessons for each group.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs and review DI binders.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	Monthly, teacher leaders will share best practices to reinforce or enrich lessons using the STRIDE resource on K12. Additionally, teachers will use this knowledge to implement STRIDE in their lessons.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Math Liaison	Teachers will have assigned lessons from both supplemental programs which include I-Ready and STRIDE on K12.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review DI lessons to ensure remediation and enrichment lessons are being assigned to students on both platforms.

## Primary Essential Practice

Data-Driven Decision Making

## Priority Actions for the Primary Essential Practice

Our Primary Essential Practice for Academic Programs is "Data-Driven Decision Making". In order to meet our goal, our school will improve differentiated instruction practices by providing training in ELA, Math, and Science resources, creating intervention groups, and providing support to all students in order to show gains in proficiency.

<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, Sept 11	Our ELA, Mathematics, and Science liaisons will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis.	Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will create a list of resources for each core subject that would support the needs of their students.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review attendance and agenda.
<b>Start:</b> Mon, Sept 14  <b>End:</b> Fri, Oct 16	Monthly, provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principa Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will utilize resources in the the core subjects to support instruction.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review attendance and agenda.
<b>Start:</b> Mon, Sept 14  <b>End:</b> Fri, Oct 16	Identify model classroom as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, provide teachers opportunities to visit classrooms to observe best practices.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principa Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will follow procedures and implement best practices witnessed in the model classroom.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs of the supported teachers' classrooms.
<b>Start:</b> Mon, Sept 14  <b>End:</b> Fri, Oct 16	As needed, provide one to one support for teachers who may need additional assistance implementing Differentiated Instruction and/or the utilization of resources available for ELA, Mathematics, and Science instruction.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principa Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teacher will create lessons and gather materials relevant to the pacing guide and individual student needs.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct walkthroughs during mathematics core

			instructional blocks.
--	--	--	-----------------------

**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).

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

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**

Data-Driven Instruction

**Priority Actions for the Secondary Essential Practice**

Our Secondary Essential Practice for Academic Programs is “Data-Driven Instruction”. Our school will provide quality professional development for teachers on accessing student data and effectively analyzing and utilizing the data to create meaningful lessons that target individual student needs to promote mastery.

<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> Tue, Sept 1	Administration will share grade level specific data with teachers	Marta Garcia,	Grade Level Chairpersons will maintain minutes,	Marta Garcia, Principal, and

<b>End:</b> Fri, Oct 2	during grade level meetings weekly to identify areas which need support based on the 2019 FSA and SAT-10 scores. Teachers will receive a list of the students in the lowest 25 percent in their classes.	Principal Jo Ann Blanco, Assistant Principal	agenda, grade level specific scores, and list of the students in the lowest 25 percent. Teachers will create lesson plans will include strategies to target these students.	Jo Ann Blanco, Assistant Principal, will monitor Data Chat records.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	Teachers will have quarterly Data Chats with Administration to identify areas of strengths and opportunities for improvement after i-Ready AP1 is completed.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	The administration will maintain Data Chat records, copies of student data, and implementation of DI.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will analyze assessment scores and reports with teachers.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	Teachers will conduct quarterly data chats with their students after the AP1 i-Ready Diagnostic is complete to set growth goals and expectations with students.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Classroom Teachers	Teachers will create a data binder with assessment results. Students will create data trackers and discuss strengths and weaknesses.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor student data trackers.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	Every month, teachers will review i-Ready growth goals with their students to ensure students are on track to meet their goals.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Classroom Teachers	Teachers will have a data binder with student progress. Students will create goal tracking sheets for AP2.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor student data trackers and view data binders.

## **Parent Family Engagement Plan (PFEP)**

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

#### **School Culture Outcome Statement**

If we successfully implement our Sustained Essential Practice of Attendance Initiatives, then our daily attendance will continue to improve. If we successfully implement our Primary Essential Practice of Shared Leadership, then there will be an increase in the amount of teachers who will take on leadership roles and improve the overall climate of the school. If we successfully implement our Secondary Essential Practice of School Spirit, Pride, and Branding, then all stakeholders will enjoy coming to school and create a positive school culture.

## Sustained Essential Practice

### Attendance Initiatives

### Priority Actions for the Sustained Essential Practice

Our Sustained Essential Practice for School Culture is "Attendance Initiatives". In order to further improve and sustain our student attendance, we will continue to develop attendance initiatives, create innovative rewards to increase daily attendance, and continue contacting parents to reduce student absences.

<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, Nov 2  <b>End:</b> Fri, Dec 4	The Leadership Team will meet monthly to discuss and identify new incentives to motivate students in an effort to increase daily attendance during Stage 2.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Kindergarten Teacher Marlene Villavicencio, 5th Grade Teacher Lissette Gomez, Pre-Kindergarten Teacher Daneisy Mansito, 2nd Grade Teacher Carlianne Panzer, 5th Grade Teacher Melissa Herrero, Counselor	As a result of the Leadership Team meeting, innovative ideas will be used to revise the Attendance Incentive Plan as evidenced in the meeting agenda, minutes, and sign in sheets. The Leadership Team will meet to discuss procedures in place to target truancy.	Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will review Attendance Incentive Plan and implementation.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Continue use of classroom poster with the word ATTENDANCE in order to monitor and reward classes with perfect attendance. On a daily basis, teachers will color in a letter of the word every time the class has perfect attendance. When the class colors all letters, they will receive a popcorn party for physical students or a Class Dance Party with an administrator for students attending My School Online and Brick and Mortar.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor	All classroom teachers will have an Attendance Poster displayed in each class. The administration will track perfect attendance through a poster in the office.	Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will monitor poster completion each day a class has perfect attendance. A chart in the Main Office will track classes with 10 days of Perfect Attendance.
<b>Start:</b> Mon, Nov	Continue monitoring daily	Marta Garcia,	Teachers will	Marta Garcia,

2 <b>End:</b> Fri, Dec 18	attendance. At the end of every quarter, students with perfect attendance will be recognized and rewarded with a "School is Cool" Party in an effort to continue students to attend school daily and increase our attendance rate.	Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor	review the Daily Attendance Bulletin and notify the attendance clerk of any corrections.	Principal and Jo Ann Blanco, Assistant Principal will review names submitted and reward students with a "School is Cool" party to reward perfect attendance.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue to maintain and increase our daily attendance by running weekly attendance reports to flag students with 4, 6, or 8 accumulated absences. Parents will be contacted and meetings will be held informing parents of the importance of daily attendance.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor	Attendance clerk will run weekly attendance reports and complete referrals as needed. Administration will run monthly iAttend Reports and submit to region. Attendance bulletins will also be monitored on a daily basis.	Marta Garcia, Principal, Jo Ann Blanco, Assistant Principal, and Melissa Herrero, School Counselor will monitor attendance reports to ensure student absences are addressed as stated in the "4-6-8" Plan.

### Primary Essential Practice

Shared Leadership

### Priority Actions for the Primary Essential Practice

Our Primary Essential Practice for School Culture is "Shared Leadership". The administration will continue to build capacity among all teachers, listen proactively to concerns, and collaborate with all stakeholders to maintain a positive learning environment. Surveys will be collected to determine strengths and weakness among staff, as well as generate interest in leadership roles within our school.

<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, Nov 2 <b>End:</b> Fri, Nov 13	Survey the teachers in order to identify leadership roles based on areas of strength. Teachers will complete the survey via Microsoft forms.	Jo Ann Blanco, Assistant Principal Carmen Perdomo, PD Liaison	The survey results will allow us to identify areas of strengths and weaknesses. A chart will be created to highlight faculty peer	Jo Ann Blanco, Assistant Principal will send survey to teachers and analyze results.

			mentors in the various areas.	
<b>Start:</b> Mon, Nov 16 <b>End:</b> Fri, Nov 20	Share leadership roles identified in survey and provide teachers with chart. This will allow our teachers to share best practices.	Jo Ann Blanco, Assistant Principal Carmen Perdomo, PD Liaison	The chart will be shared with faculty to highlight peer mentors in the various areas.	Jo Ann Blanco, Assistant Principal, will share results and chart to teachers.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue meeting monthly with each grade level to determine what are the student needs and establish areas of expertise for faculty members. This will enable the administration to determine faculty needs and share best practices.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Each grade level will identify specific needs for and a list of teachers who have best practices to share.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review needs and establish a schedule for teachers to collaborate with "experts".
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue identifying teacher leaders during monthly faculty meetings to share best practices with faculty members.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will implement best practices shared during faculty meetings by the teacher leaders.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs.

## Secondary Essential Practice

School Spirit, Pride and Branding

### Priority Actions for the Secondary Essential Practice

Our Secondary Essential Practice is "School Spirit, Pride, and Branding". In order to meet our goal, our school will create positive avenues of communication by implementing an open door policy for administrators to be able to listen to staff needs and concerns. Additionally, administrators will plan staff social gatherings to celebrate achievements and foster a positive school culture. Administrators will continue to provide teachers with classroom support during data chats as well as informal conferences.

<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, Nov 2 <b>End:</b> Fri, Dec 18	Continue collaborating with the SLT to create a monthly Team Building Activity	Marta Garcia, Principal Jo Ann Blanco, 1st Grade Teacher Carmen Perdomo, Kindergarten Teacher Carlianne Panzer, 5th Grade	Teachers will build camaraderie and will collaborate with colleagues in	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct

	to be implemented during each faculty meeting.	Teacher Marlene Villavicencio, 5th Grade Teacher Lisette Gomez, PreK Teacher	other grade levels/departments.	classroom walkthroughs.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue setting time aside during monthly Faculty Meetings to provide teachers opportunities to share any needs and concerns.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Administrators will be able to support classroom teachers and provide assistance in areas of concerns or needs.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue conducting weekly staff shout outs highlighting accomplishments to share best practices of teams/grade levels.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	A bulletin board will be created to highlight staff shout outs and best practices.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs to highlight teachers, grade levels, and specific departments.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue creating and distributing a monthly calendar of events to faculty and staff to communicate any celebrations and successes.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Kathleen Fernandez, 5th Grade Teacher	Monthly e-mails to faculty and staff highlighting events for the upcoming month.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review information being shared with faculty and staff in the monthly calendar.

**ACADEMIC PROGRAMS**  
**Quarter 2 Implementation**  
(November 2 – December 18, 2020)

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then our learning gains in ELA will continue to improve. If we successfully implement our Primary Essential Practice of Data-Driven Decision Making, then our proficiency in ELA, Math and Science will improve in K-5. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then our learning gains in Math will improve.

**Sustained Essential Practice**

Differentiated Instruction

**Priority Actions for the Sustained Essential Practice**

Our Sustained Essential Practice for Academic Programs is "Differentiated Instruction". The administration will continue to provide meaningful professional development in the area of Differentiated Instruction in an effort to ensure all students show learning gains. Teachers will be provided with the resources to tailor content, process, products, and pace of learning to student needs, abilities, and interests. Additionally, we will target how to

differentiate instruction through a variety of instructional strategies to engage learners in the learning process through tasks that meet their individual needs.

<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, Nov 2  <b>End:</b> Fri, Dec 18	Continue providing teachers with additional resources, monthly trainings/review sessions for i-Ready. This includes reports, tools, and resources available through Toolbox. Additionally, the benefits of differentiating instruction in both Reading and Math will continue being discussed.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Math Liaison	Teachers will continue updating data binder with reports from i-Ready .	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review agenda and maintain attendance log.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Develop a quarterly PD on Differentiated Instruction that will strengthen their abilities to target instruction and provide additional instructional resources. Faculty will use resources on K!2 and i-Ready to create DI groups and select targeted area of instruction in order to develop specific lessons.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will have data binder with reports from i-Ready and flexible grouping charts for Differentiated Instruction.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review data binders and flexible grouping charts for each teacher.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Continue creating differentiated instructional groups based on the results from the AP1 Diagnostic of the i-Ready Computer Program as well as any other data points available (FSA/SAT-10) to target student needs.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will have flexible grouping charts in each classroom and targeted lessons for each group.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs and review DI binders.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Monthly, teacher leaders will share best practices to reinforce or enrich lessons using resources from the ELA and Mathematics Department.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Math Liaison	Teachers will have assigned lessons from both supplemental programs including i-Ready.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review DI lessons to ensure remediation and enrichment lessons are being assigned to students on both platforms.

## Primary Essential Practice

### Data-Driven Decision Making

#### Priority Actions for the Primary Essential Practice

Our Primary Essential Practice for Academic Programs is "Data-Driven Decision Making". In order to meet our goal, our school will improve differentiated instruction practices by providing training in ELA, Math, and Science resources, creating intervention groups, and providing support to all students in order to show gains in proficiency.

<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, Nov 2 <b>End:</b> Fri, Dec 18	Continue providing informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis by the ELA, Mathematics, and Science Liaisons.	Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will create a list of resources for each core subject that would support the needs of their students.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review attendance and agenda.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue to provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs monthly.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principa Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will utilize resources in the the core subjects to support instruction.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review attendance and agenda.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue to identify model classroom as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, provide teachers opportunities to visit classrooms to observe best practices.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principa Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will follow procedures and implement best practices witnessed in the model classroom.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs of the supported teachers' classrooms.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Continue providing one to one support for teachers who may need additional assistance implementing Differentiated Instruction and/or the utilization	Marta Garcia, Principal Jo Ann Blanco, Assistant Principa Carmen Perdomo, Reading Coach	Teacher will create lessons and gather materials relevant to the	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will

of resources available for ELA, Mathematics, and Science instruction as needed.	Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	pacing guide and individual student needs.	conduct walkthroughs during mathematics core instructional blocks.
---	---	--	--

## Secondary Essential Practice

Data-Driven Instruction

### Priority Actions for the Secondary Essential Practice

Our Secondary Essential Practice for Academic Programs is “Data-Driven Instruction”. Our school will provide quality professional development for teachers on accessing student data and effectively analyzing and utilizing the data to create meaningful lessons that target individual student needs to promote mastery.

<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, Nov 2 <b>End:</b> Fri, Oct 16	Administration will share grade level specific data with teachers during grade level meetings weekly to identify areas which need support based on the 2019 FSA and SAT-10 scores. Teachers will receive a list of the students in the lowest 25 percent in their classes. Additional data from AP1 as well as Topic Assessments will be discussed.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Grade Level Chairpersons will maintain minutes, agenda, grade level specific scores, and list of the students in the lowest 25 percent. Teachers will create lesson plans will include strategies to target these students.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor Data Chat records.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will have quarterly Data Chats with Administration to identify areas of strengths and opportunities for improvement after i-Ready AP1 is completed, targeted teacher assigned lessons, and learning path.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	The administration will maintain Data Chat records, copies of student data, and implementation of DI.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will analyze assessment scores and reports with teachers.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will continue to conduct quarterly data chats with their students after the AP1 i-Ready Diagnostic is complete to set growth goals and expectations with students.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Teachers will create a data binder with assessment results. Students will create data trackers and	Marta Garcia, Principal, and Jo Ann Blanco, Assistant

		Classroom Teachers	discuss strengths and weaknesses.	Principal, will monitor student data trackers.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will continue to review i-Ready growth goals with their students to ensure students are on track to meet their goals on a monthly basis.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Classroom Teachers	Teachers will have a data binder with student progress. Students will create goal tracking sheets for AP2.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor student data trackers and view data binders.

### **MDCPS Levels of Support for Addressing Learning Loss**

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

#### **Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).**

All students in the Schoolhouse or in My School Online (MSO) in grades Kindergarten through 5th grade will receive high-quality grade-level instruction alongside standard supports and services. Using formative assessment data sources, teachers identify gaps in learning and focus on the most critical gaps as grade-level content is covered during the school year. This approach ensures that students receive rigorous instruction through current grade level material while addressing gaps in the pre-requisite skills. Strategies include: 1. Following master scheduling guidelines for elementary schools to properly place students in grade level courses and interventions. 2. Prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly. 3. Ensuring that teachers deliver strong Tier 1 core instruction in either the Schoolhouse or in MSO environment to ensure equity regardless of modality. 4. Diagnosing students' unfinished learning and providing acceleration support using available data tools. 5. Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps. 6. Continuously monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

#### **Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.**

Using progress monitoring tools inclusive of, but not limited to, early warning systems and decision trees, students are provided with Tier 2/3 interventions and support/services during the school day that are above and beyond Tier 1 instruction. School leaders and teachers will: 1. Identify what students know and can do through diagnostic and/or baseline assessments including iReady diagnostics (AP1, AP2, AP3), district-developed interim assessments and topic assessments. Over 95% of our students completed the 2020 AP1 diagnostic in iReady Reading and Mathematics. Results of students in grade K revealed different patterns of score distribution from prior years and therefore are not included below. Preliminary results indicate that: A. In iReady Reading: • 45% of students in grades 1-5 scored one level below grade placement. The highest percentage (68%) was found for 1st graders and the lowest (31%) was found for Kindergarteners. • 14% of students in grades 1-5 scored two or more levels below grade placement. The highest percentage (26%) was found for 5th graders and the lowest percentage (10%) was found for first graders. B. In iReady Math: • 56% of students in grades 1-5 scored one level below grade placement. The highest percentage (66%) was found for 1st graders and the lowest (49%) was found for 5th graders. • 13% of students in grades 1-5 scored two or more levels below grade placement. The

highest percentage (22%) was found for 3rd graders and the lowest percentage (11%) was found for first and second graders. 2. Use decision-making tools such as the ESE Learning Loss Index, the ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees to determine tiered instruction and services for students. 3. Implement targeted, standards-based lessons and use computer-assisted learning software (i.e. i-Ready, Math Nation, Khan Academy, etc.) during differentiated, small-group instruction or individualized instruction. 4. Provide intervention opportunities to targeted Tier 2/3 students. 5. Continue assessing students using formative assessment tools (i.e., Topic Assessments, MiniBenchmark Assessments, i-Ready Growth Monitoring, etc.) to further inform instruction and/or remediation.

**Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.**

A typical school year is comprised of 180 school days. With the spread of COVID-19, students experienced a shortened calendar year and delayed start to the 2020-2021 school year. This school year will be 175 days long. As a result, students who may have experienced academic regression will need additional time to master grade-level learning, grapple with unfinished learning, and work towards closing the existing achievement gaps that may have been widened as a result of the pandemic. M-DCPS began this work during the 2020 Summer by implementing Securing Opportunities for Academic Recovery (SOAR), where academically fragile students were provided additional instructional time to mitigate some of the learning loss from Quarter 4. M-DCPS will continue to provide structured and engaging extended learning opportunities to support and complement what students are learning during the school day. Extra time is a vital resource and strategy necessary for student success and is best utilized to address learning gaps. Extra instructional time is provided through the implementation of intersessional calendars and before/after school programming. Beyond the Bell Learning In an effort to mitigate learning loss resulting from the pandemic, especially among students from low-income households who may not have the additional resources to supplement the learning that happens during the school day and may have been negatively impacted by the school closures, schools will offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, and Spring Break Academy in both virtual and face-to-face modalities. These beyond the traditional bell offerings will afford teachers the opportunities to provide meaningful and purposeful instruction that is designed to address the academic needs of the District's most fragile learners. Multiple qualitative and quantitative data points will be used to target students' learning losses and deficiencies, prerequisite skills, and grade level content with laser-like foci and intentionality. These strategies are to be part of the action planning phase of the School Improvement Plans and the MTSS process implemented by the School Instructional Leadership Teams. Before and After School Tutoring Programs The Before and After School Tutoring Programs listed below are designed to accelerate learning, address achievement gaps, and/or provide assistance with home learning: Title III – ESOL, K-12 – These funds are distributed to all eligible schools to provide after school tutoring only to English Language Learners (ELLs). These tutoring sessions are designed to help ELLs increase their language acquisition and assist them in accessing grade-level work. GEER Elementary Grades 1-5 – The Governor's Emergency Education Relief Fund will establish after school intervention programs in reading and math for students who score one or more grade levels below on the API Diagnostic. Instruction will use a prescribed, standards-aligned and/or prerequisites curriculum and participating students will take a pre-/posttest. Rising K – This grant-funded program will provide any kindergarten student with additional learning time to ensure they master foundational skills necessary for learning to read. Kindergarten students who elect to participate in this program will learn through a prescribed, standards-aligned curriculum and participate in a pre-/posttest.

## **Phase III & IV**

### **Mid-Year Review & Q3/Q4 Implementation**

#### **Reflect – Modify – Implement**

**Phases III & IV will be developed and executed at the school as described below:**

*In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the*

*School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.*

***Mid-Year Readiness Data and Systems Review*** should directly inform the Quarter 3 and 4 Implementation Steps.

- ***A Data Review:*** is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.
- ***Systems Review:*** is 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 4 – January 29, 2021***

- *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 III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

### **Phase IV: Quarter 3 & Quarter 4 Implementation**

***February 1 – June 9, 2021***

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 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*

## Mid-Year Data Map

*For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.*

### Access the SIP Dashboard:

*Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via [www.powerbi.com](http://www.powerbi.com) using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from "Shared with me," adding this report to "Favorites" is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.*

## MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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.**

The School Leadership Team (SLT) met to discuss the progress of the School Improvement Process and review the action plan created at the beginning of the 2020-2021 school year. Each member shared strengths and weaknesses of the priority actions for each. Copies of the Mid-Year Data Map were shared and analyzed to discuss progress towards our essential practices in both school culture and academic programs. As a team, we discussed that the actions steps were implemented with fidelity and created a positive outcome. We also determined which ones were not as successful and identified barriers in order to address them in Phase III.

### **2. In relation to your 2021 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.**

Regarding school culture, the SLT feel the teachers have taken on initiatives in our school. Moreover, there has been a shift to create positive avenues to improve leadership roles and school spirit. While this has been a unique year for attendance, our innovative attendance monitoring practices have proven to be effective when compared to the district. The Mid-Year staff survey reveals that 86% of the staff felt our leadership team provides opportunities for stakeholders to be involved in the school. Additionally, 89% strongly agreed that our school leadership team supports an innovative and collaborative culture. Even though our attendance showed an increase in students with 6 or more absences 19%, it was below the district average of 25%. Moreover, the number of students with perfect attendance increased from 25% in 2019-2020 to 28% in 2020-2021.

### **3. In relation to your 2021 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.**

Based on the i-Ready Diagnostic Assessments, our school has shown significant improvement in reducing the number of students performing below grade level. In the first administration of the Reading i-Ready Diagnostic, 14% of students were classified as Tier 3 students who were working 2 or more years below grade level, 45% were classified at Tier 2 students who were working 1 year below grade level, and 41% of students were classified as Tier 1 students who were working on or above grade level. For the second administration, only 10% of students were classified as Tier 3, 33% as Tier 2, and 57% as Tier 1. While our students have made significant progress, only 61% are on target to meet the annual growth target. In Mathematics, the proficiency levels have also increased. During the 1st administration of the i-Ready Diagnostic Assessment, 12% of students were classified as Tier 3 students who were working 2 or more years below grade level, 56% were classified at Tier 2

students who were working 1 year below grade level, and 31% of students were classified as Tier 1 students who were working on or above grade level. For the second administration, only 9% of students were classified as Tier 3, 45% as Tier 2, and 46% as Tier 1. While our students have made significant progress, only 42% are on target to meet the annual growth target. When analyzing data from i-Ready AP2, Royal Palm Elementary has identified the targeted strands by grade level where students showed the greatest weakness. Differentiated instruction has been a priority in our school, and we are adjusting our action plan to further develop and enhance our DI practices. Through targeted data chats, teachers are using results to drive instruction. Currently, they are creating new instructional groups to address specific weaknesses in both ELA and Mathematics. Students who need additional support are provided with intervention to boost achievement.

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

After analyzing i-Ready data, we can conclude all grade levels showed improvement in both reading and Mathematics. The percentage of students working two or more grade levels were reduced, and the number of students working on or above grade level increased. In reading, our overall Tier 3 was reduced by 4%, and our Tier 1 increased by 16%. The data of AP2 indicates that Comprehension Literature and Informational Texts were areas of weakness across all grade levels with the highest level of students working below grade level followed by Vocabulary. In Mathematics, our Tier 3 was reduced by 3% and our Tier 1 increased 15%. Our students are showing a deficiency in mathematics proficiency. Geometry and Measurement and Data continue to be an area of weakness schoolwide.

#### **5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?**

Students are provided with Tier 2/3 interventions and support/services during the school day that are above and beyond Tier 1 instruction. The additional support provide through intervention and differentiated instruction are reducing the learning gap for Tier2/3 students. Preliminary results in i-Ready reading indicate an increase in the percentage of students who are on or above grade level. Based on the current data available in PowerBI, the growth in Tier 1 for all grade levels is as follows: Kindergarten: 11% in AP1 to 63% in AP2 1st Grade: 21% in AP1 to 46% in AP2 2nd Grade: 27% in AP1 to 56% in AP2 3rd Grade: 56% in AP1 to 66% in AP2 4th Grade: 36% in AP1 to 56% in AP2 5th Grade: 32% in AP1 to 59% in AP2 Preliminary results in i-Ready mathematics indicate an increase in the percentage of students who are on or above grade level. Based on the current data available in PowerBI, the growth in Tier 1 for all grade levels is as follows: Kindergarten: 11% in AP1 to 55% in AP2 1st Grade: 13% in AP1 to 39% in AP2 2nd Grade: 13% in AP1 to 56% in AP2 3rd Grade: 20% in AP1 to 53% in AP2 4th Grade: 23% in AP1 to 62% in AP2 5th Grade: 33% in AP1 to 54% in AP2

#### **6. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for students participating in extended learning opportunities?**

Royal Palm Elementary participated in the GEER program as well as the Title III ELL Tutoring program to mitigate learning loss. Identified students in Kindergarten, 1st Grade, 2nd Grade, and 4th Grade participated in GEER. These students have made progress according to teacher comments during data chats. Moreover, these students were considered Tier 3 students in i-Ready. These numbers have significantly decreased among the grade levels. Based on the current data available in PowerBI, Royal Palm Elementary reduced the number of students who are Tier 3 in Reading. 1st Grade: 8% in AP1 to 1% in AP2 2nd Grade: 14% in AP1 to 6% in AP2 3rd Grade: 24% in AP1 to 14% in AP2 4th Grade: 13% in AP1 to 10% in AP2 5th Grade: 37% in AP1 to 16% in AP2 Based on the current data available in PowerBI, Royal Palm Elementary reduced the number of students who are Tier 3 in Mathematics. 1st Grade: 7% in AP1 to 0% in AP2 2nd Grade: 23% in AP1 to 13% in AP2 3rd Grade: 16% in AP1 to 6% in AP2 4th Grade: 17% in AP1 to 4% in AP2 5th Grade: 24% in AP1 to 7% in AP2

## **MID-YEAR SYSTEMS REVIEW**

January 4 - January 29, 2021

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.**

While the staff mid-year survey did not address all topics from the climate survey, we did see a correlation with many of the statements. Shared Leadership was an area of focus since there was a decrease in teachers who strongly agreed with the opportunities offered at our school. Our focus was to identify strengths of each faculty member in an effort to assist colleagues. Our school also developed a Microsoft Teams page where teachers continuously share best practices and strategies. After reviewing the mid-year, 86% of the teachers strongly agreed that the SLT provides opportunities for stakeholders to be involved. This is a 5% increase from the 2020 staff climate survey. Additionally, our school spirit increased by 4%. Eighty-nine percent of teachers strongly agreed with the statement “our SLT supports an innovative and collaborative culture.” Even though the 2020-2021 has been a unique year, the SLT continues to provide innovative ideas to create a positive school culture among faculty and staff. The number of students with perfect attendance increased from 25% in 2019-2020 to 28% in 2020-2021. Moreover, the number of students with 11 or more absences is 6% below the district average. Teachers have also increased attendance monitoring and communicated with parents the importance of coming to school.

**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.**

Our attendance has fallen short of our expectations. Even though the number of students with perfect attendance has increased, there has also been an increase in the number of students who have over 11 absences when compared to the 2019-2020 school year. While every effort is made to continue engaging students even when they are sick, it has proven to be a challenge. Our SLT is continuously monitoring attendance and finding innovative strategies to keep students engaged. Regarding leadership roles, many teachers have stated areas of strength. However, teachers have not reached out to these leaders in order to improve their growth target.

## **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.**

Our students showed significant improvement from AP1 to AP2. The percent of Tier 1 students in Grades 3-5 increased from 42% to 60% in Reading. In Mathematics, the percent of our Tier 1 student in Grades 3-5 increased from 25% to 56%. Our teachers are targeting deficient skills and address them in small groups. Teachers are continuing the use technology resources and targeting specific benchmarks to improve proficiency. The classrooms are using resources such as Gizmos, Reflex, IXL, and Discovery Education to teach standards in Mathematics and science. The percent of students who scored at Tier 3 improved from 25% to 13%, and in Mathematics, the percent decreased from 19% to 6%. Teachers have analyzed data to group students and provide remediation in deficient strands.

**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.**

While our scores increased, our SLT believes there is still room for improvement in the area of differentiated instruction. The current learning environment is not feasible to conduct small group instructions. The SLT would like to create innovative ideas to remediate deficient areas in a safe and healthy manner. One area to provide small group instruction would be to provide breakout rooms for students. Even though the data shows a smaller percentage of students in Grades 3-5 in Tier 3 for mathematics (6% in mathematics compared to 13% in Reading), the percent of students proficient and/or on grade level is higher for reading (60% in Reading compared to 56% in Mathematics).

**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?**

Not Applicable.

*Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, shared via Weekly Briefing.*

## **School Leadership Core Competencies**

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

The School Leadership will use the Commitment to Students competency in the school improvement process by continuously utilizing school and student data to drive the implementation of evidenced-based practices, programs, and initiatives tailored to the needs of our students in order to improve teaching and increase student achievement. Additionally, our school will implement a new initiative to provide intervention to our lowest 25% in Mathematics. During data chats, strengths will be highlighted first and used to address weaknesses. The administration will make an effort to provide weekly feedback to teachers in an effort to improve student outcomes. Additionally, interventions will be monitored, and the MTSS process will be initiated on students who exhibit early warning indicators or disruptive behaviors.

**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.**

Our school created intervention rosters using the 2019-2020 i-Ready AP2 Diagnostic Results, current year assessments, and teacher observations. Intervention rosters are being updated throughout the year as students begin to show deficiencies. This year, our teachers are providing intervention to their own students. This is allowing teachers to target student deficiencies and address learning loss. Additionally, in mathematics, our teachers are providing additional support to help with fluency in addition, subtraction, multiplication, and division. Teachers are monitoring i-Ready for time on task and accuracy.

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

Our Primary Essential Practice is Data Driven Decision Making. Our school will continue to provide support and sharing best practices to sustain proficiency. Similar strategies will be utilized to focus our attention on our primary essential practice. Our Leadership Team will continue to provide professional development on data and differentiated instruction. Additionally, the administration will conduct weekly walkthroughs in an effort to provide teachers with feedback.

**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.**

Our school has provided support and shared best practices relating to core subject areas as well as online learning. This has allowed us to create meaningful professional development activities that enhance teaching strategies teachers can use in the classroom. Model classrooms have been established where teachers can observe best practices in action. Additionally, data chats in both Reading and Math have helped teachers target instruction by providing support and enrichment.

### **Competency 3: Developing Others**

Our administration along with the leadership team will focus on strategies that will build teacher capacity, develop teacher leaders, and to recognize faculty and staff. The Leadership Team will communicate clear expectations based on data results and provide ongoing timely feedback on specific practices/strategies. Moreover, the Leadership Team will provide weekly feedback and support to teachers as they plan instruction.

**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.**

Our administration provides opportunities for growth and development. School leaders have recognized faculty and staff in order to boost morale and show appreciation. Professional Development is based on the needs of the faculty and support is given to teachers who solicit it. We created a survey where teachers selected areas of strength. This has allowed us to create a list of professionals who can offer support in the specific area needed.

## Competency 4: Engages the Team

For School Culture, our Primary Essential Practice is Shared Leadership. Our Leadership Team will conduct surveys to identify areas of strength for each member. These strengths will be used to build teacher capacity and promote and develop teacher leaders. Leadership Roles will be revisited and other faculty members will be given the opportunity to participate in the School Leadership Team (SLT). Our Leadership Team will continue to provide professional development on data, differentiated instruction, and targeted areas identified by the faculty. Moreover, the SLT will continue to involve all stakeholders in the School Improvement Process.

**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 SLT values the input of all stakeholders to increase academic achievement. The school works together to develop goals and steps to ensure positive outcomes in school culture and academic programs. Through WorkPlace and Microsoft Teams, we are able to share information and valuable resources teachers can use in their classrooms.

## MID-YEAR REVIEW COMMUNICATION

**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?**

Our school will share Phase 3 of the School Improvement Process with faculty members during data chats, grade level and faculty meetings. Information will also be shared and reviewed with the EESAC. Once the plan is approved, it will be uploaded to our school website and current copies will be accessible in the Parent Resource Center in the main office.

## SCHOOL CULTURE Quarter 3/4 Implementation (February 1 – June 9, 2021)

### School Culture Outcome Statement

If we successfully implement our Sustained Essential Practice of Attendance Initiatives, then our daily attendance will continue to improve. If we successfully implement our Primary Essential Practice of Shared Leadership, then there will be an increase in the amount of teachers who will take on leadership roles and improve the overall climate of the school. If we successfully implement our Secondary Essential Practice of School Spirit, Pride, and Branding, then all stakeholders will enjoy coming to school and create a positive school culture.

### Sustained Essential Practice

Attendance Initiatives

### Priority Actions for the Sustained Essential Practice

Our Sustained Essential Practice for School Culture is "Attendance Initiatives". In order to further improve and sustain our student attendance, we will continue to develop attendance initiatives, create innovative rewards to increase daily attendance, and continue contacting parents to reduce student absences.

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 1	The Leadership Team will continue to meet monthly to	Marta Garcia, Principal Jo Ann	As a result of the continuous Leadership	Marta Garcia, Principal and Jo

<p><b>End:</b> Wed, Jun 9</p>	<p>discuss and identify new incentives to motivate students in an effort to increase daily attendance during the second semester.</p>	<p>Blanco, Assistant Principal Carmen Perdomo, Kindergarten Teacher Marlene Villavicencio, 5th Grade Teacher Lissette Gomez, PreKindergarten Teacher Daneisy Mansito, 2nd Grade Teacher Carlianne Panzer, 5th Grade Teacher Melissa Herrero, Counselor</p>	<p>Team meetings, innovative ideas will be used to revise the Attendance Incentive Plan as evidenced in the meeting agenda, minutes, and sign in sheets. The Leadership Team will continue to meet to discuss procedures in place to target truancy and review weekly attendance reports.</p>	<p>Ann Blanco, Assistant Principal will review Attendance Incentive Plan and implementation.</p>
<p><b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9</p>	<p>Continue use of classroom poster with the word ATTENDANCE in order to monitor and reward classes with perfect attendance. On a daily basis, teachers will color in a letter of the word every time the class has perfect attendance. When the class colors all letters, they will receive a popcorn party for physical students or a Class Dance Party with an administrator for students attending My School Online and Brick and Mortar.</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor</p>	<p>All classroom teachers will have an Attendance Poster displayed in each class. The administration will track perfect attendance through a poster in the office.</p>	<p>Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will monitor poster completion each day a class has perfect attendance. A chart in the Main Office will track classes with 10 days of Perfect Attendance.</p>
<p><b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9</p>	<p>Continue monitoring daily attendance. During the afternoon announcements, conduct daily shout outs to the classes with Perfect Attendance in an effort to motivate students to attend school daily and increase our attendance rate.</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor</p>	<p>The attendance clerk will run the Perfect Attendance report for the afternoon announcements. The list will be kept in a binder in the office.</p>	<p>Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will review the class list with 100% daily attendance and conduct shout outs during afternoon announcements.</p>
<p><b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9</p>	<p>Continue to maintain and increase our daily attendance by running weekly attendance reports to flag students with 4, 6, or 8 accumulated absences. Parents will be contacted and meetings will be held informing parents of the</p>	<p>Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Melissa Herrero, Counselor</p>	<p>Attendance clerk will run weekly attendance reports and complete referrals as needed. Administration will run monthly iAttend Reports and submit to region. Attendance bulletins will also be</p>	<p>Marta Garcia, Principal, Jo Ann Blanco, Assistant Principal, and Melissa Herrero, School Counselor will monitor</p>

	importance of daily attendance.		monitored on a daily basis.	attendance reports to ensure student absences are addressed as stated in the "4-6-8" Plan.
--	---------------------------------	--	-----------------------------	--

**Primary Essential Practice**

Shared Leadership

**Priority Actions for the Primary Essential Practice**

Our Primary Essential Practice for School Culture is "Shared Leadership". The administration will continue to build capacity among all teachers, listen proactively to concerns, and collaborate with all stakeholders to maintain a positive learning environment. Surveys will be collected to determine strengths and weakness among staff, as well as generate interest in leadership roles within our school.

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 1 <b>End:</b> Wed, Jun 9	Share leadership roles identified in survey and provide teachers with chart.	Jo Ann Blanco, Assistant Principal Carmen Perdomo, PD Liaison	The chart will be shared with faculty to highlight peer mentors in the various areas.	Jo Ann Blanco, Assistant Principal, will share results and chart to teachers.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue meeting with each grade level to determine what the student needs are and establish areas of expertise for faculty members.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Each grade level will review and revise their specific need for improvement. A teacher leader will share ideas and best practices to address grade level need.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review needs and find a teacher leader to collaborate with grade level.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue identifying teacher leaders and have teachers share best practices during faculty meetings and/or grade level meetings.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Faculty will implement the best practices shared during faculty meetings by the teacher leaders.	Marta Garcia, Principal and Jo Ann Blanco will conduct walkthroughs to monitor information given to them by grade level and/or department chairpersons.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teacher selected committees will share activities scheduled for the remainder of the school year.	Marta Garcia, Principal Kathleen Fernandez, Committee Chairperson	The chairperson and members of each teacher committee will share activities from February through May.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor activities selected by each committee.

## Secondary Essential Practice

School Spirit, Pride and Branding

### Priority Actions for the Secondary Essential Practice

Our Secondary Essential Practice is "School Spirit, Pride, and Branding". In order to meet our goal, our school will create positive avenues of communication by implementing an open door policy for administrators to be able to listen to staff needs and concerns. Additionally, administrators will plan staff social gatherings to celebrate achievements and foster a positive school culture. Administrators will continue to provide teachers with classroom support during data chats as well as informal conferences.

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 1 <b>End:</b> Wed, Jun 9	Continue collaborating with the SLT to create monthly Team Building Activities to be implemented during each faculty meeting.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Kindergarten Teacher Carlianne Panzer, 5th Grade Teacher Marlene Villavicencio, 5th Grade Teacher Lissette Gomez, Pre-K Teacher	Teachers will build camaraderie and collaborate with colleagues in other grade levels/departments	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue setting time aside during monthly Faculty Meetings to provide teachers opportunities to share any needs and concerns.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Administrators will be able to support classroom teachers and provide assistance in areas of concerns or needs.	Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will conduct classroom walkthroughs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue conducting weekly staff shout outs highlighting accomplishments to share best practices of teams/grade levels.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	A bulletin board highlighting staff shout outs and best practices will be updated.	Marta Garcia, Principal and Jo Ann Blanco, Assistant Principal will conduct classroom walkthroughs to highlight teachers, grade levels, and specific departments.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue creating and distributing monthly calendars of events to	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Monthly e-mails to faculty and staff highlighting	Marta Garcia, Principal, and Jo Ann Blanco,

	faculty and staff to communicate any celebrations and successes. Continue posting information on the Faculty Teams page.		events for the upcoming month.	Assistant Principal, will review information being shared with faculty and staff in the monthly calendar.
--	--	--	--------------------------------	---

**Academic Programs  
Quarter 3/4 Implementation  
(February 1 – June 9, 2021)**

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then our learning gains in ELA will continue to improve. If we successfully implement our Primary Essential Practice of Data-Driven Decision Making, then our proficiency in ELA, Math and Science will improve in K-5. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then our learning gains in Math will improve.

**Sustained Essential Practice**

Differentiated Instruction

**Priority Actions for the Sustained Essential Practice**

Our Sustained Essential Practice for Academic Programs is "Differentiated Instruction". The administration will continue to provide meaningful professional development in the area of Differentiated Instruction in an effort to ensure all students show learning gains. Teachers will be provided with the resources to tailor content, process, products, and pace of learning to student needs, abilities, and interests. Additionally, we will target how to differentiate instruction through a variety of instructional strategies to engage learners in the learning process through tasks that meet their individual needs.

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 1 <b>End:</b> Wed, Jun 9	Continue providing teachers with additional resources, monthly trainings/review sessions for i-Ready. This includes reports, tools, and resources available through Toolbox. Continue discussing the benefits of differentiated instruction in both reading and mathematics.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Math Liaison	Teachers will continue to update the data binder with reports from i-Ready.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review Data Binders.
<b>Start:</b> Mon, Feb 1	Continue providing teachers with support in Differentiated Instruction	Marta Garcia, Principal Jo Ann	Teachers will update data	Marta Garcia, Principal, and Jo Ann

<b>End:</b> Wed, Jun 9	through PD and the sharing of Best Practices. Continue the use of grouping templates to create fluid and flexible DI groups in order to develop targeted lessons.	Blanco, Assistant Principal	binder with reports from i-Ready and flexible grouping charts for Differentiated Instruction.	Blanco, Assistant Principal, will review data binders and flexible grouping charts.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to monitor student progress and update differentiated instructional groups based on Topic Assessments, i-Ready reports, and teacher observations.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Math Liaison	Teachers will update flexible grouping charts in each classroom and continue to provide targeted lessons for each group.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs and review DI binders.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Implement the “Movers and Shakers” shout out program highlighting classes that not only meet the required time on task for i-Ready but also maintain a pass rate of 75% or higher.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	Weekly i-Ready Reports will be printed to determine which classes are “Movers and Shakers.”	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal will monitor progress by pulling weekly instructional usage and pass rate reports from i-Ready.

### Primary Essential Practice

Data-Driven Decision Making

### Priority Actions for the Primary Essential Practice

Our Primary Essential Practice for Academic Programs is "Data-Driven Decision Making". In order to meet our goal, our school will improve differentiated instruction practices by providing training in ELA, Math, and Science resources, creating intervention groups, and providing support to all students in order to show gains in proficiency.

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 1 <b>End:</b> Wed, Jun 9	Continue providing informational sessions to each grade level in order to share best practices and resources available to support instruction	Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison	Teachers will create a list of resources for each core subject that	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review

	on a monthly basis by the ELA, Mathematics, and Science Liaisons.	Marlene Villavicencio, Science Liaison	would support the needs of their students.	attendance and agenda.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue to provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs monthly.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will utilize resources in the core subjects to support instruction.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will review attendance and agenda.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue to identify model classroom as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, provide teachers opportunities to visit classrooms to observe best practices.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teachers will follow procedures and implement best practices witnessed in the model classroom.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct classroom walkthroughs of the supported teachers' classrooms.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue providing one to one support for teachers who may need additional assistance implementing Differentiated Instruction and/or the utilization of resources available for ELA, Mathematics, and Science instruction as needed.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Carmen Perdomo, Reading Coach Carlianne Panzer, Mathematics Liaison Marlene Villavicencio, Science Liaison	Teacher will create lessons and gather materials relevant to the pacing guide and individual student needs.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will conduct walkthroughs during mathematics core instructional blocks.

## Secondary Essential Practice

### Data-Driven Instruction

### Priority Actions for the Secondary Essential Practice

Our Secondary Essential Practice for Academic Programs is “Data-Driven Instruction”. Our school will provide quality professional development for teachers on accessing student data and effectively analyzing and utilizing the data to create meaningful lessons that target individual student needs to promote mastery.

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 1 <b>End:</b> Wed, Jun 9	Continue sharing grade level specific data with teachers during grade level meetings weekly to identify areas which need support based on the 2019 FSA and SAT-10 scores. Teachers will	Marta Garcia, Principal Jo Ann Blanco,	Grade Level Chairpersons will maintain minutes, agenda, grade level specific scores, and list	Marta Garcia, Principal, and Jo Ann Blanco,

	receive a list of the students in the lowest 25 percent in their classes. Additional data from AP2 as well as Topic Assessments will be discussed.	Assistant Principal	of the students in the lowest 25 percent. Teachers will create lesson plans will include strategies to target these students.	Assistant Principal, will monitor Data Chat records.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue having quarterly Data Chats with administration to identify areas of strengths and opportunities for improvement after i-Ready AP2 is completed, targeted teacher assigned lessons, and learning path.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal	The administration will maintain Data Chat records, copies of student data, and implementation of DI.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will analyze assessment scores and reports with teachers.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to conduct quarterly data chats with their students after the AP2 i-Ready Diagnostic is complete to set growth goals and expectations with students.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Classroom Teachers	Teachers will create a data binder with assessment results. Students will create data trackers and discuss strengths and weaknesses.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor student data trackers.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to review i-Ready growth goals with their students to ensure students are on track to meet their goals on a monthly basis.	Marta Garcia, Principal Jo Ann Blanco, Assistant Principal Classroom Teachers	Teachers will have a data binder with student progress. Students will create goal tracking sheets for AP3.	Marta Garcia, Principal, and Jo Ann Blanco, Assistant Principal, will monitor student data trackers and view data binders.

### MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

#### **Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).**

All students in the Schoolhouse or in My School Online (MSO) in grades Kindergarten through 5th grade will receive high-quality grade-level instruction alongside standard supports and services. Using formative assessment data sources, teachers identify gaps in learning and focus on the most critical gaps as grade-level content is covered during the school year. This approach ensures that students receive rigorous instruction

through current grade level material while addressing gaps in the pre-requisite skills. Strategies include: 1. Following master scheduling guidelines for elementary schools to properly place students in grade level courses and interventions. 2. Prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly. 3. Ensuring that teachers deliver strong Tier 1 core instruction in either the Schoolhouse or in MSO environment to ensure equity regardless of modality. 4. Diagnosing students' unfinished learning and providing acceleration support using available data tools. 5. Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps. 6. Continuously monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

**Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.**

Using progress monitoring tools inclusive of, but not limited to, early warning systems and decision trees, students are provided with Tier 2/3 interventions and support/services during the school day that are above and beyond Tier 1 instruction. School leaders and teachers will: 1. Identify what students know and can do through diagnostic and/or baseline assessments including iReady diagnostics (AP1, AP2, AP3), district-developed interim assessments and topic assessments. Over 95% of our students completed the 2020 AP1 diagnostic in iReady Reading and Mathematics. Results of students in grade K revealed different patterns of score distribution from prior years and therefore are not included below. Preliminary results indicate that: A. In iReady Reading: • 45% of students in grades 1-5 scored one level below grade placement. The highest percentage (68%) was found for 1st graders and the lowest (31%) was found for Kindergarteners. • 14% of students in grades 1-5 scored two or more levels below grade placement. The highest percentage (26%) was found for 5th graders and the lowest percentage (10%) was found for first graders. B. In iReady Math: • 56% of students in grades 1-5 scored one level below grade placement. The highest percentage (66%) was found for 1st graders and the lowest (49%) was found for 5th graders. • 13% of students in grades 1-5 scored two or more levels below grade placement. The highest percentage (22%) was found for 3rd graders and the lowest percentage (11%) was found for first and second graders. 2. Use decision-making tools such as the ESE Learning Loss Index, the ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees to determine tiered instruction and services for students. 3. Implement targeted, standards-based lessons and use computer-assisted learning software (i.e. i-Ready, Math Nation, Khan Academy, etc.) during differentiated, small-group instruction or individualized instruction. 4. Provide intervention opportunities to targeted Tier 2/3 students. 5. Continue assessing students using formative assessment tools (i.e., Topic Assessments, MiniBenchmark Assessments, i-Ready Growth Monitoring, etc.) to further inform instruction and/or remediation.

**Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.**

A typical school year is comprised of 180 school days. With the spread of COVID-19, students experienced a shortened calendar year and delayed start to the 2020-2021 school year. This school year will be 175 days long. As a result, students who may have experienced academic regression will need additional time to master grade-level learning, grapple with unfinished learning, and work towards closing the existing achievement gaps that may have been widened as a result of the pandemic. M-DCPS began this work during the 2020 Summer by implementing Securing Opportunities for Academic Recovery (SOAR), where academically fragile students were provided additional instructional time to mitigate some of the learning loss from Quarter 4. M-DCPS will continue to provide structured and engaging extended learning opportunities to support and complement what students are learning during the school day. Extra time is a vital resource and strategy necessary for student success and is best utilized to address learning gaps. Extra instructional time is provided through the implementation of intersessional calendars and before/after school programming. Beyond the Bell Learning In an effort to mitigate learning loss resulting from the pandemic, especially among students from low-income households who may not have the additional resources to supplement the learning that happens during the school day and may have been negatively impacted by the school closures, schools will offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, and Spring Break Academy in both virtual and face-to-face modalities. These beyond the traditional bell offerings will afford teachers the opportunities to provide meaningful and purposeful instruction that is designed to address the academic needs of the District's most fragile learners. Multiple qualitative and quantitative data points will be used to target students' learning losses and deficiencies, prerequisite skills, and grade level content

with laser-like foci and intentionality. These strategies are to be part of the action planning phase of the School Improvement Plans and the MTSS process implemented by the School Instructional Leadership Teams. Before and After School Tutoring Programs The Before and After School Tutoring Programs listed below are designed to accelerate learning, address achievement gaps, and/or provide assistance with home learning: Title III – ESOL, K-12 – These funds are distributed to all eligible schools to provide after school tutoring only to English Language Learners (ELLs). These tutoring sessions are designed to help ELLs increase their language acquisition and assist them in accessing grade-level work. GEER Elementary Grades 1-5 – The Governor’s Emergency Education Relief Fund will establish after school intervention programs in reading and math for students who score one or more grade levels below on the API Diagnostic. Instruction will use a prescribed, standards-aligned and/or prerequisites curriculum and participating students will take a pre-/posttest. Rising K – This grant-funded program will provide any kindergarten student with additional learning time to ensure they master foundational skills necessary for learning to read. Kindergarten students who elect to participate in this program will learn through a prescribed, standards-aligned curriculum and participate in a pre-/posttest.

## **Phase V**

### **End of Year Reflection**

#### **Input – Feedback – Outcome Analysis**

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

*During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2020-2021 school year. The School Leadership Team will complete Phase V End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.*

#### **Phase V Stakeholder Feedback and Reflection**

***May 3 – June 9, 2021***

- *Use the 2020-2021 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:*
  - *Areas of strength and opportunities for improvement in both School Culture and Academic Programs*
  - *Reflections and predictions for School Culture and Academic Programs*
- *Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2020-2021 Continuous Improvement Reflection Worksheet.*
- *Schedule a faculty meeting during the month of May where faculty/staff will complete the 2020-2021 School Improvement Survey.*
- *During this May faculty meeting, share the findings from the 2020-2021 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified processes that will be sustained, developed, or enhanced in the areas of School Culture and Academic Programs for the 2021-2022 school year.*
- *After the May faculty meeting, schedule an EESAC meeting to share the outcomes.*

## **2020-2021 Continuous Improvement Reflection Worksheet**

### **School Culture**

**May 3 – June 9, 2021**

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within School Culture.

School Culture Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in School Culture?

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## End of Year Implementation Plan Reflection

### Strengths

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

### Opportunity for Improvement

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

## School Culture Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

**2020-2021 Continuous Improvement Reflection Worksheet**

**Academic Programs**

**May 3 – June 9, 2021**

Reflect on Phase I, II, and III of the School Improvement Process and consider the school’s success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

Academic Programs Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## End of Year Implementation Plan Reflection

### Strengths

### Opportunity for Improvement

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

---

**2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19**

**In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which strategic steps the school implemented with success that helped to mitigate the loss of learning due to COVID-19?**

**In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which steps the school implemented that did not yield desired results?**

**Academic Programs Prediction**

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.