

# 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 practice of empowering teachers and staff, then teacher morale will increase. Furthermore, teachers will learn new skills that will impact student learning. If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers and students will have a clear framework and common language to use to ignite growth every day.

## Sustained Essential Practice

Empower Teachers And Staff

### Priority Actions for the Sustained Essential Practice

The actions that are necessary to ensure that this essential practice is sustained are to continue to provide meaningful and applicable professional development opportunities and to incorporate weekly collaborative planning sessions for the faculty and staff to build capacity within the building.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Teacher leaders will help promote best practices as well as facilitate professional development sessions throughout the school year.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chairperson; Maria Barreiro, Elementary Mathematics Department Chairperson; Anessa Harrysingh, Elementary Science Department Chairperson; Julia Yapell, Middle School ELA Department Chairperson; Diana Pluto, Middle School Mathematics Department Chairperson; Veronica Filos, Middle School Science Chairperson; Valesia Anderson, Social Studies Middle School Department Chairperson; Amy DeMoss, Program Specialist; Elizabeth Rodriguez, ELL and Test Chairperson; Sonia Pestana, Teacher Leader.</p>	<p>Best practices are to be shared through virtual collaborative planning and professional development opportunities. Meeting agendas will serve as evidence for this implementation step.</p>	<p>Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will sit in on department meetings and collaborative planning sessions to ensure best practices are being shared among teams.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Teachers will be provided with an opportunity to give feedback on school practices to promote teacher empowerment.</p>	<p>All instructional staff</p>	<p>During monthly faculty meetings, teachers will be able to voice their concerns as it relates to the implementation of the school practices. During the process, the administrative team will be able to hear the concerns of the faculty and staff and address them on an individual basis. As evidence, the faculty meeting agendas will be provided.</p>	<p>Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will include in the faculty meeting agendas time</p>

				for select teachers to highlight best practices.
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	Selected teachers will be a part of the Student Retention Team.	Elizabeth Rodriguez, Test Chairperson and ESOL Department Chairperson; Dr. Lesbia Amador, Counselor; Tamara Chew, Counselor; Jose Martinez, Teacher Leader; James Melvin, Activities and Athletics Director; Handy Tejeda, Clerical Assistant; Elizabeth Medina, Clerical Assistant; Sharon Gilmore, Registrar	The Student Retention Team will meet on an ongoing basis to discuss the retention and recruitment of students. An annotated agenda for the meetings will serve as evidence of this step.	The administrative team, Dr. Guillero Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee the registration and withdrawal process to ensure students are remaining at our school.
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	Selected teachers will be a part of the Community Engagement Team.	Jose, Martinez, Teacher Leader; James Melvin, Athletics and Activities Director; Esmeralda Martinez, Department Chairperson; Megan Hill, EESAC Chairperson/Teacher; Janet Argilagos, Assistant Principal	The use of the Community Engagement team is important due to the need to collaborate with the community on the specific needs and goals of the school. These individuals will serve as liaisons between the community and the school in areas such as engagement, resources, and recognition. Flyers, posts on the school's website and social media platforms, and K12 announcements will serve as evidence of this step.	Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee this collaboration and ensure all stakeholders are informed of any pertinent information.

**Primary Essential Practice**

School Spirit, Pride and Branding

**Priority Actions for the Primary Essential Practice**

To enhance the school spirit, pride, and branding, there will be an incorporation of opportunities for the voices of the teachers and students to be heard. There will be an increase in the rewards and incentives for students showing “Panther Pride”. The magnet programs and elective courses will participate in various activities to promote a positive school spirit and school pride. Team building activities will be incorporated throughout the school year to engage the faculty and staff in developing positive school spirit and pride.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Using the MS teams' platform, push out announcement to teachers.	All Instructional staff members; James Melvin, Activities Director	Teachers will post school wide announcements in the announcement section of each course to keep students informed of various activities and pertinent information. As evidence, the MS teams' announcement posts will be provided.	James Melvin, Activities Director, will gather and send announcements to the teachers to post on their MS teams' platforms. The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will approve all posts and announcements related to school wide information.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Use of the Stride component of MS teams' platform to allow students to collect coins and points to play a variety of academic games.	All Instructional staff members	On a weekly basis, teachers will use the MS teams' features to engage students during blended learning as well as gather student feedback. As evidence, a Class Connect recording will be provided.	The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will monitor the implementation of the MS teams' features (i.e. stride dashboard and games) on Class Connect sessions on a weekly basis.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Implement Social Emotional Learning sessions to discuss digital citizenship, cyberbullying and suicide awareness with the students.	All Instructional Staff; Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; James Melvin,	On a monthly basis, there will be virtual sessions and/or recordings for the students to watch regarding the topics of cyberbullying, suicide awareness, and digital citizenship. These sessions will assist students with being more aware of strategies to use in different situations. MS teams' announcement will be used to communicate activities and information regarding these sessions. A copy of the MS teams'	The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee the implementation of the virtual sessions and adjust as necessary.

		Activities Director	announcement and activities resources will serve as evidence.	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Promote student activities such as clubs in order to encourage social interaction and enrichment among students.	James Melvin, Activities Director; Janet Argilagos, Assistant Principal	To increase school spirit and pride, social emotional well being, and make the blended learning environment a fun experience, students will be able to join in clubs and virtual activities. As evidence, the activities calendar along with MS teams' announcements, flyers, and homeroom discussions will be available.	The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will approve all club events and advertisement for activities.

## Secondary Essential Practice

Promoting Growth Mindset

### Priority Actions for the Secondary Essential Practice

Through the use of data chats, student accountable talk stems and implementation of engaging lessons, this essential practice should improve in effectiveness as well as become more sustainable in the future.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implementation of the new school slogan "The Power of Yet" will be shared with all stakeholders. It will also be used on social media platforms and the school's website to ensure adequate promotion of the slogan.	PLST Team Members; Dr. Guillermo Munoz, Principal; Janet Argilagos, Assistant Principal; CaTina Boynton, Assistant Principal; James Melvin, Activities and Athletic Director	The rationale for the slogan "The Power of Yet" is to provide our students, along with faculty and staff with hope during this "new normal" period. The "Power of Yet" signifies that whatever is going on at the time is only temporary and the situation will become better in time. As evidence, a monthly activities calendar will be provided.	James Melvin, Activities Director will create, organize and share monthly activities related to the "Power of Yet" with the faculty and staff. The PLST Team will plan, organize and facilitate the professional development session on positive growth mindset strategies. Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the activities and share with all stakeholders via social media posts and the school's website.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Alignment of social emotional learning and academic objectives to	Tamara Chew, Counselor; Lesbia Amador,	During blended learning, there is a need to ensure the students' academic and social emotional needs are being met. The	Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee this holistic learning experience

	ensure students receive a holistic learning experience.	Counselor; Amy DeMoss, Program Specialist; James Melvin, Activities and Athletics Director	holistic learning experience and activities will be used to monitor and address any mental health concerns. Social emotional learning activities, a monthly activities calendar, and lesson plans will be used as evidence for this step.	and address any mental health concerns, as necessary.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implementation of polls, surveys, whiteboards, and other features of MS teams' platform.	Language Arts Teachers; Mathematics Teachers; Science Teachers	During each class, teachers will use the MS teams' features to engage students during blended learning as well as gather student feedback. As evidence, a Class Connect recording will be provided.	The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the MS teams' features (i.e. polls, surveys, whiteboards) during Class Connect sessions on a weekly basis.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Promotion of Values Matter initiative on a monthly basis using MS teams' announcements.	All Instructional Staff; Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; James Melvin, Activities Director	On a monthly basis, there will be a designated value that will be emphasized to the students and staff. MS teams' announcements, social media posts, and school's website will be used to communicate activities and announcements regarding the value of the month. A copy of the MS teams' platform announcement and activities resources will serve as evidence.	The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee the implementation of Values Matter and make adjustments as necessary.

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

**Academic Programs Outcome Statement**

If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target students' academic needs. If teachers effectively use the gradual release model, then students will become independent thinkers and accountable for their learning outcomes. If teachers are successful in providing students appropriate and consistent differentiated instruction, then the number of students achieving learning gains and becoming proficient will increase.

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

The actions necessary to ensure that this essential practice is sustained are to conduct data chats (administration to teacher and teacher to student) on a consistent basis. Additionally, the incorporation of remediation, maintenance, and enrichment activities within the lessons based on current data.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Attend and participate in MS teams' training.</p>	<p>All instructional staff members; Dr. Guillermo Muñoz, Principal; Janet Argilagos, Assistant Principal; CaTina Boynton, Assistant Principal</p>	<p>The rationale for this training is to acclimate all instructional staff members to the assessment features and functionality of the MS teams' platform (i.e. Engagement, Mastery, and Growth).</p>	<p>On a biweekly basis, all content teachers will review assessments' reports. Each teacher will analyze their students' data and determine the current level of the students (Engagement, Mastery, or Growth). During department meetings and/or planning sessions, Doribel Rivera Rosado, Literacy coach and Diana Pluto, Mathematics coach will assist teachers in planning lessons that will address the academic needs of all students. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will attend Class connect sessions on a weekly basis to ensure teachers are using the most current data to drive instruction.</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Using stride dashboard of MS teams', students will be redirected to different levels of questions based on their responses.</p>	<p>All Language Arts, Mathematics, and Science teachers</p>	<p>On a weekly basis, teachers will provide students with opportunities to earn points and coins to play games within the stride dashboard. Students will be able to identify their own strengths and weaknesses in an interactive and fun manner. A copy of the stride dashboard will serve as evidence.</p>	<p>On a weekly basis, Doribel Rivera Rosado, Literacy coach and Diana Pluto, Mathematics coach will ensure the inclusion of stride opportunities are planned for during the collaborative planning.</p>



<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Using iReady baseline and weekly data reports for progress monitoring of students in the areas of Reading and Mathematics.</p>	<p>All Reading and Mathematics Teachers; Doribel Rivera Rosado, Literacy coach; Diana Pluto, Mathematics coach</p>	<p>On a weekly basis, teachers will monitor their students' progress on iReady as it relates to time spent on iReady as well as overall performance and proficiency levels.</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal along with Doribel Riviera Rosado, Literacy coach and Diana Pluto, Mathematics coach will review students' progress using iReady data reports on a biweekly basis. If necessary, communication with the parents and students will be conducted to ensure all students are completing the designated time on iReady weekly as well as learning gains are observed.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Conduct data chats (administration to teachers to students) using assessments and Performance Matters reports.</p>	<p>Doribel Rivera Rosado, Literacy coach; Diana Pluto, Mathematics Coach; Veronica Filos, Science Department Chairperson; Valesia Anderson, Social Science Department Chairperson; All content teachers; Elizabeth Rodriguez, Test Chairperson</p>	<p>Using assessments, Performance Matters, and iReady diagnostic assessments, the administrative team will conduct data chats with teachers regarding the progression of the students. As evidence, data chat questionnaires and responses as well as students' data chat reports will be available for review.</p>	<p>A member of the administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will analyze the data with the teachers to discuss the progression of the students as well as create an action plan for remediation and/or enrichment opportunities. The Literacy coach, Doribel Rivera Rosado and Diana Pluto, Mathematics Coach will assist teachers with facilitating the data chats with students. During the data chat, areas of strength and weakness will be discussed, an action plan will be created and goals will be reviewed to ensure the desired outcome is reached. Data chats will be ongoing throughout the school year and conducted as data becomes available.</p>

**Primary Essential Practice**

Gradual Release of Responsibilities Model (GRRM)

**Priority Actions for the Primary Essential Practice**

To enhance the primary essential practice of gradual release model, there will be an incorporation of opportunities for the students to work collaboratively (We Do) as well as independently (You Do). During daily practice, an emphasis will be placed on creating a time allocation protocol to ensure all parts of the gradual release model (I do, We do, and You Do) are being implemented in each lesson.

<p><b>Implementation Date(s)</b></p>	<p><b>Implementation Steps</b></p>	<p><b>Person(s) Responsible</b>  (First &amp; last name,</p>	<p><b>Expected Evidence</b>  (What evidence would demonstrate the</p>	<p><b>Monitoring</b>  (How and Who?)</p>
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		position)	Implementation Step was successfully executed?)	
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Facilitate a professional development session to discuss the Gradual Release Model (GRRM) to all instructional staff.</p>	<p>Doribel Rivera Rosado, Literacy coach; CaTina Boynton, Assistant Principal; PLST Team Members</p>	<p>The rationale for this step is to bring awareness of appropriate pacing and time allocation during the implementation of a daily lesson. All instructional staff members will become more conscious of how to implement the I Do, We Do, They Do, and You Do portions on a lesson to maximize students' learning experience. The attendance roster and agenda for this professional development session will serve as evidence.</p>	<p>CaTina Boynton, Assistant Principal will plan, facilitate, and oversee the presentation of the professional development session. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the Gradual Release Model during the Class Connect sessions.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Implement suggested MDCPS instructional framework describing the amount of time spent on synchronous instruction (I Do and We Do) vs. asynchronous instruction (You do).</p>	<p>All Content Teachers</p>	<p>Using the suggested MDCPS instructional framework, teachers will be able to provide students with more independent practice with the content and address any students' misconceptions in a timely manner. As evidence, the suggested MDCPS instructional framework will be provided along with individual lesson plans.</p>	<p>Doribel Rivera Rosado, Literacy coach and Diana Pluto, Mathematics coach will model and assist teachers with the implementation of the suggested MDCPS instructional framework. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the Gradual Release Model via Class Connect sessions and review lesson plans.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Building positive learning habits so that students can take responsibility for their own learning using content specific reference sheets.</p>	<p>All content teachers</p>	<p>Students will be provided with the opportunity to become self sufficient and independent learners. As evidence, there will be content specific reference sheets and notes found in students' journals.</p>	<p>Doribel Rivera Rosado, Literacy coach and Diana Pluto, Mathematics coach will assist teachers with the creation of content specific reference sheets. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will observe students' progression towards becoming independent learners.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Using Item specifications to plan lessons</p>	<p>All Content teachers</p>	<p>During weekly planning sessions, teachers will review the item specifications to plan</p>	<p>Doribel Rivera Rosado, Literacy coach, Diana Pluto, Mathematics coach, Veronica Filos, Science Department Chairperson and</p>

	with the “end in mind”.		lessons with a focus on the expected student outcome. Lesson plans will be used as evidence for this step.	Valesia Anderson, Social Science Department Chairperson will facilitate weekly planning session with content teachers using the item specifications for their respective areas. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of lessons on Class Connect sessions to ensure the scaffolding of daily activities to reach the “end in mind”.
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**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).**

N/A

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

N/A

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

**Secondary Essential Practice**

Differentiated Instruction

**Priority Actions for the Secondary Essential Practice**

This essential practice of differentiated instruction should improve in effectiveness as well as become more sustainable in the future via the creation of targeted lessons based on student data. Each lesson should include opportunities for the students to work at grade level as well as their individual level, as evidenced by student data. Teachers should be prepared to offer students remediation, maintenance, or enrichment activities on a daily basis. Teachers should also provide students with descriptive and corrective feedback (oral and written) on a regular basis to ensure that students are aware of their strengths and weaknesses.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
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<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Implementation of a professional development session on accommodations and strategies to assist English Language Learners (ELL) and Exceptional Student Education (ESE) student populations.</p>	<p>Amy DeMoss, Program Specialist; Elizabeth Rodriguez, ELL Department Chairperson</p>	<p>All instructional staff members will be provided with a variety of strategies to incorporate into their lessons to suit the academic needs of the ELL and ESE student populations. Lesson plans and the agenda from the August 27th, 2020 professional development session will serve as evidence for this step.</p>	<p>CaTina Boynton, Assistant Principal will assist the facilitators and oversee the presentation of the professional development. Additionally, the administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal along with Doribel Rivera Rosado, Literacy coach and Diana Pluto, Mathematics coach will attend Class connect live sessions on a weekly basis to ensure teachers are using the proposed strategies within their virtual classrooms and provide assistance to the teachers with implementing these strategies, if necessary.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Using the MS teams' platform, adjust the curriculum (FAST 360 on Level skills or FAST 360 Faster Remediation) either as a class or on an individual basis to provide interventions or enrichment for all students.</p>	<p>Doribel Rivera Rosado, Literacy Coach; Diana Pluto, Mathematics Coach; all content teachers</p>	<p>Student work samples and data retrieved from MS teams', Performance matters, and iReady diagnostic assessments will be reviewed by teachers as well as the Literacy and Mathematics coaches. A discussion will be conducted regarding student placement and intervention tool (FAST 360 on Level skills or FAST 360 Faster Remediation). As evidence, student work samples and lesson plans with the differentiated instruction groups will be provided.</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the interventions as it relates to students' progression on an ongoing basis.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Using the MS teams' platform, change the language of the resources in the Big Universe library to assist English Language Learners (ELL) with comprehension.</p>	<p>Elizabeth Rodriguez, ESOL Chairperson; All Teachers</p>	<p>During each class session, teachers will provide the English Language Learners with curriculum resources in their native language. Throughout the grading period, teachers will scaffold the integration of resources in English only. Differentiated instruction in this step will be based on language. Lesson plans and curriculum resources</p>	<p>During weekly planning sessions, Doribel Rivera Rosado, Literacy coach and Diana Pluto, Mathematics coach will assist teachers with selecting appropriate curriculum resources from the Big University library on the MS teams' platform as well as other platforms. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the</p>

			will be used as evidence of the step.	resources on a weekly basis by attending the Class Connect Live sessions as well as reviewing students' work samples.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide corrective and descriptive feedback, either verbal or written, to ensure the students are aware of their academic progress.	All content teachers	Teachers will provide student work samples with rubrics and phrases/statements illustrating written descriptive and corrective feedback as evidence. Additionally, Class Connect observations will serve as evidence of oral feedback with the students.	The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will conduct weekly observations of the Class Connect sessions to ensure that meaningful descriptive and corrective feedback is being implemented. Additionally, student work samples will be reviewed at department meetings and planning sessions to observe the impact of the written feedback being provided to the students.

## 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 practice of empowering teachers and staff, then teacher morale will increase. Furthermore, teachers will learn new skills that will impact student learning. If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers and students will have a clear framework and common language to use to ignite growth every day.

#### Sustained Essential Practice

Empower Teachers And Staff

#### Priority Actions for the Sustained Essential Practice

The actions that are necessary to ensure that this essential practice is sustained are to continue to provide meaningful and applicable professional development opportunities and to incorporate weekly collaborative planning sessions for the faculty and staff to build capacity within the building.

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?)

<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Teacher leaders will help promote best practices on a bi-weekly basis.</p>	<p>Esmeralda Martinez, Elementary LA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Sonia Pestana, Middle School LA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Fillos, Middle School Science Department Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Best practices are to be shared through collaborative planning and professional development opportunities held on school campus and/or virtually. Meeting agendas will serve as evidence for this implementation step.</p>	<p>Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will sit in on department meetings and collaborative planning sessions to ensure best practices are being shared among teams.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Teachers will be provided with an opportunity to give feedback on school practices to promote teacher empowerment.</p>	<p>All instructional staff</p>	<p>During monthly faculty meetings, teachers will be able to voice their concerns as it relates to the implementation of the school practices. During the process, the administrative team will be able to hear the concerns of the faculty and staff, and address them on an individual basis. As evidence, the faculty meeting agendas will be provided.</p>	<p>Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will include in the faculty meeting agendas time for select teachers to highlight best practices.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Select teachers will be a part of the Student Retention Team.</p>	<p>Elizabeth Rodriguez, Test Chairperson and ESOL Department Chairperson; Dr. Lesbia Amador, Counselor; Tamara Chew, Counselor; Jose Martinez, Dean of Discipline; James Melvin, Activities and Athletics Director; Handy Tejada, Clerical Assistant; Elizabeth Medina, Clerical Assistant; Sharon Gilmore, Registrar</p>	<p>The Student Retention Team will meet on an ongoing basis to discuss the retention and recruitment of students. Truancy conference calendars and packets will serve as evidence of this implementation step.</p>	<p>The administrative team, Muñoz, Guillermo, Principal, Argilagos, Janet, Assistant Principal, and Boynton, CaTina, Assistant Principal will oversee the registration and withdrawal process to ensure students are remaining at our school as well as attending school on a daily basis.</p>

<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Select teachers will be a part of the Community Engagement Team</p>	<p>Jose Martinez, Dean of Discipline; James Melvin, Athletics and Activities Director; Esmeralda Martinez, Department Chairperson; Megan Hill, EESAC Chairperson/Teacher; Janet Argilagos, Assistant Principal</p>	<p>The use of the Community Engagement team is important due to the need to collaborate with the community on the specific needs and goals of the school. These individuals will serve as liaisons between the community and the school in areas such as engagement, resources, and recognition. Flyers, posts on the school's website and social media platforms, and MS Team announcements will serve as evidence of this implementation step.</p>	<p>Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will oversee this collaboration and ensure all stakeholders are informed of any pertinent information.</p>
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**Primary Essential Practice**

School Spirit, Pride and Branding

**Priority Actions for the Primary Essential Practice**

To enhance the school spirit, pride, and branding, there will be an incorporation of opportunities for the voices of the teachers and students to be heard. There will be an increase in the rewards and incentives for students showing “Panther Pride”. The magnet programs and elective courses will participate in various activities to promote a positive school spirit and school pride. Team building activities will be incorporated throughout the school year to engage the faculty and staff in developing positive school spirit and pride.

<p><b>Implementation Date(s)</b></p>	<p><b>Implementation Steps</b></p>	<p><b>Person(s) Responsible</b>  (First &amp; last name, position)</p>	<p><b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p><b>Monitoring</b>  (How and Who?)</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Utilize MS Team, social media, and school website to share announcements to teachers and all stakeholders.</p>	<p>All Instructional staff members; James Melvin, Activities Director, Administration</p>	<p>Teachers will post school wide announcements in their MS Teams to keep students informed of various activities and pertinent information. As evidence, the MS Teams' announcement posts along with the social media posts will be provided.</p>	<p>James Melvin, Activities Director will post information on social media websites. Administrative team will approve posts on the social website. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will approve all posts and announcements related to school wide information.</p>

<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Implement Social Emotional Learning sessions to discuss citizenship, kindness, and fairness with the students via a webinar on the MS Teams platform.</p>	<p>All Instructional Staff; Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; James Melvin, Activities Director</p>	<p>On a monthly basis, there will be virtual sessions and/or recordings for the students to watch regarding the topics of fairness, kindness, and citizenship. These sessions will assist students with being more aware of strategies to help them in different situations. MS Teams' announcements and social media posts will be used to communicate activities and announcements regarding these sessions. A copy of the MS Teams' announcements and activities resources will serve as evidence.</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee the implementation of the virtual sessions and adjust as necessary.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Use Positive Behavior Support system in order to promote positive behavior throughout the school on a daily basis.</p>	<p>Jose Martinez, Dean of Discipline; James Melvin, Activities and Athletics Director</p>	<p>The rationale for this implementation step is to ensure that the unwarranted actions displayed by students during the blended learning environment will be corrected using positive behavior support strategies. Special rewards and incentives will be awarded to the students for displaying positive behaviors. As evidence, the positive behavior reward system calendar will be provided.</p>	<p>Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, CaTina Boynton, Assistant Principal, and James Melvin, Activities Director will work collaboratively to ensure that the approved reward system for positive behavior is being implemented and executed as planned.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Promote student activities such as clubs in order to encourage social interaction and enrichment among students (Face to face and virtual).</p>	<p>James Melvin, Activities Director; Janet Argilagos, Assistant Principal</p>	<p>To increase school spirit and pride, social emotional well being, and make the blended learning environment a fun experience, students will be able to join in clubs and virtual activities. As evidence, the activities calendar along with MS Teams announcements, flyers, and homeroom discussions will be available.</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will approve all forms and advertisement for all activities.</p>

## Secondary Essential Practice

Promoting Growth Mindset

### Priority Actions for the Secondary Essential Practice

Through the use of data chats, student accountable talk stems and implementation of engaging lessons, this essential practice should improve in effectiveness as well as become more sustainable in the future.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Implementation of the new school slogan “The Power of Yet” will be shared with all stakeholders. It will also be used on social media platforms and the school’s website to ensure adequate promotion of the slogan. Facilitate a professional development session on positive growth mindset strategies and techniques.</p>	<p>PLST Team Members; Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal; James Melvin, Activities and Athletic Director</p>	<p>The rationale for the slogan “The Power of Yet” is to provide our students and faculty and staff with hope during this “new normal” period. The “Power of Yet” signifies that whatever is going on at the time is only temporary and the situation will become better in time. As evidence, a monthly activities calendar will be provided.</p>	<p>James Melvin, Activities Director, will create, organize, and share monthly activities related to the “Power of Yet” with the faculty and staff. The PLST Team will plan, organize and facilitate the professional development session on positive growth mindset strategies. Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the activities and share with all stakeholders via social media posts and the school’s website.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Align social emotional learning and academic objectives to ensure students receive a holistic learning experience.</p>	<p>Tamara Chew, Counselor; Lesbia Amador, Counselor; Amy DeMoss, Program Specialist; James Melvin, Activities and Athletics Director</p>	<p>During blended learning, there is a need to ensure the students’ academic and social emotional needs are being met. The holistic learning experience and activities and resources will be used to monitor and address any mental health concerns. Social emotional learning activities, a monthly activities calendar, and lesson plans will be used as evidence for this implementation step.</p>	<p>Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee this holistic learning experience and address any mental health concerns, as necessary.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Promote Values Matter on a monthly basis using MS Teams announcements, social media posts.</p>	<p>All Instructional Staff; Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; James Melvin, Activities Director</p>	<p>On a monthly basis, there will be a value that will be emphasized to the students and staff. MS Teams announcements, social media posts, and school's website will be used to communicate activities and announcements regarding the value of the month. A copy of the MS team announcement and</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee the implementation of Values Matter and make adjustments as necessary.</p>

			activities resources will serve as evidence.	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implement Mental and Emotional Health Education requirement course with all secondary students.	All LA teachers; Tamara Chew, Counselor; Sonia Pestana, LA Department Chairperson; Ashley Sloan, LA Teacher; CaTina Boynton, Assistant Principal	The mental health course team which consists of Tamara Chew, Sonia Pestana, Ashley Sloan, and CaTina Boynton will participate in a professional development session on the requirements and expectations of this course. Members of the team will disseminate the information to the LA teachers as well as create a schedule for completion by the monthly deadline. As evidence, Edgenuity reports on the mental and emotional health course will be provided.	CaTina Boynton, Assistant Principal will oversee the implementation process of the mental and emotional health course through the monitoring of the monthly completion reports on Edgenuity.

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

**Academic Programs Outcome Statement**

If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target students' academic needs. If teachers effectively use the gradual release model, then students will become independent thinkers and accountable for their learning outcomes. If teachers are successful in providing students appropriate and consistent differentiated instruction, then the number of students achieving learning gains and becoming proficient will increase.

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

The actions necessary to ensure that this essential practice is sustained are to conduct data chats (administration to teacher and teacher to student) on a consistent basis. Additionally, the incorporation of remediation, maintenance, and enrichment activities within the lessons based on current data.

<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	Hire interventionists	Dr. Guillermo	To target the academic needs of Tier 2 and Tier 3	Doribel Rivera Rosado, Literacy Coach, will plan, organize, and oversee the work of the reading

<p><b>End:</b> Fri, Dec 18</p>		<p>Muñoz, Principal</p>	<p>students, reading and mathematics interventionists will be hired. As evidence, interventionists' schedules, lesson plans, and student grouping charts will be provided.</p>	<p>interventionists. Diana Pluto, Mathematics Coach, will plan, organize, and oversee the work of the mathematics interventionists. Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will work collaboratively with Doribel Rivera Rosado and Diana Pluto to ensure the interventions target the academic needs of all students.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18</p>	<p>Using iReady baseline and weekly data reports for progress monitoring of students in the areas of Reading and Mathematics.</p>	<p>All Literacy, Reading and Mathematics Teachers; Doribel Rivera Rosado, Literacy Coach; Diana Pluto, Mathematics Coach</p>	<p>On a weekly basis, teachers will monitor their students' progress on iReady as it relates to time spent on iReady as well as overall performance and proficiency levels for each lesson.</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal along with Doribel Riviera Rosado, Literacy Coach and Diana Pluto, Mathematics Coach will review students' progression using iReady reports on a biweekly basis. If necessary, communication with the parents and students will be conducted to ensure all students are completing the designated time on iReady weekly as well as learning gains are observed.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18</p>	<p>Conduct data chats (administration to teachers) and (teachers to students) using the iReady data, topic assessments, and Performance Matters reports.</p>	<p>Doribel Rivera Rosado, Literacy Coach; Diana Pluto, Mathematics Coach; Veronica Filos, Science Department Chairperson; Valesia Anderson, Social Science Department Chairperson; All content teachers</p>	<p>Through the use of topic assessments reports on Performance Matters and iReady diagnostic assessments, the administrative team will conduct data chats with teachers regarding their progression of the students. As evidence, data chat questionnaires and responses will be available for review. Additionally, student data chat reports will serve as evidence for the data chats conducted between teachers and students.</p>	<p>A member of the administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will analyze the data with the teachers to discuss the progression of the students as well as create an action plan for remediation and/or enrichment opportunities. The Literacy Coach, Doribel Rivera Rosado and Diana Pluto, Mathematics Coach will assist teachers with the students' data chats. During the data chats, areas of strength and weakness will be discussed, an action plan will be created, and goals will be reviewed to ensure the desired outcome is reached. Data chats will be ongoing throughout the school year and conducted as data becomes available.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18</p>				

## Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

### Priority Actions for the Primary Essential Practice

To enhance the primary essential practice of gradual release model, there will be an incorporation of opportunities for the students to work collaboratively (We Do) as well as independently (You Do). During daily practice, an emphasis will be placed on creating a time allocation protocol to ensure all parts of the gradual release model (I do, We do, and You Do) are being implemented in each lesson.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18</p>	<p>Facilitate a professional development session to discuss the Gradual Release of Responsibilities Model (GRRM) to all instructional staff.</p>	<p>Doribel Rivera Rosado, Literacy Coach; Diana Pluto, Mathematics Coach; CaTina Boynton, Assistant Principal; PLST Team Members</p>	<p>The rationale for this implementation step is to bring awareness of appropriate pacing and time allocation during the implementation of a daily lesson. All instructional staff members will become more conscious of how to implement the I Do, We Do, and You Do portions on a lesson to maximize students' learning experience. The attendance roster, agenda, and instructional resources for this professional development session will serve as evidence.</p>	<p>The PLST Team members along with CaTina Boynton, Assistant Principal will plan, facilitate, and oversee the presentation of the professional development session. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the GRRM during the classroom observations.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18</p>	<p>Implement suggested MDCPS instructional framework describing the amount of time spent on synchronous instruction (I Do and We Do) vs. asynchronous instruction (You do).</p>	<p>All Content Teachers</p>	<p>Using the suggested MDCPS instructional framework, teachers will be able to provide students with more independent practice with the content and address any students' misconceptions in a timely manner. As evidence, the suggested MDCPS instructional framework will be provided along with individual lesson plans.</p>	<p>Doribel Rivera Rosado, Literacy Coach and Diana Pluto, Mathematics Coach will model and assist teachers with the implementation of the suggested MDCPS instructional framework. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of the GRRM via classroom observations and observations of lesson plans.</p>

<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Use Item specifications to plan lessons with the “end in mind”.</p>	<p>All Content Teachers</p>	<p>During weekly planning sessions, teachers will review the item specifications to plan lessons with a focus on the expected student outcome. Teachers will ensure the lessons created includes scaffolding strategies to target the academic needs of the students as well as prepare students to reach the proficient level. Lesson plans will be used as evidence for this implementation step.</p>	<p>Doribel Rivera Rosado, Literacy Coach, Diana Pluto, Mathematics Coach, Veronica Filos, Science Department Chairperson and Valesia Anderson, Social Science Department Chairperson will facilitate weekly planning sessions with content teachers using the item specifications for their respective areas. The administrative team, Dr. Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will monitor the implementation of lessons during classroom observations to ensure the scaffolding of daily activities are being implemented to reach the “end in mind” and proficiency.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Build positive learning habits so that students can take responsibility for their own learning using content specific reference sheets.</p>	<p>All content teachers</p>	<p>The rationale for this implementation step is to provide students with the opportunity to become self-sufficient and independent learners. As evidence, there will be reference sheets and notes found in students’ journals.</p>	<p>Doribel Rivera Rosado, Literacy Coach and Diana Pluto, Mathematics Coach will assist teachers with the creation of reference sheets for students. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will observe students’ progression towards independent learning.</p>

**Secondary Essential Practice**

Differentiated Instruction

**Priority Actions for the Secondary Essential Practice**

This essential practice of differentiated instruction should improve in effectiveness as well as become more sustainable in the future via the creation of targeted lessons based on student data. Each lesson should include opportunities for the students to work at grade level as well as their individual level, as evidenced by student data. Teachers should be prepared to offer students remediation, maintenance, or enrichment activities on a daily basis. Teachers should also provide students with descriptive and corrective feedback (oral and written) on a regular basis to ensure that students are aware of their strengths and weaknesses.

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

<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Implement tutoring for the English Language Learners (ELL)</p>	<p>Elizabeth Rodriguez, ELL Department Chairperson; Doribel Rivera Rosado, Literacy Coach; Diana Pluto, Mathematics Coach;</p>	<p>The ELL tutoring will be offered to all ELL students with an emphasis on the Level 1-4 students. This student population will receive academic assistance in all the content areas. As evidence, the curriculum maps and student attendance rosters will be provided.</p>	<p>Elizabeth Rodriguez, ELL Department Chairperson will select the teachers who will tutor the students. Doribel Rivera Rosado, Literacy Coach and Diana Pluto, Mathematics Coach will organize and prepare the curriculum maps and lessons for the tutors. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will oversee the entire process and make adjustments as needed.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Prepare and develop curriculum maps/resources for interventions (Saturday, afterschool and during the school day).</p>	<p>Selected teachers; Doribel Rivera Rosado, Literacy coach; Diana Pluto, Mathematics Coach; Elizabeth Rodriguez, School Messenger liaison; James Melvin, Activities Director</p>	<p>Using PowerBi, Tier 2 and Tier 3 students will be targeted to attend intervention sessions. A review of the iReady data, midyear data, and topic/unit assessments will be used to develop the curriculum maps for interventions. As evidence, the targeted student rosters as well as the curriculum map will be provided.</p>	<p>Doribel Rivera Rosado, Literacy Coach and Diana Pluto, Mathematics Coach will pull PowerBi reports indicating Tier 2 and Tier 3 students in reading and/or mathematics. Additionally, the coaches will review all current data reports to develop the curriculum maps to be used during interventions. Elizabeth Rodriguez, School Messenger liaison will send out automated messages informing parents and students of the interventions being offered to students. James Melvin, Activities Director, will publicize the intervention calendars and flyers on the school's social media platforms. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will create the teacher and student schedules for interventions, arrange bus transportation for students, select the expert teachers who will participate in interventions and make adjustments as necessary.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Provide corrective and descriptive feedback, either verbal or written, to ensure the students are aware of their academic progress.</p>	<p>All content teachers</p>	<p>Teachers will provide student work samples graded by rubrics as well as phrases/statements illustrating written descriptive and corrective feedback as evidence. Additionally, classroom</p>	<p>The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will conduct weekly classroom observations to ensure meaningful, descriptive, and corrective feedback is being implemented. Additionally, student work samples will be reviewed at department meetings and planning sessions to observe the impact of the written feedback being provided to the students.</p>

			observations will serve as evidence of oral feedback provided to the students.	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Facilitate a professional development session on technology platforms that can be used to provide accommodations and strategies to assist the student population of English Language Learners (ELL) such as Nearpod, iTutoring, and In Class strategies.	Elizabeth Rodriguez, ELL Department Chairperson; Select Expert Teachers in the technology programs	All instructional staff members will be provided an opportunity to participate in the professional development sessions which address the academic needs of the ELL students. Incorporation of the technology programs in the lesson plans, agenda, attendance roster, and instructional resources for the professional development sessions will serve as evidence of this implementation step.	Doribel Rivera Rosado, Literacy Coach, Diana Pluto, Mathematics Coach will model the implementation process of the technology programs, if necessary. CaTina Boynton, Assistant Principal will assist the facilitators and oversee the presentation of the professional development. Additionally, the administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will attend the professional development sessions to ensure the technology programs are incorporated in the daily/weekly lessons.

### **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).**

Tier 1 students, along with all students, will continue to be exposed to grade level texts and materials during the whole group portion of each class. During weekly planning sessions, teachers will incorporate more enrichment resources to challenge the Tier 1 students. Progress monitoring will be conducted on a continuous basis using standards aligned assignments and assessments for both groups of students (MSO and PHY). Adjustments to the curriculum will be made based on the results of the assessments through differentiated instruction.

**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.**

During special area classes, Tier 2 and Tier 3 will receive additional support and services via the use of reading interventionists. Tier 2 and Tier 3 students will also be monitored on the time usage and passing percentage of iReady lessons on a weekly basis. Students' participation and attendance will be recorded in an Excel spreadsheet during each session. The total of Tier 2 and Tier 3 reading students in grades 4- 8 is 789 out of the 1302 student population. On a monthly basis, there will be a progress monitoring assessment that will provide evidence of student progression and identify their current weak areas. Based on this data, teachers will assign

students the appropriate iReady lessons based on their individual academic needs. To further enhance intervention opportunities for the English Language Learners and Students with Disabilities (SWD), the Learning Loss Index Reports will be used to provide support and instructional strategies to address the learning loss.

**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.**

Students' participation and attendance will be recorded in an Excel spreadsheet during each session. The total of Tier 2 and Tier 3 reading students in grades 4- 8 is 789 out of the 1302 student population. On a monthly basis, there will be a progress monitoring assessment that will provide evidence of student progression and identify their current weak areas. Afterschool, during school, and Saturday school interventions will be offered to the students. The following steps will be taken to offer students the extended learning opportunities of After School tutoring as well as during the school day. 1. Using PowerBi data, identify Tier 2 and 3 students to participate in interventions. 2. During school day, identify the special area classes in which the students will be pulled from to receive their interventions. Currently, we are using Elective classes for Secondary and Spanish for Elementary. 3. Identify the number of students that will be attending the intervention session during each time slot. 4. Pair up the interventionists with the selected students for intervention sessions. Be sure to monitor the ratio of students to interventionist. 5. Provide the interventionists with the curriculum to use for interventions, the attendance rosters, and schedule of meeting times and locations. 6. Set up a time weekly to review and/or model the lessons with the interventionists. For the ELL student population, Title III will provide interventions from January 4th, 2021 through April 29th, 2021. These interventions will take place twice a week for 1 hour afterschool on Mondays and Thursdays from 3:15 p.m. to 4:15 p.m. Tentatively, the school will take the following steps below to offer students the extended learning opportunities of Saturday Academy. 1. Apply for the Governor's Emergency Education Relief Fund (GREER) grant by completing and submitting the survey provided. 2. Identify the 4 Saturdays (11/14/20, 11/21/20, 12/5/20, 12/12/20) to offer Saturday Academy. 3. Poll/Select teachers to facilitate Saturday Academy. 4. Using PowerBi, identify Tier 2 and Tier 3 students to attend Saturday Academy. 5. Advertise Saturday Academy as well as arrange for select personnel to make personal calls to the homes of the Tier 2 and Tier 3 students. 6. Arrange for bus transportation for the students. 7. Meet with the instructional coaches to develop curriculum maps for Saturday Academy using data from iReady and topic assessments. 8. Develop an incentive plan to have students and their parents commit to attending Saturday Academy. Currently, we will not offer Winter Break Academy and/or Spring Break Academy. In the future, these extended day learning opportunities will be explored based on data and interest/participating levels of the students.