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 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 process that is used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map is to conduct data chats and meetings with all stakeholders. Data chats were conducted with the Literacy teacher leader, Math coach, and administration. The data used was a combination of reports from iReady (AP1, growth monitoring, and weekly reports), standards-based assessment in ELA, topic assessments for mathematics, science, and civics. Based on the summary of the data, data chats are conducted with the teachers identifying the students' weakest standards and skills. An instructional focus calendar and remediation bellringers were created for daily use with the students. The Mid Year Data Map will be discussed with the faculty and staff at the February 9th, 2021 faculty meeting and January/February department meetings. This information was also presented at the EESAC meeting on January 19th, 2021 to all other stakeholders.

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.

According to the staff midyear school culture survey, 85% of the staff felt that "at our school, all staff members participate in continuous professional learning and development based on identified needs of the professional". Additionally, 87% of the staff felt that "teachers in our school participate in collaboration, meeting both formally and informally within and across grade levels". These data points support the sustained essential practice of empowering teachers and staff through the discussion of best practices at faculty meetings and department

meetings. According to the staff midyear survey, 87% of the staff felt that "In our school, related learning support services are provided for all students based on their needs". This data supports the essential practice of promoting a growth mindset through the implementation of social emotional learning sessions and the mental and emotional health education requirement course with all secondary students. Reviewing the implementation steps for Quarter 1 and 2 for School Culture, there is evidence to support to continue implementing the social and emotional health lessons to the students. Based on the Quarter 1 and Quarter 2 implementation steps for School Culture, an area that fell short of expectations was the implementation of the new school slogan "The Power of Yet". This implementation step for the secondary essential practice of promoting growth mindset was not implemented with the faculty and staff due to lack of priority being placed on this step. There were other steps that seamlessly fit into the priority actions of the school.

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.

In the area of Algebra, 42.2% of the students scored at the proficient level on the midyear assessment as compared to the district average of 39.80%. This demonstrates an encouraging data finding and notes that our students are surpassing the district's average. In the area of Geometry, 41.1% of the students scored at the proficient level on the midyear assessment as compared to the district average of 41.4%. This demonstrates an encouraging data finding and notes that our students are performing at the same rate as the district. In the area of ELA, according to the standards-based assessment for Grade 6, 33% of the students scored at the proficient as compared to the district's average of 39.8%. This demonstrates data finding that is most concerning due to students scoring 6% lower than the district's average. In the area of ELA, according to the Standards Based Assessment for Grade 7, 32.6% of the students scored at the proficient level as compared to the district's average of 35%. This is a most concerning data finding due to students scoring 2.4% lower than the district average. In the area of ELA, according to the Standards Based Assessment for Grade 8, 41.7 % of the students scored at the proficient level as compared to the district's average of 42.8%. This demonstrates an encouraging data point due to the level of proficient students being comparable to the district. According to the average of unit tests taken during the 2020-2021 school year, 36% of the Civics students are scoring at the proficient level. According to the average of Biology unit tests taken during the 2020-2021 school year, 23% of the students are scoring at the proficient level. According to the average of unit tests for Grade 5 science taken during the 2020-2021 school year, 17% of the students are scoring at the proficient level. According to the average of unit test for Grade 8 Science taken during the 2020-2021 school year, 22% of the students are scoring at proficient level. At this time, Civics, Biology, Grades 5 and 8 Science are most concerning data findings. Although there is progress noted, there is still a need to improve in these areas. The administration of the midyear assessment in the subject areas of Civics, Biology, and Grades 5 and 8 Science is still pending. Therefore, once the midyear assessments are completed, we will be able to determine where we are in relation to our goal and create an action plan for these subject areas. Lastly, according to the 2020-2021 AP2 Reading Diagnostic exam, 30% of the students are Tier 1, 21% are Tier 2, and 49% are Tier 3. For the 2020-2021 AP2 Mathematics Diagnostic exam, 30% are Tier 1, 30% are Tier 2, and 40% are Tier 3. As an SLT, we will use this data to identify and remediate the weakest standards and skills through differentiated instruction. Additionally, an action plan will be created to ensure there is a system in place for continuous review and progress monitoring of all standards/skills.

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

The data findings that are most concerning would be Grade 7 and 8 Mathematics and iReady Reading results for Grades 6, 7, and 8. According to the average of unit tests for Grade 7 Mathematics, 35.77% of the students are scoring at the proficient level as compared to the district's average of 37.30%. According to the average of unit tests for Grade 8 Mathematics, 36% of the students are scoring at the proficient level as compared to the district's average of 36.10. Although Grade 7 and Grade 8 Mathematics average percentage of proficiency is comparable to the district's averages, the averages are still relatively low as compared to other grade levels at the school. According to iReady reading reports, an average of 33% lessons are being passed amongst Grade 6 students. According to iReady reading reports, an average of 25% lessons are being passed amongst grade 7 students. According to iReady reports, an average of 21% lessons are being passed amongst grade 8 students. This iReady reading data for grades 6, 7, and 8 demonstrates a need to incorporate iReady into the classroom as part of the technology rotation during differentiated instruction as well as the offer the students an incentive to complete and pass the iReady lessons. These actions will further aid the students and teachers in identifying weak and strong standards/skills.

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?

The patterns that are evident for Tier 2and Tier 3 students receiving interventions and additional support/ services are fluctuating. Tier 2/3 students are attending intervention sessions however, there is a need to improve overall attendance and participation for the targeted students. Progress monitoring and data chats with students and parents has been done and will need to be a focal point to ensure students and parents are aware of their child's progress in interventions. Additionally, the inclusion of incentives for the students will encourage more participation and consistent attendance in interventions.

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

Currently, we are offering afterschool tutoring for the English Language Learner (ELL) student population through Title III funds. This extended learning opportunity is working well for the students. Student progression is being noted in the classroom as well as on iReady Reading and Math. Therefore, the patterns that are evident with this extended learning opportunity are promising. Continuous progress monitoring of attendance, participation, and data will be done to maintain the effectiveness of the extended learning opportunity. Additionally, the addition of Saturday Academy will be open to targeted Grades 4 and 5 students through the GEER grant. Tier 2 and Tier 3 students can receive additional interventions in the area of reading through this extended learning opportunity.

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.

According to the Midyear School Culture staff survey, 85% of the staff felt that "at our school, all staff members participate in continuous professional learning and development based on identified needs of the professional". Additionally, 87% of the staff felt that "teachers in our school participate in collaboration, meeting both formally and informally within and across grade levels". These data points support the sustained essential practice of empowering teachers and staff through the discussion of best practices at faculty meetings and department meetings. This data finding surpassed expectations due to teachers feeling comfortable to share best practices and learn from one another in a non judgmental manner. According to the Midyear School Culture staff survey, 87% of the staff felt that "In our school, related learning support services are provided for all students based on their needs". This data finding supports the effective implementation of social emotional learning sessions with the students. This data surpassed expectations due to the uncertainty of students being receptive of information pertaining to the delicate topic of mental health.

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.

Reviewing the implementation steps for Quarter 1 and 2 for School Culture, an area that fell short of expectations was the implementation of the new school slogan "The Power of Yet". This implementation step for the secondary essential practice of promoting growth mindset was not implemented with the faculty and staff due to lack of priority being placed on this step. There were other steps that seamlessly fit into the priority actions of the school.

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.

Based on the implementation steps for Quarter 1 and Quarter 2 and corresponding data for Academic Programs, the actions that led to the data surpassing expectations are listed below. 1. Implementation of data chats

(administration to teachers, teachers to students/parents). 2. Implementation of ELL tutoring. 3. Providing students with descriptive and corrective feedback (orally and written). 4. Teachers sharing best practices during department meetings and faculty meetings. 5. Using item specifications to plan daily lessons. 6. Encouraging students to use content specific reference sheets and notes to foster student accountability.

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.

Based on the implementation steps for Quarter 1 and Quarter 2 and corresponding data for Academic Programs, the actions that were lacking and could have led to data falling short of expectations are listed below. 1. Teachers consistently and effectively using an instructional framework for lesson delivery. 2. Planning lessons with the end in mind and structuring the lesson delivery to reach the culminating product and goal. 3. Continuously monitoring the use of iReady and lessons passed on a weekly basis by teachers and administration.

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?

At this time, there will be no revisions to the school grade.

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 SLT will use the Commitment to Students competency in the School Improvement Process in a variety of ways. First, the SLT will continue to provide teachers with opportunities to collaboratively plan by creating common planning periods in strategic areas within the teachers' schedules. Second, the administrative team will increase the frequency of feedback being provided to the teachers regarding improvement in student outcomes. Lastly, the SLT will continue to progress monitor all student data to ensure the desired outcome is reached.

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.

The School Leadership Team (SLT) has fully implemented the Competency 1: Commitment to Students. Teachers are given opportunities to collaboratively plan at specific times throughout the month to plan engaging and strategic lessons for all students. The administrative team has increased the frequency of providing feedback to teachers via data chats and informal data reviews. This action has led to the creation of data driven differentiated lessons to meet the academic needs of all students. On an ongoing basis, the administrative team will continue to monitor students' data to ensure the desired outcome is reached. Although this competency has been fully implemented, there is a need to continue implementation throughout the remainder of the school year as more current data becomes available and adjustments to the instruction may be necessary.

Competency 2: Focusing on Sustainable Results

The SLT will use the Focusing on Sustainable Results competency to conduct administrative/teacher/student data chats, as data becomes available. Although all school grade component areas will be monitored throughout the school year, an emphasis will be placed on fourth and seventh grade proficiency levels, MS Acceleration, social science, math proficiency and learning gains. Additionally, in the area of literacy, the English Language Learner (ELL) student subgroup will become self contained versus inclusion within the general education classes to ensure increased learning gains and proficiency.

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.

The School Leadership Team has partially implemented Competency 2: Focusing on Sustainable Results. Data chats has been conducted with the reading, literacy, and mathematics teachers. This will be an ongoing task. The English Language Learner (ELL) student subgroup are in a self contained setting which is demonstrating encouraging trends amongst these students. This competency is rated as being partially implemented due to the need to be consistent in monitoring specific grade levels and subject areas that are demonstrating declines in data as well as not reaching adequate progress on assessments.

Competency 3: Developing Others

The SLT will continue to provide meaningful and applicable professional learning opportunities for the faculty and staff. The SLT will continue to build capacity of the identified school leaders within the building. The SLT will strive to build a school culture where constructive and effective feedback will be provided to teachers from their peers and not solely from administration.

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

The School Leadership Team has partially implemented Competency 3: Developing others. At leadership meetings, the SLT frequently discuss ways to provide meaningful and applicable professional learning opportunities for the faculty and staff. Additionally, whenever the task presents itself, the SLT will use school leaders to assist in problem solving and creating resolutions for current and/or future issues. This competency is being rated as partially implemented due to the SLT need to find a way to allow teachers to receive feedback from other teachers without judgement.

Competency 4: Engages the Team

For this school year, the SLT will continue to engage all stakeholders in the decision-making process as much as possible. The SLT will also strive to increase parental involvement within the school.

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 School Leadership Team has partially implemented Competency 4: Engages the Team. Although important information is disseminated via EESAC, faculty, and department meetings as well as posted on the school's website and other social media platforms, there still exist a need to increase parental involvement. At the monthly EESAC meetings, there is approximately three to four parents at each meeting. Parental involvement is an area that the SLT will continue to work on throughout this school year.

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?

The findings and next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders via faculty, department, and EESAC meetings. All pertinent stakeholders will be given the opportunity to ask questions, provide feedback, and assist with the development of the action plan for the second semester of the 2020-2021 school year.

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

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 (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 Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teacher leaders will help promote best practices on a bi-weekly basis.	Esmeralda Martinez, Elementary ELA Department Chairperson; Maria Barreiro, Elementary Mathematics Department Chairperson; Anessa Harrysingh, Elementary Science Department Chairperson; Diana Pluto, Secondary Mathematics Department Chairperson; Veronica Filos, Secondary Science Chairperson; Valesia Anderson, Social Studies Secondary Department Chairperson; Amy DeMoss, Program Specialist; Elizabeth Rodriguez, ELL and Test Chairperson; Sonia Pestana, Secondary Language Arts Department Chairperson	Best practices are to be shared through collaborative planning and professional development opportunities held on school campus. Meeting agendas will serve as evidence for this implementation step.	Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will attend department meetings and collaborative planning sessions to ensure best practices are being shared among teams.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers will be provided with an opportunity to give feedback on school practices to promote teacher empowerment.	All instructional staff	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	Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal and CaTina Boynton, Assistant Principal will designate time during the

			basis. As evidence, annotated faculty meeting agendas will be provided.	faculty meetings for select teachers to highlight their best practices.
Start: Mon, Feb 1 **End:** Wed, Jun 9	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, Dean of Discipline; 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 from the meetings will serve as evidence of this implementation step.	The administrative team, Guillermo Muñoz, 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 as well as attending school on a regular basis.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Selected teachers will be a part of the Community Engagement Team	Jose, Martinez, Dean of Discipline; 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, social media platforms, and Microsoft (MS) team announcements will serve as evidence of this implementation step.	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.

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.

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 Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Utilize Microsoft teams (MS), social media, and school website to push out announcements to teachers and all stakeholders.	All Instructional staff members; Mr. James Melvin, Activities Director; Administration	Teachers will post school wide announcements on their MS Teams to keep students informed of various activities and pertinent information. As evidence, the MS team announcement posts along with social media posts will be provided.	Mr. 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.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implement Social Emotional Learning sessions to discuss bullying and harassment with the students via a webinar on the MS teams.	All Instructional Staff; Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; Deborah Sabatino, Counselor; James Melvin, Activities Director	On a monthly basis, virtual sessions and/or recordings will be held to expose students to information related to bullying and harassment. These sessions will assist students with coping strategies for different social emotional situations. MS team announcements and social media posts will be used to promote these activities to students and parents. A copy of the MS team announcements and activities resources will serve as evidence.	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.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Use Positive Behavior Support system in order to promote positive behavior throughout the	Jose Martinez, Dean of Discipline; James Melvin, Activities and	The rationale for this implementation step is to ensure that the unwarranted actions displayed by students during the blended learning environment will be corrected	Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, CaTina Boynton, Assistant Principal, and James

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
school on a daily basis.		Athletics Director	using positive behavior support strategies. Special rewards and incentives will be given to students for displaying positive behaviors. As evidence, the positive behavior reward system will be provided.	Melvin, Activities Director will work collaboratively to ensure that the approved reward system for positive behavior is being implemented and executed as planned.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Promote student activities such as clubs and spirit week 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 wellbeing, and make the blended learning environment a fun experience, students will be able to join clubs and participate in virtual activities. As evidence, the activities calendar along with MS team announcements, flyers, and homeroom discussions will be available.	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.

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 (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 Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Align social emotional learning and academic objectives to ensure students receive a holistic learning experience.	Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; Deborah Sabatino, Counselor; Amy DeMoss, Program Specialist; James Melvin, Activities	During blended learning, there is a need to ensure students' academic and social emotional needs are being met. The holistic learning experience and activities will be used to monitor and address any mental health concerns. Social emotional learning activities/ resources, monthly activities calendar, and lesson plans will be used as	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.

		and Athletics Director	evidence for this implementation step.	
Start: Mon, Feb 1 **End:** Wed, Jun 9	Promote Values Matter on a monthly basis using MS Teams announcements, social media posts.	All Instructional Staff; Tamara Chew, Counselor; Dr. Lesbia Amador, Counselor; Deborah Sabatino, Counselor; James Melvin, Activities Director	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 activities resources will serve as evidence.	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.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implementation of the Mental and Emotional Health Education requirement course with all secondary students.	All Secondary Language Arts teachers; Tamara Chew, Counselor; Deborah Sabatino, Counselor; Sonia Pestana, Language Arts Department Chairperson; 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.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implementation of Honor Roll to celebrate students' academic success	Sharon Gilmore, Registrar; Dr. Lesbia Amador, Counselor; Tamara Chew, Counselor; Deborah Sabatino, Counselor; All content teachers; James	To foster a school culture where academic performance is important, there is a need to celebrate students' academic success via the incorporation of honor rolls. As evidence, honor roll reports, certificates, and pictures will be provided for this implementation step.	Sharon Gilmore, Registrar will order the honor roll report which captures the students who have earned the three categories of honor roll (regular, superior, and principal). James Melvin, Activities Director and the counselors will plan the implementation of the honor roll celebration. Additionally, James Melvin, Activities Director, will promote the celebration on social media and school's website. Content teachers will promote the celebration by informing

| | | Melvin, Activities Director | | students and parents of the event. The administrative team will oversee the celebration and provide guidance and approval as necessary. |

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

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.

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?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Interventionists will be hired to provide interventions in the areas of mathematics and reading through the push in model.	Dr. Guillermo Muñoz, Principal; Janet Argilagos, Assistant Principal; CaTina Boynton, Assistant Principal	To target the academic needs of Tier 2, Tier 3, and adequate progress students, reading and mathematics interventionists will be hired. As evidence, interventionists' schedules, lesson plans, and student grouping charts will be provided.	Doribel Rivera Rosado, Literacy Teacher leader will plan, organize, and oversee the work of the reading 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.
Start: Mon, Feb	Use iReady	All Reading	On a weekly	The administrative team, Dr. Guillermo

1 **End:** Wed, Jun 9	weekly data reports and data from topic assessments to monitor students' progress in the areas of Reading and Mathematics.	and Mathematics Teachers; Doribel Rivera Rosado, Literacy teacher leader; Diana Pluto, Mathematics coach	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. As evidence, iReady weekly reports as well as communication logs between teachers and students/parents will be provided.	Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal along with Doribel Riviera Rosado, Literacy teacher leader and Diana Pluto, Mathematics coach will review students' progress using iReady 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.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to conduct data chats (administration to teachers) and (teachers to students) using the iReady data, topic assessments, Performance Matters and power Bi reports.	Doribel Rivera Rosado, Literacy teacher leader; Diana Pluto, Mathematics Coach; Veronica Filos, Science Department Chairperson; Valesia Anderson, Social Science Department Chairperson; All content teachers	Through the use of topic assessments, Performance Matters, iReady diagnostic assessments, and power Bi, the administrative team will conduct data chats with teachers regarding the progression of their 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	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 l Literacy teacher leader, Doribel Rivera Rosado and Diana Pluto, Mathematics Coach will assist teachers with the data chats with students. During the data chat, areas of strengths and weaknesses 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.

			between teachers and students.	
Start: Mon, Feb 1

End: Wed, Jun 9 | Analyze data from PowerBi, iReady, and Performance Matters to identify students for extended learning opportunities. Create curriculum resources for extended learning opportunities. | Doribel Rivera Rosado, Literacy Teacher Leader; Pluto, Diana, Mathematics Coach; James Melvin, Activities Director; Janet Argilagos, Assistant Principal; and CaTina Boynton, Assistant Principal | Flyers on social media platforms, school website, and Microsoft teams will serve as evidence of promoting the extended learning opportunities. Additionally, curriculum resources will be selected based on the academic needs of the identified students. A Google folder will be created to keep all curriculum resources, attendance rosters and students' data trackers. Items in the Google folder will be available as evidence. | The leadership team will decide on the extended learning opportunities that will be offered to the students. James Melvin, Activities Director, will promote the extended learning opportunities through the use of social media platforms, school website, and email the teachers to post on their Microsoft teams. Doribel Rivera Rosado, Literacy Teacher Leader and Diana Pluto, Mathematics Coach, will create curriculum resources for the extended learning opportunities. Additionally, these individuals will review the resources with the selected teachers who will implement with the students during the extended learning sessions. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal, will oversee the logistics of the extended learning opportunities such as hiring of teachers, coordinating bus transportation for the students, classroom designations for the sessions, etc.). Additionally, the administrative team along with Doribel Rivera Rosado, Literacy teacher Leader and Diana Pluto, Mathematics Coach, will conduct walkthroughs and review progress monitoring data to ensure the extended learning opportunities are targeted and effective for all students. |

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.

| 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?) |
|---|---|---|---|---|

Start: Mon, Feb 1 **End:** Wed, Jun 9	Develop and implement a Literacy Instructional Focus Calendar by grade level to incorporate whole group/ teacher led standards and intervention resources.	Doribel Rivera Rosado, Literacy teacher leader; All secondary language arts teachers	Using the Instructional Focus Calendar, 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 Instructional Focus Calendar for each grade level will be provided along with individual lesson plans.	Doribel Rivera Rosado, Literacy teacher leader will model and assist teachers with the implementation of the Instructional Focus Calendar. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will monitor the implementation of the Instructional Focus Calendar and GRRM via classroom observations and observations of lesson plans.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Develop and implement bellringers to remediate weakest standards based on the results from the mathematics topic assessments and midyear assessments.	Diana Pluto, Mathematics Coach; Mathematics teachers	Using data from Performance Matters reports and iReady Mathematics, teachers will be provided with aligned sample questions to address the weakest standards. Through the use of bellringers, teachers will be able to remediate as well as provide students with more guided practice with the content of the weaker standards. Additionally, teachers will be able to address any student's misconceptions in a timely manner. As evidence, data reports, bellringers, and lesson plans will be provided.	Diana Pluto, Mathematics coach will disaggregate the data and create samples questions aligned to the weakest standards. Additionally, Diana Pluto will disseminate the information in the form of bellringers to the mathematics teachers during weekly planning sessions. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will monitor the implementation of the bellringers as a part of the GRRM via classroom observations and observations of lesson plans.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to use Item specifications to plan lessons with the "end in mind".	All Content area teachers	During weekly planning sessions, teachers will review the item specifications for the specific standard(s) being taught for the upcoming lessons. Teachers will ensure the lessons created includes scaffolding strategies to target the academic needs of all students as well as prepare all students to reach the proficient level and/or obtain learning gains. Lesson plans will be used	Doribel Rivera Rosado, Literacy teacher leader, Diana Pluto, Mathematics coach, Veronica Filos, Science Department Chairperson, and 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

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
			as evidence for this implementation step.	the implementation of lessons during classroom observations to ensure the scaffolding of daily activities to reach the "end in mind".
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to build positive learning habits through the implementation of content specific reference sheets.	All content teachers	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.	Doribel Rivera Rosado, Literacy teacher leader 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' progress towards independent learning.

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.

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?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to implement English Language Learner (ELL) tutoring sessions afterschool on Mondays and Thursdays.	Elizabeth Rodriguez, ELL Department Chairperson; Doribel Rivera Rosado, Literacy teacher Leader; Diana Pluto, Mathematics Coach; CaTina Boynton,	The ELL tutoring will be offered to all Levels 1-4 ELL students. This student population will receive academic assistance in reading and mathematics. As evidence, the curriculum map and student attendance rosters will be provided.	Elizabeth Rodriguez, ELL Department Chairperson will select the teachers who will be tutors. Doribel Rivera Rosado, Literacy teacher leader and Diana Pluto, Mathematics Coach will organize and prepare the curriculum maps and lessons for the tutors. The administrative team will oversee the entire process and make adjustments as needed.

		Assistant Principal; Janet Argilagos, Assistant Principal		
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implement GEER reading curriculum resources for Saturday Academy with Grades 4 and 5 students.	Selected teachers; Doribel Rivera Rosado, Literacy teacher leader; Elizabeth Rodriguez, School Messenger liaison; James Melvin, Activities Director	Using PowerBi, Tier 2 and Tier 3 students will be targeted to attend Saturday Academy. Additionally, students on the "adequate progress list" will be targeted to attend Saturday Academy. A review of the iReady data, midyear data, and topic/unit assessments will be used to develop the curriculum map for Saturday Academy. As evidence, the targeted student rosters, students' work samples, and the curriculum map will be provided.	Doribel Rivera Rosado, Literacy teacher leader will pull PowerBi reports indicating Tier 2 and Tier 3 students in reading as well as review and include those students listed on the "adequate progress" list. Additionally, Doribel Rivera Rosado will review all current data reports to develop the curriculum map to be used during Saturday Academy. Elizabeth Rodriguez, School Messenger liaison will send out automated messages informing parents and students of Saturday Academy. James Melvin, Activities Director, will promote Saturday Academy 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 Saturday Academy, arrange bus transportation for students, select the expert teachers who will participate in and make adjustments as necessary.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to 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 descriptive and corrective feedback as evidence. Additionally, classroom 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 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.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implement Differentiated Instruction (DI) Rotation groups in English,	All Literacy, Reading, and Mathematics Teachers; Doribel	As evidence, differentiated instruction groups identifying the students as well as	All literacy, reading, and mathematics teachers will review their data (AP2, midyear assessment, iReady, and topic assessments) to group the students in differentiated

	Reading, and Mathematics classes.	Rivera Rosado, Literacy teacher leader; Diana Pluto, Mathematics Coach; Janet Argilagos, Assistant Principal; and CaTina Boynton, Assistant Principal	the activities/assignments for each group will be incorporated into the lesson plans of the teachers. Additionally, student work samples will be provided as evidence of this implementation step.	instruction groups. The teachers with the assistance of Doribel Rivera, Literacy teacher leader and Diana Pluto, Mathematics Coach, will select the assignments and activities for each group to use based on the group's academic needs. The administrative team, Dr. Guillermo Muñoz, Principal, Janet Argilagos, Assistant Principal, and CaTina Boynton, Assistant Principal will oversee the entire process and adjustments will be made as necessary.

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 the class. Teachers will incorporate more enrichment resources to challenge the Tier 1 students.

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 PowerBi, students are during secondary reading classes and elementary math classes, Tier 2 and Tier 3 will receive additional support and services via the use of reading and math 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.

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.

Currently, the school is offering afterschool tutoring and Saturday Academy as extended learning opportunities to the students. The school will take the following steps below to offer students the extended learning opportunity of Saturday Academy. 1. Apply for the Governor's Emergency Education Relief Fund (GEER) grant by completing and submitting the survey provided. 2. Identify 8 Saturdays between January'2021 and March' 2021 to offer Saturday Academy. 3. Poll/Select teachers to serve as interventionists for Saturday Academy. 4. 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 home of the Tier 2 and Tier 3 students. 6. Arrange for bus transportation for the students. 7. Meet with the instructional coach and teacher leader to develop curriculum maps for Saturday Academy using iReady and topic assessments as well as GEER resources. 8. Create and disseminate a survey for parents to register their students and commit to attending Saturday Academy. The school will take the following steps below to offer ELL students the extended learning opportunity of afterschool tutoring twice a week. 1. Submit documentation to receive Title III funding for ELL tutoring. 2. Identify the days of the week to conduct afterschool tutoring from January'2021 to April '2021. 3. Poll/Select teachers to serve as interventionists for afterschool tutoring. 4. Identify ELL students to attend afterschool tutoring and send home notification to the parents to commit to afterschool tutoring for their child(ren). 5. Advertise Afterschool Tutoring as well as arrange for select personnel to make personal calls to home of the targeted students. 6.

Arrange transportation with parents for the students. 7. Meet with the instructional coach and teacher leader to develop curriculum maps for afterschool tutoring iReady and topic assessments, ELL levels, CELLA results.