

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

5381 - EWF Stirrup Elementary

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

Simon, Naomi

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

Gutierrez, Telio

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

Gutierrez, Telio

#### **Demographic Overview**

E.W.F. Stirrup currently serves a diverse multicultural community of 744 students, consisting of ninety-three percent Hispanic, five percent Asian, two percent White Non-Hispanic, and less than one percent African American and Multicultural in Pre-Kindergarten through fifth grade. E.W.F. Stirrup employs two administrators, fifty-two full-time teachers, a Media Specialist, a Reading Coach, an Art teacher, a Music teacher, two Physical Education teachers, one counselor, one Speech Language Pathologist, three full-time office staff, five paraprofessionals, one Community Liaison Specialist, two security monitors, and six full-time custodians, as well as Food Service staff. Fifty-four percent of the staff members are Hispanic, twenty-five percent Black, and nineteen percent are White. Eighty-eight percent of staff members are female and twelve percent are male. The average teaching experience is thirteen years. E.W.F. Stirrup offers a before-school and after-school care program serving approximately 250 students. E.W.F. Stirrup's teachers' greatest challenge is serving a large population (39%) of students with limited English language acquisition, including a significant number of students from foreign countries and some with limited exposure to educational systems. Family engagement is often limited due to deficiency in English language skills, familiarity with the school system, limited economic opportunities and other social hurdles encountered by recent immigrant groups. In addition, these families have a limited understanding of the impact of school attendance in learning. The Community Liaison Specialist (CLS) has developed targeted communication strategies to stress the importance of regular school attendance and accordingly reduce absenteeism while establishing better communication between the home and school. Additionally, 15% of students are Students with Disabilities (SWD) supported in an inclusive setting, 5% of students receive self-contained Gifted services and 30% of students receive reading interventions. In order to meet the needs of all students, teachers consistently develop innovative teaching strategies and methodologies including ongoing progress monitoring and data-driven instruction. Social-Emotional Learning (SEL) is supported by all staff members and the school counselor who provides assistance through individual and small group counseling sessions and intervention programs.

#### **Current School Status**

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

The mission of E.W.F. Stirrup Elementary School is to enhance the oral and written language development in a multicultural population through varied learning experiences, enabling each student to achieve his/her maximum potential within the total educational program. Teachers, parents and community members will nurture the confidence, self-esteem, and expressive abilities necessary for students to ultimately become productive citizens.

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

E.W.F. Stirrup Elementary school is committed to providing students with exemplary instruction designed to educate the whole child so that they may become a productive member of the community. We nurture intellectual curiosity, collaborative critical thinking and effective communication. We strive to create a school culture that fosters the social and emotional development of each child while supporting their ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social and character

development. Our rigorous, standard-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

## School Narrative

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

E.W.F. Stirrup Elementary School is a Title I School located in high traffic, busy intersection in the City of Sweetwater. School enrollment varies each year due to some transience in the community and a varied influx of immigrants. Currently there are 744 students enrolled in Pre-Kindergraten-5th grade: 75% percent receive free or reduced lunch, 39% are English Language Learners, 15% are Students with Disabilities and 5% are Gifted learners. We are a Gold designated STE(A)M school, which integrates science, technology, engineering, visual and performing arts, and mathematics across the curriculum, affording students the opportunity to explore and develop an aptitude and passion for those subjects, leading them to pursue further education and careers in STE(A)M - related fields. The school-wide STE(A)M Program emphasizes critical thinking and problem solving within all subjects, infuses technology across the curriculum, incorporates project-based learning, involves students in specialized field trips and competitions, and exposes students to an extensive performing arts program. E.W.F. Stirrup Elementary also offers the Extended Foreign Language (EFL) program which is dedicated to developing bilingual and bi-literate students through daily Spanish instruction including oral language development and literacy skills. Our Teaching Enrichment Activities to Minorities (TEAM) program is designed to provide for the instruction of higher order thinking skills to students within predominantly minority-populated schools in a self-contained elementary school classroom setting. TEAM integrates thinking skills instruction within all subject areas to strengthen the thinking processes of students. We also have a chorus program and a student orchestra, provide before and after school tutoring, and offer before and after school child care services. We have a vibrant and active PTA and have developed partnerships with universities, community organizations and businesses in order to provide enhanced quality programming and experiences for our students and broader school community.

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

yes

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

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

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

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

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

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

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

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection

- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

## **Phase I**

### **Data Analysis**

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

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

July 15 - August 14, 2020

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

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

*Phase I will conclude with each school:*

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

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

### **DATA AND SYSTEMS REVIEW**

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

#### *Data and Systems Review*

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

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

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

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.

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

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

**DATA AND SYSTEMS REVIEW ORGANIZER**

**SCHOOL CULTURE**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	The 2018-2019 SIP Survey, Commitment to Students, results (on PowerBi) indicated 34% of staff responded "All of the Time" to the statement "When my student(s) exhibit early warning indicators or disruptive behaviors they are provided interventions". The 2019-2020 SIP Survey, Commitment to Students, results (on PowerBi) indicated 56% of staff responded "All of the Time" to the same statement. This is a 22 percentage point increase.	Positive, consistent and targeted academic and behavioral interventions for our students result in improved overall achievement. By focusing on the Response to Intervention (RtI) model and providing students with daily interventions and behavioral supports we are fostering our commitment to students and creating a positive environment where students' needs are addressed.	Response to Early Warning Systems (EWS)  Positive Behavior Support (PBS)  other  Response to Interventions (RtI)
	The 2018-2019 SIP Survey, Focus on Sustainable Results (on PowerBi) indicated 48% of staff responded "Weekly" to the statement "How often do you track student data or student	By putting into place data-driven instruction components: (1) assessment (topic assessments, iReady diagnostics, teacher-developed), (2) monitoring and analysis (weekly monitoring of iReady usage/lesson passing rate, topic assessment	Empower Teachers And Staff

	work products to adjust your instruction”. The 2019-2020 SIP Survey, Focus on Sustainable Results (on PowerBi) indicated 55% of staff responded “Weekly” to the same statement. This is a 7 percentage point increase.	results, assigned lessons) and (3) action (modifying instruction, interventions, remediation) we are developing systems for addressing students’ needs and improving student proficiency and learning gains. Teachers in our school are using data to drive instruction with greater frequency and are providing instruction based on student needs.	Response to Early Warning Systems (EWS)  other  Data-Driven Instructional Practices
	The 2018-2019 School Climate Survey results (on PowerBi) indicated 31% of staff agreed with the statement: “School personnel work together as a team.” The 2019-2020 School Climate Survey results (on PowerBi) indicated 43% of staff agreed with the statement: “School personnel work together as a team.” This is an 11 percentage point increase	Teamwork is essential to continuous improvement. By working effectively in teams, we can strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction, and provide a means for mentoring and supporting new teachers.	Collaborative Spaces  Shared Leadership  Team Building Activities

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

Response to Early Warning Systems (EWS)

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	The 2018-2019 School Climate Survey results (on PowerBi) indicated 35% of students agreed with the statement: “Adults at my school care about me as an individual.” The 2019-2020 School Climate Survey results (on PowerBi) indicated 38% of students agreed with the statement: “Adults at my school care about me as an individual.” This is only a 3 percentage point increase.	Students need to feel cared for and supported by adults at the school. Establishing interactions and programs that support social emotional learning will result in more positive-student relationships and promote student engagement, improve school culture and overall student achievement.	Staff-Student Connections  Mentorship Programs  Student Voice
	The 2018-2019 SIP Survey, Commitment to Students (on PowerBi) indicated 28% of staff responded “Weekly” to the statement “How often does collaboration take place among department/grade level members to improve student outcomes?” The 2019-2020 SIP Survey, Commitment to Students (on PowerBi) indicated 23% of staff responded “Weekly” to the same statement. This is a 5 percentage point decrease.	Collaboration between teachers contributes to school improvement and student success. By aligning schedules and providing weekly opportunities, teachers can meet to share goals, engage in professional learning, use school resources to increase student achievement, and share their own skills, knowledge, and beliefs related to student learning.	Collaborative Spaces  Empower Teachers And Staff  Team Building Activities
	The 2018-2019 School Climate Survey results (on PowerBi) indicated 34% of staff either strongly agreed or agreed with the statement: “I feel staff morale is high at my	Teacher morale is important for both teacher retention and overall performance. If we are to retain our finest teachers and have them perform at the highest level, they must feel good about their	Celebrate Successes

	<p>school.” The 2019-2020 School Climate Survey results (on PowerBi) indicated 36% of staff strongly agreed/agreed: “I feel staff morale is high at my school.” This is a 2 percentage point increase.</p>	<p>jobs. By developing a positive school climate where teachers are praised and celebrated, feel like they are contributing members of the school community, that their opinions are valuable, and that they have strong relationships at work, they are more likely to feel satisfied with their job.</p>	<p>Team Building Activities School Spirit, Pride and Branding</p>
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**Essential Practice for Neutral Data Findings (Secondary)**

Staff-Student Connections

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	<p>The 2018-2019 School Climate Survey results (on PowerBi) indicated 51% of students strongly agreed with the statement: “My teachers are interested in how I do in the future.” The 2019-2020 School Climate Survey results (on PowerBi) indicated 30% of students strongly agreed with the statement: “My teachers are interested in how I do in the future.” This is a 21 percentage point decrease.</p>	<p>Students need to feel that their teachers are interested in their current and future success. Establishing interactions and programs that support social emotional learning will result in more positive-student relationships and promote student perceptions about their schooling experience and teachers.</p>	<p>Student Leadership Student Voice Staff-Student Connections</p>
	<p>The 2018-2019 School Climate Survey results (on PowerBi) indicated 57% of students strongly agreed with the statement: “My teachers let me know how I am doing on my school-work.” The 2019-2020 School Climate Survey results (on PowerBi) indicated 38% of students strongly agreed with the statement: “My teachers let me know how I am doing on my school-work.” This is a 19 percentage point decrease.</p>	<p>Through timely feedback, teachers can provide the students with suggestions for development, learning strategies, and corrections for errors. By setting clear goals for learning and providing information about their performance to students on classwork and assessments, a teacher can reduce the gap between the current performance and expected performance.</p>	<p>Staff-Student Connections Promoting Growth Mindset Social and Emotional Learning (SEL)</p>
	<p>The 2018-2019 School Climate Survey results (on PowerBi) indicated 63% of teachers either strongly agreed or agreed with the statement: “I feel lack of concern/support from parents.” The 2019-2020 School Climate Survey results (on PowerBi) indicated 79% of teachers strongly agreed/agreed with the statement: “I feel lack of concern/support from parents.” This is a 16 percentage point negative increase.</p>	<p>Extensive research has shown that students achieve more in school when their parents are involved in their education. Parental involvement can also lead to improved classroom behavior. When teachers feel a lack of concern/support from parents it can negatively impact morale, as well. Fostering positive collaboration between teachers and parents will lead to improved student achievement, attendance and behavior.</p>	<p>Family Engagement Communicate With Stakeholders Shared Vision/Mission</p>

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

Family Engagement

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	The 2018 Data Map (in the 2017-2018 SIP) indicates 58% of students in Grades 3-5 made learning gains in Math. The 2019 Data Map (in the 2018-2019 SIP) indicates 66% of students in Grades 3-5 made learning gains in math. This is an 8 percentage point increase.	We have delivered standards-aligned, data-driven instruction, as well as consistent iReady usage, targeted iReady lessons and topic assessment administration, debriefing and reteaching resulting in increased student gains. Mathematics interventions were provided to the Lowest 25 students resulting in student gains.	Data-Driven Instruction  Interventions/RtI  Standards-Aligned Instruction
	The 2020 Mid-Year Data Map (in the 2018-2019 SIP) indicates 65% of students in the Lowest 35 subgroup scored at Tier 3 on the 1st ELA iReady diagnostic assessment. The 2020 Mid-Year Data Map (in the 2018-2019 SIP) indicates 43% of students in the Lowest 35 subgroup scored at Tier 3 on the 2nd ELA iReady diagnostic assessment. This is a 22 percentage point decrease in the number of students scoring at Tier 3.	We have delivered standards-aligned, data-driven instruction, as well as consistent iReady usage, targeted iReady lessons and unit assessment administration, debriefing and reteaching resulting in increased student gains. Daily Tier 2 reading interventions were provided to students scoring one grade level below and Tier 3 reading interventions were provided to students scoring two or more grade levels below.	Data-Driven Instruction  Interventions/RtI  Differentiated Instruction
	A comparison of the 2019 1st ELA iReady diagnostic assessment to the 2020 2nd ELA iReady diagnostic assessment (on PowerBI, iReady Comparison tab) indicates a 25% gain in the number of students scoring at Tier 1 in grades K-5, a 15% decrease in the number of students scoring at Tier 2 in grades K-5 and a 10% decrease in the number of students scoring at Tier 3 in grades K-5.	We have focused on consistent weekly usage and monitoring of iReady in grades K-5 and developed student incentive programs for students meeting iReady goals and lesson passing rates. Teachers assign targeted lessons and use the iReady Toolbox to provide additional remediation. These school-wide strategies have contributed to the students gains measured by the iReady diagnostic assessments.	Effective Curriculum and Resource Utilization  Goal Oriented Learning  Ongoing Progress Monitoring

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

Ongoing Progress Monitoring

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the Academic Programs tab (on PowerBi), the 2018 ELA proficiency is 58%, the 2019 ELA proficiency is 60% and the 2020	Our ELA proficiency has maintained a consistent trend over the past three years despite challenges with attendance (18% missing 11 or more days), over 220 students requiring reading interventions and other significant challenges meeting the needs of	Standards-Aligned Instruction

<p>ELA predicted proficiency is 59%. This is a stagnant three-year trend.</p>	<p>Economically Disadvantaged (82% of the population), ELL (42% of the population) and ESE students (17% of the population).</p>	<p>Effective Curriculum and Resource Utilization</p>	<p>Interventions/RtI</p>
<p>According to the Academic Programs tab (on PowerBi), the 2018 Math proficiency is 60%, the 2019 Math proficiency is 61% and the 2020 Math predicted proficiency is 60%. This is a stagnant three-year trend.</p>	<p>Our Math proficiency has maintained a consistent trend over the past three years despite challenges with attendance (18% missing 11 or more days), an average of 50% student passing rate on Math iReady lessons, limited intervention opportunities, and other significant challenges meeting the needs of Economically Disadvantaged (82% of the population), ELL (42% of the population) and ESE students (17% of the population).</p>	<p>Ongoing Progress Monitoring</p> <p>Corrective Feedback for Students</p>	<p>Interventions/RtI</p>
<p>The 2018 Data Map (in the 2018-2019 SIP) indicates an SAT-10 Math median percentile rank of 52 for Kindergarten students. The 2019 Data Map (in the 2019-2020 SIP) indicates a SAT-10 median percentile rank of 53 for Kindergarten students. This is a 1 percentage point increase.</p>	<p>While we consistently delivered standards-based, data-driven instruction, as well as monitored iReady usage, our Kindergarten students have not shown significant gains on their Math SATs. Providing additional interventions, consistent utilization fact fluency drills and conducting vertical alignment with 1st grade would lead to improved student outcomes in Kindergarten.</p>	<p>Standards-Aligned Instruction</p> <p>Vertical Planning</p> <p>Ongoing Progress Monitoring</p>	

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

Vertical Planning

<p><b>Data Rating</b></p>	<p><b>Data Findings &amp; Area</b></p> <p>Be specific in defining each data element below.</p>	<p><b>Rationale for Selection of Data</b></p> <p>Why was this data finding selected as being most impactful?</p>	<p><b>Connected Essential Practices</b></p> <p>Which Essential Practice(s) contributed most to the data findings?</p>
<p><b>Significantly Decreased Data Findings</b></p>	<p>The 2018 Data Map (in the 2018-2019 SIP) indicates an SAT-10 ELA median percentile rank of 59 for 2nd grade students. The 2019 Data Map (in the 2019-2020 SIP) indicates an SAT-10 median percentile rank of 50 for 2nd grade students. This is a 9 percentage point decrease. Additionally, our performance is 4 percentage points lower than the district.</p>	<p>While we consistently delivered and monitored both Tier 2 and Tier 3 interventions, as well as iReady usage, our 2nd grade students have shown declines on their ELA SATs. Providing additional Phonics, Vocabulary and Comprehension and addressing the needs of our ELL and SWD students with more targeted instruction would lead to improved student outcomes in 2nd grade.</p>	<p>Academic Vocabulary Instruction</p> <p>Differentiated Instruction</p> <p>English Language Learners (ELL) Strategies</p>
	<p>The 2018 Data Map (in the 2018-2019 SIP) indicates an SAT-10 Math median percentile rank of 73 for 2nd grade students. The 2019 Data Map (in the 2019-2020 SIP) indicates a SAT-10 median percentile rank of 65 for 2nd grade students. This is an 8 percentage point decrease.</p>	<p>While we consistently delivered standards-based, data-driven instruction, as well as monitored iReady usage, our 2nd grade students have shown declines on their Math SATs. Providing additional interventions, consistent utilization of Reflex Math for math fact fluency and conducting vertical alignment with 1st</p>	<p>Standards-Aligned Instruction</p> <p>Effective Curriculum and Resource Utilization</p>

		grade would lead to improved student outcomes in 2nd grade.	Interventions/RtI
	A comparison of ELA proficiency for our Students with Disabilities (SWD) subgroup from 2017-2019 demonstrates a concerning trend. According to the Academic Programs Subgroup Data tab, the 2017 ELA proficiency for SWD students is 37%, the 2018 ELA proficiency for SWD students is 33%, and the 2019 ELA proficiency for SWD students is 21%. This indicates a 16 percentage point decrease over a three year period.	We have a 100% inclusion rate for SWD students and deliver Tier 2 and Tier 3 interventions with fidelity. Providing additional professional development for teachers on ELA strategies designed specifically for SWD students, providing rigorous instruction through support facilitation or other models, and delivering classroom and testing accommodations would lead to improved student outcomes.	Universal Design for Learning (UDL)  Corrective Feedback for Students  Instructional Support/Coaching

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

Universal Design for Learning (UDL)

**ESSENTIAL PRACTICES REVIEW**

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

*Sustained Essential Practice*

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

*Primary Essential Practice*

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

*Secondary Essential Practice*

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

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

**SCHOOL CULTURE**

**Sustained Essential Practice**

Response to Early Warning Systems (EWS)

**Primary Essential Practice**

Family Engagement

**Secondary Essential Practice**

Staff-Student Connections

**Sustained Essential Practice**

Ongoing Progress Monitoring

**Primary Essential Practice**

Universal Design for Learning (UDL)

**Secondary Essential Practice**

Vertical Planning

**PART TWO**

**SCHOOL LEADERSHIP CORE COMPETENCIES**

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

*The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.*

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

*Commitment to Students includes certain behaviors such as:*

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

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

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

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

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

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

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

*Developing Others includes certain behaviors such as:*

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

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

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

*Engaging the Team includes certain behaviors such as:*

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

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

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

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

Our School Leadership team identified Commitment to Students as a strength as both fiscal resources are allocated to meet student needs and teachers and administrators monitor student progress with consistency. Student responses on the school climate survey; however, do indicate some disconnect between student and staff perceptions.

**As evidenced by:**

Staff members are provided the appropriate resources to meet the needs of students. Funds have been used to purchase supplemental curricular materials such as Flocabulary, Phonics workbooks, Ready Florida LAFS, Florida Success Coach and Performance Coach. When students exhibit early warning indicators, they receive appropriate behavioral and academic interventions through the MTSS process. The majority of teachers collaborate weekly or monthly and are provided with feedback by administrators to improve student outcomes through routine walkthroughs and data chats. Student climate survey results indicate that only about half of the students responding feel that their teachers care about how they do in the future.

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

Our School Culture Sustained Essential Practice is Response to Early Warning Systems (EWS). Teachers, administrators, and the MTSS team will continue to meet bi-weekly to monitor student progress. We plan to continue to provide appropriate academic and behavioral interventions to students at both Tier 2 and Tier 3 by leveraging the necessary resources. Teachers will be encouraged to pursue reading certifications and endorsement in order to provide Tier 2 and Tier 3 interventions. A

school-wide behavioral program (Eagle Bucks) will continue to be implemented to incentivize students to follow the Student Code of Conduct, as well as achieve targeted learning goals established through student data chats. The school counselor will continue to work with students and teachers to promote social-emotional learning and the Values Matter initiative. Our School Culture Secondary Essential Practice is Staff-Student Connections. Students need to feel cared for and supported by adults at the school. As a result, we will encourage teachers, counselors, coaches, and other school staff to build stronger relationships with students who are experiencing academic or personal issues. We aim to establish mentorship programs, student clubs (i.e. FEA, student council), daily check-ins, and increase the frequency of feedback on student academic performance.

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

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

Our School Leadership identified Focusing on Sustainable Results as an area showing significant improvement as all staff members report that they are kept informed of school improvement processes and participate in ongoing progress monitoring to provide remediation or enrichment opportunities for students. Student climate survey results; however, indicate that students are not receiving frequent feedback from teachers.

**As evidenced by:**

The School Improvement SIP Survey results show that the majority of teachers are utilizing data or student work products weekly to adjust instruction. Teachers routinely use iReady usage reports and lesson passing rates to adjust student goals and assign targeted lessons. Data chats with administrators occur quarterly and walkthroughs monthly. Student responses on the 2019-2020 school climate survey show a decline in the percentage of students showing strong agreement with the statement "My teachers let me know how I am doing on my school-work."

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

Our Academic Programs Sustained Essential Practice is Ongoing Progress Monitoring. Teachers will use baseline, mid-year, and topic assessment data, as well as iReady usage and lesson passing rates to drive instruction and provide interventions, remediation, and enrichment. The incidence of administrative walkthroughs and teacher data chats will increase in order to provide teachers with more timely feedback about instructional practices and student outcomes. Additionally, teachers and designated staff members will provide students with more timely feedback about their progress on classwork, iReady, and topic assessments through scheduled data chats.

## **Competency 3: Developing Others**

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

Our School Leadership team identified Developing Others as an area that can be improved. A comparison of results in this competency are improved from prior years as staff members report receiving support from teacher leaders and mentors, guidance in using data, and opportunities to implement newly learned strategies; however, there are few collaborative planning opportunities. Data findings also indicate additional staff development is needed in inclusive practices.

**As evidenced by:**

The School Improvement SIP Survey Map results reveal the majority of teachers receive guidance in using data to plan instruction and are provided adequate support and resources to implement newly learned strategies. Staff members participate in monthly development opportunities at the school-site, district iCADs academies for ELA, Mathematics, and Science, required mental health training, and numerous other staff selected offerings. Teachers participate in data chats with administrators to discuss student diagnostic and topic assessment results, student goal setting, interventions, and resource allocation, however, scheduling constraints have not allowed for weekly collaborative sessions among grade levels as teachers do not all share common planning times. Additionally, our data findings indicate a negative trend in the ELA proficiency results of Students with Disabilities (SWDs). These findings are further supported by the results of administrative walkthroughs which indicate additional professional development in the implementation of co-teaching models, support facilitation and rigorous instruction for ESE students would further support improved student outcomes.

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

Our Academic Programs Primary Essential Practice is Universal Design for Learning (UDL). The PLST will create professional development opportunities that include UDL guidelines. Additionally, we will enlist the support of the Department of Exceptional Student Education to assist our teachers with a deeper understanding of how to provide rigorous instruction for SWDs in inclusive settings through support facilitated and co-teaching models. The PLST will also survey

teachers to identify additional professional development needs, develop PD opportunities that support identified needs and monitor implementation. Faculty meetings will include best practice sharing opportunities, as well as data presentations showcasing student assessment results. Revisions to the master schedule will allow for greater opportunities for common planning sessions that should result in increased collaboration among grade levels and greater frequency of data chats. Administrators will also increase the frequency of classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices.

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

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

Our School Leadership team identified Engages the Team as an area that can be improved. Teachers and staff know the essential practices of the School Improvement Process and are provided opportunities to actively participate in the development of implementation steps. They are afforded the opportunities to accept various leadership roles and the PLST designs professional development that meets their instructional needs. On the other hand, school climate survey results show teachers frequently feel overloaded and overwhelmed at their job, find students deficient in basic academic skills and feel a lack of support from parents.

### **As evidenced by:**

The School Improvement SIP Survey results indicate that staff is highly engaged in the School Improvement Process and participate in professional development opportunities that meet their instructional needs. Conversely, the School Improvement School Climate results indicate that teachers frequently feel overwhelmed by their job demands and a large percentage of staff (46%) responded that they do not believe morale is high at the school. Approximately, 80% of teachers report a lack of concern/support from parents. Additionally, teachers believe students are deficient in academic skills, as a result of limited vertical planning opportunities and instructional alignment, as well as a greater number of students requiring behavioral supports, academic support for learning disabilities and acquiring English as a second language.

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

Our School Culture Primary Essential Practice is Family Engagement. Throughout the year, the SLT will work closely with the Community Liaison Specialist, the Parent Academy and The Children's Trust to create opportunities for parents to become active partners in their child's educational journey. Grade level orientations will be developed to help parents understand how to navigate the Parent Portal, understand iReady reports, and interpret student achievement data. Teachers will be encouraged to lead parent workshops to help them understand the various district and state assessments, as well as how they can provide their children with positive behavioral and academic supports at home. Our Academic Programs Secondary Essential Practice is Vertical Planning. The PLST will develop opportunities for grade levels to meet quarterly to align standards, define expectations, and compare student work samples. Increased communication across grade levels will help teachers work collaboratively to identify expectations at each grade level and support one another in meeting them thereby reducing student academic deficiencies as students are promoted from one grade to the next.

## **PART THREE**

### **PRIORITY ACTIONS DEVELOPMENT**

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

#### *Sustained Essential Practice*

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

#### *Secondary and Primary Essential Practices*

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

#### *Priority Actions*

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

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

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Response to Early Warning Systems (EWS)

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

Utilizing the Learning Loss Index to identify students with severe academic regressions due to COVID-19 school closures, the MTSS team will meet bi-weekly to develop appropriate recovery interventions. Appropriate and sustained academic and behavioral interventions will continue to be provided to students at both Tier 2 and Tier 3 by leveraging the necessary resources and certified personnel. We will continue to implement a school-wide behavioral program (Eagle Bucks) to incentivize students to follow our school-wide discipline plan, as well as achieve targeted learning goals. Staff will continue to receive professional development for social-emotional learning, risk and protective student factors, and mental health resources.

### **Primary Essential Practice**

Family Engagement

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

Staff will create opportunities for parents to become active partners in their child's educational journey by aligning resources (CLS, the Parent Academy, The Children's Trust, and school personnel) and delivering parent workshops and orientations centered around district and state assessments and systems of support for parents. Staff and administrators will utilize available resources to provide parents with additional support during COVID-19 related online learning. We will host grade-level specific family events and volunteering opportunities. We will invite parents to participate in monthly conversations with administrators and grade-level chairpersons to solicit feedback and delineate grade-level expectations.

### **Secondary Essential Practice**

Staff-Student Connections

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

Staff will receive professional development for fostering stronger student-staff relationships. We will create daily check-ins, student safe spaces, and develop systems for "getting to know" each student. We will establish mentorship programs, add student clubs (i.e. FEA, student council, book club), and increase the frequency of feedback on student academic performance through targeted conversations/data chats.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Ongoing Progress Monitoring

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

Teachers will continue to monitor student assessment data by utilizing all data platforms (iReady, Performance Matters, PowerBi) and meet with the leadership team to discuss results and align resources. Administrators will increase the incidence of administrative walkthroughs and teacher data chats to provide teachers with more timely feedback about instructional practices and student outcomes. Students identified as showing academic regressions associated with COVID-19 school closures will be provided additional supports (tutoring). Students will be provided with timely feedback about their progress through informal and formal data chats using grade-appropriate rubrics.

### **Primary Essential Practice**

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

Staff will participate in professional development opportunities for Universal Design for Learning (UDL) offered through the Department of Exceptional Student Education and school-site specific sessions. Special education teachers will develop a Distance Learning Implementation Plans (DLIP) for Students with Disabilities (SWDs) to address specific support for students. Special education teachers will present best practices and supports aligned to student DLIPs/IEPs during faculty meetings and collaborative grade-level meetings. Administrators will also increase the frequency of classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices for SWDs.

### **Secondary Essential Practice**

Vertical Planning

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

Teachers and staff will participate in professional development to unpack new standards and grade level expectations. The PLST will develop opportunities for grade levels to meet quarterly to align standards, define expectations, and compare student work samples. Grade levels and departments will collaborate to develop a list of top 10 skills deemed essential for grade-level success and grade level chairpersons and administrators will meet to share information and disseminate information to teachers and parents.

## **OUTCOME STATEMENTS**

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

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

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

## **SCHOOL CULTURE**

### **OUTCOME STATEMENT**

#### **School Culture**

If we successfully implement our Sustained Essential Practice of Response to Early Warning Systems (EWS), then our students will receive appropriate academic and behavioral interventions resulting in improved learning gains and student proficiency. If we successfully implement our Primary Essential Practice of Family Engagement, then our parents will become more active partners in their child's educational journey and our teachers will feel a greater sense of commitment/concern from parents thereby improving overall school culture and student academic preparedness. If we successfully implement our Secondary Essential Practice of Staff-Student Connections, then our students will receive ongoing feedback about their progress and feel supported by adults at the school.

## **ACADEMIC PROGRAMS**

### **OUTCOME STATEMENT**

#### **Academic Programs**

If we successfully implement our Sustained Essential Practice of Ongoing Progress Monitoring, then our teachers (and students) will receive timely feedback through data conversations resulting in re-aligned instructional practices and improved student achievement. If we successfully implement our Primary Essential Practice of Universal Design for Learning (UDL), then our teachers will develop stronger instructional practices for SWDs resulting in improved proficiency for this group of students. If we successfully implement our Secondary Essential Practice of Vertical Planning, then our grade level expectations will be better aligned and student academic deficiencies will be reduced as they transition from one grade level to the next.

## **OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT**

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

The professional development should include a summary of the:

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

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

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

### Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Activity Lead  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
(08/20/20) AM-PM	<ul style="list-style-type: none"> <li>• Data and Systems Review Summary</li> <li>• School Leadership Core Competency Course Reflections</li> <li>• Sustained Essential Practice</li> <li>• Primary &amp; Secondary Essential Practice Selections</li> <li>• Priority Actions</li> <li>• Outcome Statements</li> </ul>		
09/28/20 - AM	Academic Programs: Primary Essential Practice: Universal Design for Learning	3 Levels of Text Micro Lab	Dr. Olga Flamion, PLST Content Expert
09/28/20 - PM	School Culture: Primary Essential Practice: Family Engagement	Commit and Toss	Olivia Vila, Synergy Team - 5th Grade Level Chairperson Yvette Mestre, Synergy Team - Pre-K Grade Level Chairperson


## 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.fldoe.org](http://edudata.fldoe.org)) in order to assist in the identification of those target subgroup(s).

- [Federal Index and ESSA Support Categories](#)

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

## Quarter 1 Systems Review & Data Reflection

**October 19 – October 30, 2020**

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

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

## Quarter 2 Implementation

**November 2 – December 18, 2020**

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

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

## SCHOOL CULTURE Quarter 1 Implementation (August 31 – October 16, 2020)

### School Culture Outcome Statement

If we successfully implement our Sustained Essential Practice of Response to Early Warning Systems (EWS), then our students will receive appropriate academic and behavioral interventions resulting in improved learning gains and student proficiency. If we successfully implement our Primary Essential Practice of Family Engagement, then our parents will become more active partners in their child's educational journey and our teachers will feel a greater sense of commitment/concern from parents thereby improving overall school culture and student academic preparedness. If we successfully implement our Secondary Essential Practice of Staff-Student Connections, then our students will receive ongoing feedback about their progress and feel supported by adults at the school.

### Sustained Essential Practice

Response to Early Warning Systems (EWS)

### Priority Actions for the Sustained Essential Practice

Utilizing the Learning Loss Index to identify students with severe academic regressions due to COVID-19 school closures, the MTSS team will meet bi-weekly to develop appropriate recovery interventions. Appropriate and sustained academic and behavioral interventions will continue to be provided to students at both Tier 2 and Tier 3 by leveraging the necessary

resources and certified personnel. We will continue to implement a school-wide behavioral program (Eagle Bucks) to incentivize students to follow our school-wide discipline plan, as well as achieve targeted learning goals. Staff will continue to receive professional development for social-emotional learning, risk and protective student factors, and mental health resources.

<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 MTSS process, develop appropriate, individualized Tier 2 and Tier 3 academic and behavioral interventions.	Telio Gutierrez, Assistant Principal	Evidence of SST meetings, RTI referrals, ongoing progress monitoring and student schedules will be collected.	Administration will maintain a log of the RTI referrals and a binder of student schedules.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide educators with professional development of the MTSS process for both academic and behavioral referrals to assist in completing relevant paperwork.	Telio Gutierrez, Assistant Principal	Evidence of completed and submitted accurate referrals and reduction in time for referral submittal.	The administration will keep a log of scheduled SST meetings and document any action items or next steps.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement before-school, after-school and/or Saturday Academy in math and reading for identified students.	Telio Gutierrez., Assistant Principal & Dawn Thompson-Cabrera, Reading Coach	Evidence of on-going progress monitoring, attendance logs and parental permission forms.	Administration will monitor attendance of the before and after-school programs as well as Saturday Academy, and student growth monitoring results.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement a school-wide behavioral management and incentive system (Eagle Bucks) to ensure students follow the Code of Conduct and achieve targeted learning goals.	Naomi P. Simon, Principal	Evidence of on-going rewards systems (Eagle Bucks) and reduced Student Case Management referrals.	Administration will review monthly Student Case Management (SCM) discipline referral reports.

### **Primary Essential Practice**

Family Engagement

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

Staff will create opportunities for parents to become active partners in their child’s educational journey by aligning resources (CLS, the Parent Academy, The Children’s Trust, and school personnel) and delivering parent workshops and orientations centered around district and state assessments and systems of support for parents. Staff and administrators will utilize available resources to provide parents with additional support during COVID-19 related online learning. We will host grade-level specific family events and volunteering opportunities. We will invite parents to participate in monthly conversations with administrators and grade-level chairpersons to solicit feedback and delineate grade-level expectations.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would	<b>Monitoring</b>  (How and Who?)
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			demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Utilize school messenger and other social media platforms to inform parents of upcoming school events which will foster and building family engagement.	Telio Gutierrez, Assistant Principal, Carlos Garcia, Music Teacher & Naomi Simon, Principal	Logs of scheduled school messenger emails and voice calls will be monitored as well as usage reports of social media platforms.	Administration will maintain a log and report from school messenger as well as monitor social media usage reports.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement the "Eagle Room Parent" model to connect to build a collaborative bridge between the parent and the teacher to disseminate information quickly as well as increase family engagement activities to promote a positive school environment and increase family engagement.	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten Teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, and Olivia Vila, Fifth Grade Teacher, and Maria Mendez, Community Liaison Specialist.	Evidence of room parents by class as well as monthly calendars detailing family day/night activities . Additionally, sign-in sheets documenting attendance at school events.	Administration and the Community Liaison Specialist will keep a log of the monthly activities with sign-in sheets and agendas of activities.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Using the virtual platform, conduct monthly bilingual "Parents-Helping-Parents" webinars in order to increase parental involvement and knowledge of available school resources.	Telio Gutierrez, Assistant Principal & Maria Mendez, Community Liaison Specialist	Compilation of event program agendas with sign-in sheets. Copies of the weekly bulletin, monthly calendars and related presentations will be maintained.	Administration and the Community Liaison Specialist will monitor the schedule of events and the participation rate.
	Implement a monthly "Morning Espresso"with administrators, teachers and parents to increase opportunities for collaboration and parental feedback.	Maria Mendez, Community Liaison Specialist, Naomi P. Simon, Principal	Monthly calendar and sign-in sheets detailing attendance.	Administration and the Community Liaison Specialist will monitor parental participation.

**Secondary Essential Practice**

Staff-Student Connections

**Priority Actions for the Secondary Essential Practice**

Staff will receive professional development for fostering stronger student-staff relationships. We will create daily check-ins, student safe spaces, and develop systems for “getting to know” each student. We will establish mentorship programs, add student clubs (i.e. FEA, student council, book club), and increase the frequency of feedback on student academic performance through targeted conversations/data chats.

Implementation	Implementation	Person(s) Responsible		Monitoring
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<b>Date(s)</b>	<b>Steps</b>	<b>(First &amp; last name, position)</b>	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>(How and Who?)</b>
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implementation of peer group discussion sessions bi-weekly to foster camaraderie between adults and students in grades three through five and reduce feelings of social isolation.	Telio Gutierrez, Assistant Principal, Allan Sosa, School Counselor, Dawn Cabrera, Reading Coach, Laura Rojas, ESOL chairperson.	Evidence of logs of group meeting sessions and schedules. Students will be surveyed anonymously three times a year to gauge program success.	The administration and school counselor will monitor through a communication log and ensure scheduled sessions are occurring.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The implementation of a monthly student "Lunch with the Teacher" to foster adult-student communication.	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten Teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, and Olivia Vila, Fifth Grade Teacher, and Allan Sosa, School Counselor.	Evidence of monthly schedule and sign-in sheet of meetings.	Allan Sosa, School Counselor, will ensure that schedules are created.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement a mentorship program where each faculty is assigned two to three students whom they will guide socially and academically throughout the year.	Telio Gutierrez, Assistant Principal, Allan Sosa, School Counselor .	Evidence of an mentor-mentee assignment list and individual student-teacher mentorship log.	Allan Sosa, School Counselor will maintain an Excel spreadsheet log with mentor-mentee assignment and monthly updates about their students' progress.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement a daily student check-in using link to Google Forms in counselor's Microsoft Teams.	Allan Sosa, School Counselor, Telio Gutierrez, Assistant Principal	Evidence of daily Google Form reports and counselor's responses in Microsoft Teams.	Allan Sosa, School Counselor will maintain daily check-in reports and counseling logs.

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

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential Practice of Ongoing Progress Monitoring, then our teachers (and students) will receive timely feedback through data conversations resulting in re-aligned instructional practices and improved student achievement. If we successfully implement our Primary Essential Practice of Universal Design for Learning (UDL), then our teachers will develop stronger instructional practices for SWDs resulting in improved proficiency for this group of students. If we successfully implement our Secondary Essential Practice of Vertical Planning, then our

grade level expectations will be better aligned and student academic deficiencies will be reduced as they transition from one grade level to the next.

## Sustained Essential Practice

Ongoing Progress Monitoring

### Priority Actions for the Sustained Essential Practice

Teachers will continue to monitor student assessment data by utilizing all data platforms (iReady, Performance Matters, PowerBi) and meet with the leadership team to discuss results and align resources. Administrators will increase the incidence of administrative walkthroughs and teacher data chats to provide teachers with more timely feedback about instructional practices and student outcomes. Students identified as showing academic regressions associated with COVID-19 school closures will be provided additional supports (tutoring). Students will be provided with timely feedback about their progress through informal and formal data chats using grade-appropriate rubrics.

<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	Develop professional development for teachers to unpack standards and create lesson plans with the end in mind.	Telio Gutierrez, Assistant Principal & Dawn Cabrera, Reading Coach.	Evidence by performance on district assessments, lesson plans, and differentiated instruction plans. In addition, agenda, presentation and sign-in sheets from professional developments.	Telio Gutierrez, Assistant Principal will ensure that professional development is scheduled and logs are maintained.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct teacher and student data chats both collectively and individually to review results of assessments and diagnostics.	Telio Gutierrez, Assistant Principal & Dawn Thompson-Cabrera, Reading Coach.	Evidence of realignment of instruction to set targets as needed and communication logs of conversations with students and parents regarding student achievement data.	Telio Gutierrez, Assistant Principal and Dawn Cabrera, Reading Coach will monitor teacher binders and student folders with evidence of data chats at both the collective and individual level.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Monitor student progress on iReady usage, lesson passing rate and topic assessment results to realign instructional practices	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten Teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, and Olivia Vila, Fifth Grade Teacher.	Evidence by iReady usage reports and topic assessment results as well as teacher lesson plans.	Telio Gutierrez, Assistant Principal, and Dawn Cabrera, Reading Coach will keep a log of teacher participation.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide teachers with timely feedback based on targeted, instructional walkthroughs.	Naomi P. Simon, Principal, Telio Gutierrez, Assistant Principal	Evidence of walkthrough focus targeting specific standards and instructional practices in weekly bulletin.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal will keep a weekly bulletin

**Primary Essential Practice**

Universal Design for Learning (UDL)

**Priority Actions for the Primary Essential Practice**

Staff will participate in professional development opportunities for Universal Design for Learning (UDL) offered through the Department of Exceptional Student Education and school-site specific sessions. Special education teachers will develop a Distance Learning Implementation Plans (DLIP) for Students with Disabilities (SWDs) to address specific support for students. Special education teachers will present best practices and supports aligned to student DLIPs/IEPs during faculty meetings and collaborative grade-level meetings. Administrators will also increase the frequency of classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices for SWDs.

<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	Develop professional development for teachers with support and strategies for students with disabilities, emphasizing the understanding and implementation of IEPs.	Telio Gutierrez, Assistant Principal & Dawn Cabrera, Professional Development Liaison.	Proof of completion from My Learning Plan (MLP). In addition, agenda, presentation and sign-in sheets from professional developments.	Telio Gutierrez, Assistant Principal, will ensure that professional development is scheduled and logs are maintained.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	General education and ESE teachers will collaborate to develop differentiated lessons that support students in the general education setting.	Telio Gutierrez, Assistant Principal	Evidence by performance and district assessments, lesson plans, and differentiated instruction plans.	Telio Gutierrez, Assistant Principal, will ensure that professional development is scheduled and logs are maintained.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Walkthroughs will be targeted to capture teachers implementing student-centered strategies for students with disabilities.	Telio Gutierrez, Assistant Principal & Naomi Simon, Principal.	Evidence by increased student achievement, logs of walk-throughs and teacher lesson plans.	Naomi Simon, Principal, will maintain a log of walk-throughs and monitor student achievement data.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Special education teachers will develop Distance Learning Implementation Plans (DLIP) for students with disabilities to address specific supports during distance learning.	Telio Gutierrez, Assistant Principal, Mora Toro de Hernandez, Special Education Chairperson.	Evidence of DLIPs shared with general education teachers and parents.	Telio Gutierrez, Assistant Principal and Mora Toro de Hernandez, Special Education Chairperson will maintain copies of all DLIPS.

**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**

Vertical Planning

**Priority Actions for the Secondary Essential Practice**

Teachers and staff will participate in professional development to unpack new standards and grade level expectations. The PLST will develop opportunities for grade levels to meet quarterly to align standards, define expectations, and compare student work samples. Grade levels and departments will collaborate to develop a list of top 10 skills deemed essential for grade-level success and grade level chairpersons and administrators will meet to share information and disseminate information to teachers and parents.

<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	Teachers will conduct weekly common planning and quarterly monthly vertical planning to discuss student-centered strategies.	Telio Gutierrez, Assistant Principal & Dawn Thompson-Cabrera, Reading Coach.	Evidenced by proof of student achievement, proof of meeting attendance, agendas, lesson plans and meeting minutes.	Administration will collect lesson plans reflective of common and vertical planning strategies.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teacher leaders who attend district ICAD, ELA, and Math professional development sessions will disseminate information across all grade levels.	Telio Gutierrez, Assistant Principal	Evidence of teacher lesson plans as a result of information gained by teacher leaders sharing knowledge and strategies obtained at ICAD meetings.	Administration will monitor sign-in sheets and attendance to academic professional developments throughout the academic year.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct collaborative meetings with grade-level chairs to develop a list of top ten essential skills for grade-level success and	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten Teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade	Evidence of survey that will reflect parent and teacher awareness of skills needed for student success.	Administration will closely monitor the meetings and the fact that a list is generated.

	communicate to all stakeholders.	Teacher, and Olivia Vila, Fifth Grade Teacher.		
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Develop school-site professional development to assist teachers across all grade-levels in understanding the scaffolding of standards.	Telio Gutierrez, Assistant Principal, Dr. Olga Flamion, PLST Content Expert.	Evidence of school-site professional development sign-in sheets, agenda and presentations.	Telio Gutierrez, Assistant Principal and Dawn Cabrera, PD Liaison will ensure that professional development is scheduled and supporting documents are maintained.

## Parent Family Engagement Plan (PFEP)

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

**School Culture Outcome Statement**

If we successfully implement our Sustained Essential Practice of Response to Early Warning Systems (EWS), then our students will receive appropriate academic and behavioral interventions resulting in improved learning gains and student proficiency. If we successfully implement our Primary Essential Practice of Family Engagement, then our parents will become more active partners in their child’s educational journey and our teachers will feel a greater sense of commitment/concern from parents thereby improving overall school culture and student academic preparedness. If we successfully implement our Secondary Essential Practice of Staff-Student Connections, then our students will receive ongoing feedback about their progress and feel supported by adults at the school.

**Sustained Essential Practice**

Response to Early Warning Systems (EWS)

**Priority Actions for the Sustained Essential Practice**

Utilizing the Learning Loss Index to identify students with severe academic regressions due to COVID-19 school closures, the MTSS team will meet bi-weekly to develop appropriate recovery interventions. Appropriate and sustained academic and behavioral interventions will continue to be provided to students at both Tier 2 and Tier 3 by leveraging the necessary resources and certified personnel. We will continue to implement a school-wide behavioral program (Eagle Bucks) to incentivize students to follow our school-wide discipline plan, as well as achieve targeted learning goals. Staff will continue to receive professional development for social-emotional learning, risk and protective student factors, and mental health resources.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Using the MTSS process, develop appropriate, individualized Tier 2 and Tier 3 academic and behavioral interventions.	Telio Gutierrez, Assistant Principal	Evidence of the MTSS Process including SST meetings, RTI referrals, ongoing progress monitoring	Administration will maintain a log of the RTI referrals and a binder of student schedules.

			and student schedules will be collected.	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Provide educators with professional development on the MTSS/SST process for both academic and behavioral referrals to assist in completing relevant paperwork.	Telio Gutierrez, Assistant Principal	Evidence of completed and submitted accurate referrals and reduction in time for referral submittal.	The administration will keep a log of scheduled SST meetings and document any action items or next steps.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implementation of a staff-incentive program to encourage family engagement activities and foster student relationships.	Telio Gutierrez, Assistant Principal.	Evidence of on-going progress monitoring, attendance logs and student behavior.	Administration will monitor attendance, meeting logs and parental engagement dates and content.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implementation of a school-wide behavioral management and incentive system to ensure students follow the Code of Conduct and achieve targeted learning goals.	Naomi P. Simon, Principal	Evidence of on-going reward systems (Mention on Weekly Bulletin) and reduced Student Case Management referrals.	Administration will review monthly Student Case Management (SCM) discipline referral reports.

### Primary Essential Practice

Family Engagement

### Priority Actions for the Primary Essential Practice

Staff will create opportunities for parents to become active partners in their child's educational journey by aligning resources (CLS, the Parent Academy, The Children's Trust, and school personnel) and delivering parent workshops and orientations centered around district and state assessments and systems of support for parents. Staff and administrators will utilize available resources to provide parents with additional support during COVID-19 related online learning. We will host grade-level specific family events and volunteering opportunities. We will invite parents to participate in monthly conversations with administrators and grade-level chairpersons to solicit feedback and delineate grade-level expectations.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Utilization of School Messenger and other social media platforms to inform parents of upcoming school events which will foster and build family engagement.	Telio Gutierrez, Assistant Principal, Carlos Garcia, Music Teacher, and Naomi Simon, Principal	Logs of scheduled School Messenger emails and voice calls will be monitored as well as usage reports of social media platforms.	Administration will maintain a log and report from school messenger as well as monitor social media usage reports.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implementation of the "Eagle Room Parent" model to build a collaborative bridge between the parent and the teacher to disseminate	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade	Evidence of room parents by class as well as monthly calendars detailing family	Administration and the Community Liaison Specialist will

	information quickly as well as increase family engagement activities to promote a positive school environment and increase family engagement.	Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, Olivia Vila, Fifth Grade Teacher, and Maria Mendez, Community Liaison Specialist.	day/night/virtual activities. Additionally, sign-in sheets documenting attendance at school events.	keep a log of the monthly activities with sign-in sheets and agendas of activities.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Using the virtual platform, conduct monthly bilingual parental workshops in order to increase parental involvement and knowledge of available school resources.	Telio Gutierrez, Assistant Principal, and Maria Mendez, Community Liaison Specialist.	Compilation of event program agendas with sign-in sheets. Copies of weekly bulletin, monthly calendars with related presentations will be maintained.	Administration and the Community Liaison Specialist will monitor the schedule of events and the participation rate.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implementation of a monthly "Morning Espresso" with administrators, teachers and parents to increase opportunities for collaboration and parental feedback.	Maria Mendez, Community Liaison Specialist, and Naomi P. Simon, Principal	Monthly calendar and sign-in sheets detailing attendance.	Administration and the Community Liaison Specialist will monitor parental participation.

**Secondary Essential Practice**

Staff-Student Connections

**Priority Actions for the Secondary Essential Practice**

Staff will receive professional development for fostering stronger student-staff relationships. We will create daily check-ins, student safe spaces, and develop systems for “getting to know” each student. We will establish mentorship programs, add student clubs (i.e. FEA, student council, book club), and increase the frequency of feedback on student academic performance through targeted conversations/data chats.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will establish a routine with their students incorporating a check-in regarding their feelings.	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, Olivia Vila, Fifth Grade Teacher, and Allan Sosa, School Counselor.	Evidenced by teacher-created polls that gauge students and their feelings on a weekly basis at minimum.	The administration and school counselor will monitor through a communication log and ensure scheduled sessions are occurring.

<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The Implementation of a monthly "Lunch with Staff" to foster adult-student communication.	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, Olivia Vila, Fifth Grade Teacher, and Allan Sosa, School Counselor.	Evidence of logs of group meeting sessions and schedules.	Allan Sosa, School Counselor, will ensure that schedules are created.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implementation of a mentorship program where each faculty is assigned two to three students (MSO & PHY) whom they will guide socially and academically throughout the academic year.	Telio Gutierrez, Assistant Principal, and Allan Sosa School Counselor.	Evidence of mentor-mentee assignment list and individual student-teacher mentorship log.	Allan Sosa, School Counselor will maintain an Excel spreadsheet log with mentor-mentee assignment and monthly updates about their students' progress.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Implementation of a daily student check-in using a link to Google Forms in Counselor's Microsoft Teams.	Allan Sosa, School Counselor, and Telio Gutierrez, Assistant Principal	Evidence of daily Google Form report and counselor's responses in Microsoft Teams.	Allan Sosa, School Counselor will maintain daily check-in reports and counseling logs.

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

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential Practice of Ongoing Progress Monitoring, then our teachers (and students) will receive timely feedback through data conversations resulting in re-aligned instructional practices and improved student achievement. If we successfully implement our Primary Essential Practice of Universal Design for Learning (UDL), then our teachers will develop stronger instructional practices for SWDs resulting in improved proficiency for this group of students. If we successfully implement our Secondary Essential Practice of Vertical Planning, then our grade level expectations will be better aligned and student academic deficiencies will be reduced as they transition from one grade level to the next.

**Sustained Essential Practice**

Ongoing Progress Monitoring

**Priority Actions for the Sustained Essential Practice**

Teachers will continue to monitor student assessment data by utilizing all data platforms (iReady, Performance Matters, PowerBi) and meet with the leadership team to discuss results and align resources. Administrators will increase the incidence of administrative walkthroughs and teacher data chats to provide teachers with more timely feedback about instructional practices and student outcomes. Students identified as showing academic regressions associated with COVID-19 school closures will be provided additional supports (tutoring). Students will be provided with timely feedback about their progress through informal and formal data chats using grade-appropriate rubrics.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence	Monitoring (How and Who?)
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			(What evidence would demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will develop and implement a school data tracker template which will provide a visual representation of student performance.	Telio Gutierrez, Assistant Principal & Dawn Thompson-Cabrera, Reading Coach.	Evidenced by classroom data trackers that will reflect performance on iReady Assessments and Topic Assessments.	Administration will monitor the development and use of data trackers in classrooms.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Conduct teacher and student data chats both collectively and individually to review results of assessments and diagnostics.	Telio Gutierrez, Assistant Principal & Dawn Thompson-Cabrera, Reading Coach.	Evidence of realignment of instruction to set targets as needed and communication logs of conversations with students and parents regarding student achievement data.	Telio Gutierrez, Assistant Principal and Dawn Cabrera, Reading Coach will monitor teacher binders and student folders with evidence of data chats at both the collective and individual level.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Monitor student progress on iReady usage, lesson passing rate and topic assessment results to realign instructional practices.	Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten Teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, and Olivia Vila, Fifth Grade Teacher.	Evidenced by iReady reports and topic assessment results as well as teacher lesson plans.	Telio Gutierrez, Assistant Principal, and Dawn Cabrera, Reading Coach will keep a log of teacher participation.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Provide teachers with timely feedback based on targeted, instructional walkthroughs.	Naomi P. Simon, Principal, and Telio Gutierrez, Assistant Principal.	Evidence of walkthrough focus targeting specific standards and instructional practices in weekly lesson plans.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal will keep a weekly bulletin detailing walkthrough calendar.

**Primary Essential Practice**

Universal Design for Learning (UDL)

**Priority Actions for the Primary Essential Practice**

Staff will participate in professional development opportunities for Universal Design for Learning (UDL) offered through the Department of Exceptional Student Education and school-site specific sessions. Special education teachers will develop a Distance Learning Implementation Plans (DLIP) for Students with Disabilities (SWDs) to address specific support for students. Special education teachers will present best practices and supports aligned to student DLIPs/IEPs during faculty meetings and collaborative grade-level meetings. Administrators will also increase the frequency of classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices for SWDs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>	<b>Expected Evidence</b>	<b>Monitoring</b>
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Develop professional development for teachers with support and strategies for students with disabilities, emphasizing the understanding and implementation of IEP's.	Telio Gutierrez, Assistant Principal, and Dawn Thompson-Cabrera, Professional Development Liaison.	Proof of completion from My Learning Plan (MLP). In addition, agenda, presentation and sign-in sheets from professional developments.	Telio Gutierrez, Assistant Principal, will ensure that professional development is scheduled and logs are maintained.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	General education and ESE teachers will collaborate to develop differentiated lessons that support students in the general education setting.	Telio Gutierrez, Assistant Principal.	Evidenced by performance and district assessments, lesson plans, and differentiated instruction plans.	Telio Gutierrez, Assistant Principal, will ensure that professional development is scheduled and logs are maintained.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Walkthroughs will be targeted to capture teachers implementing student-centered strategies for students with disabilities.	Telio Gutierrez, Assistant Principal, and Naomi Simon, Principal	Evidenced by increased student achievement, logs of walk-throughs and teacher lesson plans.	Naomi Simon, Principal, will maintain a log of walk-throughs and monitor student achievement data.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Special education teachers will develop Distance Learning Implementation Plans (DLIP) for students with disabilities to address specific support during distance learning.	Telio Gutierrez, Assistant Principal, and Mora Toro de Hernandez, Special Education Chairperson.	Evidenced by DLIP's shared with general education teachers and parents.	Telio Gutierrez, Assistant Principal and Mora Toro de Hernandez, Special Education Chairperson will maintain copies of all DLIPS.

**Secondary Essential Practice**

Vertical Planning

**Priority Actions for the Secondary Essential Practice**

Teachers and staff will participate in professional development to unpack new standards and grade level expectations. The PLST will develop opportunities for grade levels to meet quarterly to align standards, define expectations, and compare student work samples. Grade levels and departments will collaborate to develop a list of top 10 skills deemed essential for grade-level success and grade level chairpersons and administrators will meet to share information and disseminate information to teachers and parents.

<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	Teachers will conduct weekly common planning	Telio Gutierrez, Assistant Principal, and Dawn Thompson-Cabrera, Reading Coach.	Evidenced by proof of student achievement, proof	Administration will collect lesson plans reflective of common

<p><b>End:</b> Fri, Dec 18</p>	<p>and quarterly monthly vertical planning to discuss student-centered strategies.</p>		<p>of meeting attendance, agendas, lesson plans and meeting minutes.</p>	<p>and vertical planning strategies.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Teacher leaders will attend district virtual ICAD, ELA, and Math professional Development sessions in order to disseminate information across all grade levels.</p>	<p>Telio Gutierrez, Assistant Principal</p>	<p>Evidenced by teacher lesson plans reflective of information gained through the sharing of knowledge and strategies obtained at virtual ICAD meetings.</p>	<p>Administration will monitor sign-in sheets and attendance to academic professional developments throughout the academic year.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Conduct collaborative meetings with grade-level chairs to develop a list of top ten essential skills for grade-level success and communicate to all stakeholders.</p>	<p>Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten Teacher, Griselle Molina, Kindergarten Teacher, Patricia Walton, First Grade Teacher, Edna Reveron, Second Grade Teacher, Sonia Ramirez, Third Grade Teacher, Maria Crespo, Fourth Grade Teacher, and Olivia Vila, Fifth Grade Teacher.</p>	<p>Evidenced by meeting agendas and sign-in sheets and electronic correspondence to stakeholders.</p>	<p>Administration will closely monitor the meetings and the fact that a list is generated.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Fri, Dec 18</p>	<p>Develop School-Site Professional Development to assist teachers across all grade-levels in understanding the scaffolding of standards.</p>	<p>Telio Gutierrez, Assistant Principal, and Dr. Olga Flamion, PLST Content Expert.</p>	<p>Evidenced by School-Site professional development sign-in sheets, agenda and presentations.</p>	<p>Telio Gutierrez, Assistant Principal and Dr. Olga Flamion, PLST Content Expert will ensure that professional development is scheduled and supporting documents are maintained.</p>

**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).**

The school is closely following the pacing guide and curriculum on both MSO and PHY to ensure that students are receiving adequate instruction for the standards in their grade level and are being properly prepared for the assessments at the end of the academic year. We are ensuring that our students in grades K-5 are being identified and we are targeting the learning gaps in order to ensure rigorous instruction in current grade-level material is being addressed. The school is also ensuring that teachers deliver a strong Tier 1 core instruction to both Schoolhouse and MSO students regardless of modality by providing support through available data on Performance Matters, i-Ready Usage and Topic Assessments. We utilize these diagnostic and formative assessments to guide our teachers through differentiated instruction in order to prevent further gaps from developing. Finally, we implement growth monitoring and have data chats with student on grade-appropriate, standards-aligned work in both the Schoolhouse and MSO model and make adjustments as necessary.

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

Progress monitoring is at the forefront when it comes to our Tier 2 and Tier 3 students. In order to target the learning gaps in our Tier 2 and 3 student body, we have utilized i-Ready Diagnostic Assessments, Performance Matters and Topic Assessments in order to categorize our students strategically. Before-School and After-School tutoring is being conducted in order to target Tier 2 and Tier 3 students. As far as Tier 2 interventions, these are held daily while Tier 3 interventions are held 3-4 times a week by a teacher who is Reading Endorsed. In addition, teachers use i-Ready diagnostic and Performance Matters data to segment students into groups and differentiate instruction accordingly.

**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.

The school is providing extended learning opportunities for students who have experienced academic regression. By monitoring i-Ready Usage, Performance Matters and Topic Assessments we monitor student performance and provide additional instructional time to mitigate some of the learning loss that has been presented due to COVID-19. Since extra time is vital and necessary for student success, we provide instruction through Before-School, After-School and Saturday Academy in order to address the learning gaps. Through the implementation of the Governor's Emergency Education Relief Fund (GEER), we have been able to establish a Before-School, After-School and Saturday Academy tutoring for students who have scored one or more grade levels below on the AP1 Diagnostic i-Ready Assessment.

## **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**

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

**Implementation Steps Requirements:**

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

**Mid-Year Data Map**

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

**Access the SIP Dashboard:**

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

**MID-YEAR DATA REVIEW**

January 4 - January 29, 2021

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

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

The SLT met to review Phase I and II Implementation Steps and mid-year data outcomes. We reviewed the SIP Dashboard-Mid-Year Data for School Culture - Attendance & EW, Mid-Year Survey and the Progress Monitoring Data for Academic Programs. Additionally, we reviewed the results of an in-house survey regarding Family Engagement activities and the attendance logs for numerous parent workshops. First, we discussed the results for attendance and our discipline referrals. We pulled specific data for attendance (unengaged students) to identify students that need additional support and intervention strategies. We reviewed the results of the Mid-Year Survey with particular emphasis on indicators about family engagement and student-staff connections. We also reviewed qualitative data from our mentors and daily student check-ins with the counselor. We reviewed topic assessment data by subject area, grade level and teachers to examine trends in assessment results. We also reviewed the results of the AP2 iReady Diagnostic with particular emphasis on our Lowest 25/35, ESE students and Tier 2/3 students receiving reading interventions. We identified students that may have possible regressions (Lowest 35) based on their performance on the topic assessments and iReady AP2. We presented our data

findings at a faculty meeting, grade level data conversations and our EESAC meeting. Feedback was solicited from all 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.**

Our school grade goal is an A. Our first Outcome Statement for School Culture: Primary EP-Family Engagement is that our parents will become more active partners in their child's educational journey and our teachers will feel a greater sense of commitment/concern from our parents thereby improving overall school culture and student academic preparedness. A few data findings are encouraging indicators of progress toward this outcome: (1) According to the Mid-Year Survey, 59% of staff strongly agreed and 34% agreed with the statement: In our school, all school personnel regularly engage families in their children's learning progress. (2) 95% of teachers have held family engagement activities such as parent conferences and data conversations, virtual family fun nights, academic workshops, orientations, etc. (3) 65% of parents attended these school sponsored activities. Our second Outcome Statement for School Culture: Secondary EP-Staff-Student Connections is that our students will receive ongoing feedback about their progress and feel supported by adults at the school. Several data findings indicate progress toward this outcome: (1) According to the Mid-Year Survey, students that responded to the Student Survey for Grades 3 - 5, described their teachers as caring (308) and honest (313), and that they felt happy (253) and interested (168) while they were at school. (2) Approximately 98% of the 80 staff members responding to the Staff Survey strongly agreed or agreed with the statement: In our school, each student is well known by at least one adult advocate who supports that student's educational experience. (3) 56% of students have used the Daily Check-in established by our school counselor and 15% have received additional support based on their responses. Lastly, our Outcome Statement for School Culture: Sustained EP- Response to Early Warning Systems (EWS) is that our students will receive appropriate academic and behavioral interventions resulting in improved learning gains and student proficiency. Several data indicators demonstrate encouraging findings: (1) We have a total of 43% (303 students) receiving Tier 2 (172 students) and Tier 3 (131 students) reading interventions. (2) Approximately 99% of the 80 staff members responding to the Mid-Year Survey indicated they strongly agreed (66%) and agreed (33%) with the statement: In our school, related learning support services are provided for all students based on their needs, i.e. interventions, counseling... (3) Disciplinary referrals have been reduced to less than 1% (0.8%) as shown on the Mid-Year Attendance and EWI Data Map and (4) The percentage of students with 0 absences has increased from 22% in 2019-2020 to 43% in 2020-2021, significantly outperforming the District (28%) and other Tier 1 schools (34%).

**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.**

Our first Outcome Statement for Academic Programs: Primary EP-Universal Design for Learning is that our teachers will develop stronger instructional practices for SWDs resulting in improved proficiency for this group of students. A few data findings are encouraging indicators of progress toward this outcome: (1) Approximately 96% of the 80 staff members responding to the Mid-Year survey indicated they strongly agreed (59%) and agreed (37%) with the statement: Teachers in our school personalize instructional strategies and interventions to address individual learning needs of all students. (2) School-wide professional development has been conducted for teachers to develop stronger instructional practices for SWD students and through the results of the Mid-Year survey, 75% of teachers strongly agreed (53%) and agreed (22%) with the statement: "In our school, all staff members participate in continuous professional learning and development based on identified needs of the school. Despite participation in professional development to develop stronger instructional practices, our data findings for SWD students in Grades 3-5 reflects limited student proficiency on topic assessments and iReady. On average student proficiency is as follows: Grade 3 - 38% ELA and 51% Math; Grade 4 - 21% ELA and 26% Math; Grade 5 - 16% ELA, 24% Math and 18% Science on topic assessments. The results of the iReady AP2 ELA indicate that 43% of ESE students in Grades 3-5 performed at Tier 1, 88% at Tier 2 and 28% Tier 3. The results of the iReady AP2 Math indicate that 31% of ESE students performed at Tier 1, 42% at Tier 2 and 25% at Tier 3. This data demonstrates improved performance of our ESE students, however, there are still a number of students performing at Tier 3 and requiring significant supports. Our second Outcome Statement for Academic Programs: Secondary EP-Vertical Planning is that our grade level expectations will be better aligned and student academic deficiencies will be reduced as they transition from one grade level to the next. Approximately 95% of the 80 staff members responding to the Staff Survey strongly agreed (52%) or agreed (43%) with the statement: Teachers in our school participate in collaboration, meeting both formally and informally within and across grade levels and content areas, however, vertical planning sessions still need to be scheduled in order to develop a more comprehensive list of expectations and understanding of standards. Lastly, our Outcome Statement for Academic Programs: Sustained EP- Ongoing Progress Monitoring is that our teachers (and students) will receive timely feedback through data conversations resulting in re-aligned instructional practices and improved student achievement. Several data indicators demonstrate encouraging findings: (1) Approximately 97% of the 80 staff members responding to the Mid-Year Survey indicated they strongly agreed (69%) and agreed (28%) with the statement: Our school's leadership team ensures all staff members use corrective feedback to improve student learning. (2) Walkthrough findings demonstrate over 80% of teachers have conducted data chats and set goals for student learning. (3) iReady AP2 demonstrates growth across all grade levels. Unfortunately, student conferences with the School Leadership Team have not been conducted due to constraints with the dual modalities of learning.

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

We analyzed several data points to see if there were any discernible patterns evident by grade-level or subject area. Topic assessment data demonstrates some strengths and weaknesses in performance across Grades 3-5: On average our 3rd grade students are demonstrating 42% proficiency in ELA and 60% proficiency in Math; 4th grade students are demonstrating 35% proficiency in ELA and 45% proficiency in Math; 5th grade students are demonstrating 40% proficiency in ELA, 53% proficiency in Math and 34% proficiency in Science. While these scores are commensurate and slightly higher when compared to other Tier 1 schools, student performance in 4th grade is particularly concerning. iReady ELA data indicates overall improvement in Grades K-5 with a 16 percentage point increase in the number of students performing at Tier 1, an 11 percentage point decrease in the number of students performing at Tier 2 and a 6 percentage point decrease in the number of students performing at Tier 3. While some gains were made, 1st grade students only had a 6 percentage point increase in Tier 1, a 4 percentage point decrease in Tier 2 and 2 percentage point decrease in Tier 3.

**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?**

iReady data demonstrates overall encouraging patterns in our Tier 2/3 students receiving ELA interventions. Students in Grades 2-5 receiving Tier 2 interventions had substantial gains as demonstrated by improved placement in iReady AP2. The percent of Tier 2 students with improved placement on iReady AP1 is as follows: 2nd grade-46%, 3rd Grade-61%, 4th Grade-55% and 5th grade-41%. Unfortunately, students in Grades K-1 receiving Tier 2 interventions did not show improved placement in iReady AP2 and students had minimal growth. Students in Grades K-5 receiving Tier 3 interventions had substantial gains as demonstrated by improved placement in iReady AP2. The percent of Tier 3 students with improved placement on iReady AP2 is as follows: Kindergarten-100%, 1st Grade-23%, 2nd Grade-31%, 3rd grade-48%, 4th grade-65% and 5th grade-48%. Additionally, a substantial number of students receiving Tier 2/3 interventions achieved "On or Above Grade Level Placement" as measured by iReady AP2. In 3rd grade, 83% of Tier 2 students and 48% of Tier 3 students are now "On or Above Grade Level." In 4th grade, 52% of Tier 2 students and 21% of Tier 3 students are now "On or Above Grade Level." In 5th grade, 41% of Tier 2 students and 6% of Tier 3 students are now "On or Above Grade Level." The data is encouraging and it does demonstrate that our Tier 2 and Tier 3 students are closing the achievement gap, however, Tier 3 students in 5th grade are not doing so at the same rate as their peers and require additional support.

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

Select students in Grades 2-5 participated in the GEER Extended Learning Program and Kindergarten students participated in the Kindergarten Success Program. These students participated in 3-4 weekly sessions before or after-school from November 9, 2020 to December 15, 2020 and were administered a Pre-Test and a Post-Test. Students in Kindergarten scored an average of 54% on the Letter Naming portion and 37% on the Letter Sounds portion of the Pre-Test and 38% on the Post-Test. Students in Grade 2 scored an average of 24% on the Pre-Test and 33% on the Post-Test. Students in Grade 3 scored an average of 42% on the Pre-Test and 45% on the Post-Test. Students in Grade 4 scored an average of 39% on the Pre-Test and 40% on the Post-Test. Students in Grade 5 scored an average of 36% on the Pre-Test and 38% on the Post-Test. Overall students participating the program showed very minimal or no gains in their performance when comparing the Pre- and Post-Test.

## **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.**

Considering the Outcomes of Quarter 1 and 2 Implementation Steps regarding School Culture, the implementation of the Sustained EP - Early Warning Systems afforded our school the opportunity to incorporate action steps that have led to surpassing expectations. Amongst the action steps is the incorporation of Tier 2 & 3 interventions, GEER tutoring for our Kindergarten through 5th grade students, MTSS professional development for our faculty and assemblies with students to review behavioral expectations. In terms of the Primary EP-Family Engagement, we surpassed expectations through the use of School Messenger, the inclusion of an "Eagle Room Parent", our staff incentive program for promoting activities and parental workshops that have allowed for the building of relationships with our family and community. Finally, in terms of the Secondary EP- Staff-Student connections, our mentorship program and daily check-in program have allowed for the building of relationships between faculty, staff and students.

**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.**

Considering the outcomes of the Implementation Steps during Quarter 1 & 2, some actions steps have not been fully implemented or led to positive outcomes. The school's Eagle Bucks program was not implemented due to some restrictions associated with COVID-19 that did not afford us the opportunity to have students physically touch and share paper money or participate in our school store. In addition, the "Parents-Helping-Parents" webinars were not developed by the Community Involvement Specialist due to limitations in scheduling, however, these were replaced by in-house parent workshops. The "Morning Espresso with Administrators" the sessions have not been conducted to date.

## 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.**

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, the actions that led to surpassing expectations, it is important to consider our Sustained EP-Ongoing Progress Monitoring. Teachers have created and utilized data trackers and conducted data chats that lead to progressive educational results. Monitoring of iReady usage and the opportunity to share the results during morning announcements and faculty meetings allowed the students to increase their goal setting and accountability. In addition, continuous and quick feedback on classroom observations and incentive programs for iReady challenges helped students surpass expectations. Instructional strategies aligned with our Primary EP-Universal Design for Learning (UDL) have been implemented and teachers have developed a greater sense of IEP implementation. Professional development and the incorporation of consultation logs as well as DLIPS and checklists with strategies have allowed teacher to assist student with IEP's throughout our school. Finally, while we have not fully implemented our Secondary EP-Vertical Planning, teachers have engaged in common planning and informal sessions that have positively impacted collaborative practices. Teachers have attended ICADS, Math PDs and PLC's and were able to turn-key strategies into more effective lessons.

### **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.**

Considering the outcomes of Quarter 1 and 2, there were certain practices in the Academic Programs that were not fully implemented. Unfortunately vertical planning with grade levels has not fully come to fruition. Scheduling restrictions and difficulties securing temporary instructors (associated with the COVID-19) have limited our progress in conducting vertical planning sessions. In addition, the implementation of Kindergarten Intervention for Tier 2 and 3 students has been inconsistent and yielded minimal gains as shown by iReady AP2 ELA. Additionally, our Tier 3 interventions for 5th grade students have yielded limited improvement as these students have made minimal gains compared to Tier 3 students in Grades 3 and 4. Our ESE students in 5th grade have also shown limited improvement as 42% scored at Tier 3 in the iReady AP2 for both ELA and Math.

### **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?**

N/A

*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**

Our School Culture Sustained Essential Practice is Response to Early Warning Systems (EWS). Teachers, administrators, and the MTSS team will continue to meet bi-weekly to monitor student progress. We plan to continue to provide appropriate academic and behavioral interventions to students at both Tier 2 and Tier 3 by leveraging the necessary resources. Teachers will be encouraged to pursue reading certifications and endorsement in order to provide Tier 2 and Tier 3 interventions. A school-wide behavioral program (Eagle Bucks) will continue to be implemented to incentivize students to follow the Student Code of Conduct, as well as achieve targeted learning goals established through student data chats. The school counselor will continue to work with students and teachers to promote social-emotional learning and the Values Matter initiative. Our School Culture Secondary Essential Practice is Staff-Student Connections. Students need to feel cared for and supported by adults at the school. As a result, we will encourage teachers, counselors, coaches, and other school staff to build stronger relationships with students who are experiencing academic or personal issues. We aim to establish mentorship programs, student clubs (i.e. FEA, student council), daily check-ins, and increase the frequency of feedback on student academic performance.

**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 has analyzed the implementation of our Essential Practices and our Commitment to Students. Teachers, administrators, and the MTSS team have continued to meet bi-weekly to monitor student progress, and have provided appropriate academic and behavioral interventions to students at both Tier 2 and Tier 3 by leveraging the necessary resources. There are approximately 300 students receiving Tier 2 and Tier 3 interventions in Reading. Students are administered Growth Monitoring tests and their success on iReady instruction is monitored by administrators, teachers and the MTSS team. Approximately 31 Request for Assistance (RFAs) referrals have been submitted by teachers and the MTSS team has referred 16 students for additional evaluations and support. Teachers have been encouraged to pursue reading certifications and endorsement in order to provide Tier 2 and Tier 3 interventions. We currently have 6 teachers with a Reading Endorsement and 5 pursuing their Reading Endorsement. Our school-wide behavioral program (Eagle Bucks) has not been implemented because of limitations due to the COVID-19 pandemic, however we have continued to incentivize students to follow the Student Code of Conduct and maintain all the necessary social distancing measures associated with the COVID-19 pandemic. Student assemblies reminding students of behavioral expectations have been conducted, administrators use the morning announcements as a vehicle of recognition for students through Wowzer Wednesdays, and we have successfully implemented the Values Matter and Do the Right Thing programs to recognize positive student behavior. Teachers have continued to monitor student progress and conduct data chats to help students establish goals for learning. The school counselor continues to work with students and teachers to promote social-emotional learning through an established Daily Check-in through the Counselor's Team Room and Counselor's Corner. Additionally, a mentorship program has been established where participating teachers and staff routinely meet with students and provide them with support and feedback on their academic progress and overall school experience. As a result, students have indicated through the Mid-Year survey and that they feel cared for and supported by adults at the school as evidenced by the frequency of feedback on student academic performance.

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

Our Academic Programs Sustained Essential Practice is Ongoing Progress Monitoring. Teachers will use baseline, mid-year, and topic assessment data, as well as iReady usage and lesson passing rates to drive instruction and provide interventions, remediation, and enrichment. The incidence of administrative walkthroughs and teacher data chats will increase in order to provide teachers with more timely feedback about instructional practices and student outcomes. Additionally, teachers and designated staff members will provide students with more timely feedback about their progress on classwork, iReady, and topic assessments through scheduled data chats.

**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 analyzed the implementation of our Essential Practices and Focusing on Sustainable Results. Teachers have used baseline, mid-year, and topic assessment data, as well as iReady usage and lesson passing rates to drive instruction and provide interventions, remediation, and enrichment. Our iReady AP2 results indicated an overall increase in both our Reading and Math scores in grades K-5. The incidence of administrative walkthroughs, formal observations and teacher data chats has continued at a steady pace and as a result teachers have received timely feedback about instructional practices and student outcomes. Teachers indicated in the Mid-Year survey (69% strongly agreed and 28% agreed) that the School Leadership Team ensures all staff members use corrective feedback to improve student learning. Teachers and designated staff members have provided students with more timely feedback about their progress on classwork, iReady, and topic assessments as evidenced by data chat folders, student notebooks and walkthroughs.

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

Our Academic Programs Primary Essential Practice is Universal Design for Learning (UDL). The PLST will create professional development opportunities that include UDL guidelines. Additionally, we will enlist the support of the Department of Exceptional Student Education to assist our teachers with a deeper understanding of how to provide rigorous instruction for SWDs in inclusive settings through support facilitated and co-teaching models. The PLST will also survey teachers to identify additional professional development needs, develop PD opportunities that support identified needs and monitor implementation. Faculty meetings will include best practice sharing opportunities, as well as data presentations showcasing student assessment results. Revisions to the master schedule will allow for greater opportunities for common planning sessions that should result in increased collaboration among grade levels and greater frequency of data chats. Administrators will also increase the frequency of classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices.

**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 analyzed the implementation of our Essential Practices and Developing Others. The PLST conducted two professional development sessions that included UDL instructional strategies for our ESE and ELL students. Additionally, various representatives (ASD support, staffing specialist, Curriculum Support Specialists) from Department of Exceptional Student Education have assisted our teachers with a deeper understanding of how to provide rigorous instruction for SWDs in inclusive settings through support facilitated and co-teaching models. The PLST has surveyed teachers to identify additional professional development needs and develop PD opportunities that support identified needs. Additional professional development sessions are planned through our monthly faculty meetings. Best practices and data presentations have been shared at our monthly faculty meetings as evidenced by agendas. Teachers have improved their overall usage of student data to drive instruction and have reported feeling more comfortable analyzing data. The master schedule was created to allow for greater opportunities for common planning sessions that have resulted in increased collaboration among grade levels and greater frequency of data chats. Administrators have conducted virtual and classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices.

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

Our School Culture Primary Essential Practice is Family Engagement. Throughout the year, the SLT will work closely with the Community Liaison Specialist, the Parent Academy and The Children's Trust to create opportunities for parents to become active partners in their child's educational journey. Grade level orientations will be developed to help parents understand how to navigate the Parent Portal, understand iReady reports, and interpret student achievement data. Teachers will be encouraged to lead parent workshops to help them understand the various district and state assessments, as well as how they can provide their children with positive behavioral and academic supports at home. Our Academic Programs Secondary Essential Practice is Vertical Planning. The PLST will develop opportunities for grade levels to meet quarterly to align standards, define expectations, and compare student work samples. Increased communication across grade levels will help teachers work collaboratively to identify expectations at each grade level and support one another in meeting them thereby reducing student academic deficiencies as students are promoted from one grade to the next.

**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 analyzed the implementation of our Essential Practices and Engaging the Team. Throughout the year, the SLT has worked closely with the Community Liaison Specialist and our teachers to create opportunities for parents to become active partners in their child's educational journey. Multiple virtual bilingual parent workshops have been delivered to inform parents about school reopening guidelines, state and district assessments, expectations for student achievement, family engagement activities, etc. Grade level orientations were held to help parents understand how to navigate the Parent Portal, understand iReady reports, and interpret student achievement data. A large majority of teachers have lead parent workshops and held classroom family nights to engage families and help them understand how they can provide their children with positive behavioral and academic supports at home. All of these sessions have had excellent turnout and participation as evidenced by our sign in sheets and Zoom logs. There is a need for improvement in achieving our Secondary Essential Practice of Vertical Planning. While collaboration has taken place in grade levels and informally among teachers, we have not conducted formal vertical planning sessions between grade levels to align standards, define expectations, and compare student work samples. Vertical planning sessions have been scheduled for February and March and this will lead to increased communication that will result in greater teacher collaboration across grade levels. As a result of these sessions, teachers will identify expectations in each grade level and support one another in meeting them thereby reducing student academic deficiencies as students are promoted from one grade to the next.

### **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 in multiple ways. Our teachers and staff will receive an email with all the pertinent information regarding our findings and next steps. Important data points and school-wide performance data will be posted in our Teams page, as well. In addition, we will review the data findings at our staff meeting and in subsequent data chats. All staff present will receive a copy of the Mid-Year reflection and have an opportunity to offer feedback and suggestions for Phase IV implementation. This information will be collected by our Grade Level Chairs. The Mid-Year reflection and Phase IV Implementation will be reviewed at our ESAAC meeting so that members can also provide feedback on next steps, as well.

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

**School Culture Outcome Statement**

If we successfully implement and sustain the Essential Practice of Response to Early Warning Systems (EWS), then our students will receive appropriate academic and behavioral interventions resulting in improved learning gains and student proficiency. If we successfully implement our Primary Essential Practice of Family Engagement, then our parents will become more active partners in their child's educational journey and our teachers will feel a greater sense of commitment/concern from parents thereby improving overall school culture and student academic preparedness. If we successfully implement our Secondary Essential Practice of Staff-Student Connections, then our students will receive ongoing feedback about their progress and feel supported by adults at the school.

## Sustained Essential Practice

Response to Early Warning Systems (EWS)

### Priority Actions for the Sustained Essential Practice

Utilizing the Learning Loss Index to identify students with severe academic regressions due to COVID-19 school closures, the MTSS team will meet bi-weekly to develop appropriate recovery interventions. Appropriate and sustained academic and behavioral interventions will continue to be provided to students at both Tier 2 and Tier 3 by leveraging the necessary resources and certified personnel. We will continue to implement a school-wide behavioral program (Eagle Bucks) to incentivize students to follow our school-wide discipline plan, as well as achieve targeted learning goals. Staff will continue to receive professional development for social-emotional learning, risk and protective student factors, and mental health resources.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement a school-wide, daily attendance monitoring plan and provide interventions to unengaged and truant students in both the PHY and MSO setting to reduce the number of unengaged students.	Telio Gutierrez, Assistant Principal and Allan Sosa, School Counselor	Logs of Attendance Review Committee meetings with parents and students. Logs from DSIS with the implementation of the referral codes.	The Attendance Review Committee will maintain a log along with a log by Telio Gutierrez, Assistant Principal and Allan Sosa, School Counselor.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Provide professional development at monthly faculty meetings on the MTSS process for both academic and behavioral referrals to assist teachers with referrals to the SST.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal Monica Cooper, School Psychologist	Evidence of completed and submitted accurate referrals and logs from DSIS with the implementation of the referral codes, as well as faculty meeting agendas.	The administration will keep a log of scheduled faculty meetings, MTSS meetings and document any action items or next steps.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement five supplemental Bullying/Harassment prevention lessons created by Advocates for Youth to improve student-student interactions.	Naomi P. Simon, Principal and Allan Sosa, Counselor	Evidence of documentation and completion of counselor and teacher delivery of the five mandated Bullying/Harassment prevention lessons.	The principal will monitor implementation and submit a Principal Assurance Form that lessons have been delivered.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement and monitor daily Tier 2 and Tier 3 reading interventions for both our MSO and PHY students to reduce the achievement gap and learning losses associated with the COVID-19 pandemic.	Naomi P. Simon Principal Telio Gutierrez, Assistant Principal	Evidence of Tier 2 and Tier 3 teacher schedule with names and I.D.s of students and date and time of intervention, administrative walkthroughs monitoring delivery of interventions and review of student progress.	Teachers and administration will keep lists of students receiving Tier 2 & 3 interventions and review their progress on Ongoing Progress Monitoring (OPM) assessments.

## Primary Essential Practice

### Family Engagement

#### Priority Actions for the Primary Essential Practice

Staff will create opportunities for parents to become active partners in their child's educational journey by aligning resources (CLS, the Parent Academy, The Children's Trust, and school personnel) and delivering parent workshops and orientations centered around district and state assessments and systems of support for parents. Staff and administrators will utilize available resources to provide parents with additional support during COVID-19 related online learning. We will host grade-level specific family events and volunteering opportunities. We will invite parents to participate in monthly conversations with administrators and grade-level chairpersons to solicit feedback and delineate grade-level expectations.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement the "Virtual Morning Espresso" with administrators, teachers and parents in order to increase opportunities for collaboration and family engagement.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal	Evidence of Zoom participation logs and the monthly calendar.	Administration and the Community Liaison Specialist will monitor participation logs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Conduct parent conferences, ELL committee meetings, SST meetings and IEP conferences via Zoom to inform parents about student academic and behavioral progress.	Telio Gutierrez, Assistant Principal and Maria Mendez, Community Involvement Specialist.	Evidence of communication logs, meeting minutes, agendas and sign-in sheets.	Administration and the Community Liaison Specialist will monitor participation.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Conduct virtual parent workshops to apprise parents of grade level and district/state testing expectations.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal	Evidence of scheduled Zoom meetings and participation rosters.	Administration will monitor participation logs and agendas for parent workshops.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Award families with Very Involved Parent (VIP) and volunteer awards for participating in school-sponsored activities such as workshops, orientations, family fun nights, etc.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal Maria Mendez, Community Liaison Specialist.	Evidence of quarterly award certificates to families presented through Zoom.	Agendas and attendance rosters will be monitored during the ceremonies.

## Secondary Essential Practice

### Staff-Student Connections

#### Priority Actions for the Secondary Essential Practice

Staff will receive professional development for fostering stronger student-staff relationships. We will create daily check-ins, student safe spaces, and develop systems for "getting to know" each student. We will establish mentorship programs, add student clubs (i.e. FEA, student council, book club), and increase the frequency of feedback on student academic performance through targeted conversations/data chats.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	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?)	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Celebrate academic successes with students and parents via daily morning announcements, and award assemblies/ceremonies.	Naomi P Simon, Principal Telio Gutierrez, Assistant Principal	Evidenced by participation logs, award rosters and social media posts.	Administration will conduct presentations and assemblies to showcase student progress.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement a student-staff mentorship program for select students in Grades 4 and 5 to develop connections and foster positive relationships between students and staff.	Telio Gutierrez, Assistant Principal and Allan Sosa, Counselor	Evidence of mentorship roster and weekly meeting logs.	Administration will pair students with faculty and staff and monitor progress.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Conduct monthly data chats with students after diagnostic, topic and weekly assessments to help them set goals for improvement and academic success.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal	Evidence of data trackers and data chats in student folders.	Administration and teachers will keep data trackers in classrooms and in student folders.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement a weekly "Lunch Bunch with Administrators" for select MSO and PHY students who have shown academic success or require additional support/motivation to foster positive relationships.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal	Evidence of logs of meeting sessions and schedules.	Administration will monitor track student progress before and after sessions.

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

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential Practice of Ongoing Progress Monitoring, then our teachers (and students) will receive timely feedback through data conversations resulting in re-aligned instructional practices and improved student achievement. If we successfully implement our Primary Essential Practice of Universal Design for Learning (UDL), then our teachers will develop stronger instructional practices for SWDs resulting in improved proficiency for this group of students. If we successfully implement our Secondary Essential Practice of Vertical Planning, then our grade level expectations will be better aligned and student academic deficiencies will be reduced as they transition from one grade level to the next.

**Sustained Essential Practice**

Ongoing Progress Monitoring

**Priority Actions for the Sustained Essential Practice**

Teachers will continue to monitor student assessment data by utilizing all data platforms (iReady, Performance Matters, PowerBi) and meet with the leadership team to discuss results and align resources. Administrators will increase the incidence of administrative walkthroughs and teacher data chats to provide teachers with more timely feedback about instructional practices and student outcomes. Students identified as showing academic regressions associated with COVID-19 school closures will be provided additional supports (tutoring). Students will be provided with timely feedback about their progress through informal and formal data chats using grade-appropriate rubrics.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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	(Include the action, the frequency of the action, and the purpose of the action.)	(First & Last Name, Postion)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Monitor student progress and provide monthly progress monitoring reports as delineated in the Spring 2021 Education Plan Progress Monitoring Chart to students identified as not making adequate progress.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal Dawn Thompson-Cabrera, Reading Coach.	Evidence of data monitoring of student performance and dissemination of iReady Personalized Instruction Summary and iReady for Families Diagnostic reports.	Administration, Reading Coach and teachers will monitor the use of the data trackers/chats.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Implement the Title III ELL Tutoring and Tile I Tutoring program for students in grades K-5 to improve student achievement and reduce learning loss due to the COVID-19 pandemic.	Telio Gutierrez, Assistant Principal and Dawn Thompson-Cabrera, Reading Coach.	Evidence of faculty rosters and weekly student attendance logs emailed to the Bilingual Department and administration	Administration will monitor tutoring sessions and weekly attendance logs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Monitor performance on Math topic assessment and ELA weekly assessments and align instructional practice to target deficient standards and improve student performance on state and district assessments.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal	Evidence of weekly assessment reports and differentiated instruction and/or re-teaching in lesson plans.	Administration will monitor topic assessment reports in Power Bi and lesson plans through classroom walkthroughs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Monitor progress of students in the Lowest 25/35 in both ELA and Math by creating Report Groups in iReady and conducting data chats with teachers and students to review progress.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal	Evidence of progress monitoring the L25/35 in iReady, Math topic assessments and ELA weekly assessments.	Administration and faculty will keep reports and document interventions of students in L25/35.

**Primary Essential Practice**

Universal Design for Learning (UDL)

**Priority Actions for the Primary Essential Practice**

Staff will participate in professional development opportunities for Universal Design for Learning (UDL) offered through the Department of Exceptional Student Education and school-site specific sessions. Special education teachers will develop a Distance Learning Implementation Plans (DLIP) for Students with Disabilities (SWDs) to address specific support for students. Special education teachers will present best practices and supports aligned to student DLIPs/IEPs during faculty meetings and collaborative grade-level meetings. Administrators will also increase the frequency of classroom walkthroughs to provide teachers greater feedback on specific, targeted instructional practices for SWDs.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Increase the frequency of administrative walkthroughs/Zoomthroughs focusing on instructional practices for SWDs and provide teachers with specific feedback.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal	Evidence of walkthroughs/Zoomthroughs in weekly administrative logs.	Administrators will maintain weekly walkthrough logs.

<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Develop Distance Learning Implementation Plans (DLIPs) for all ESE students in the MSO learning modality to provide accommodations and reduce learning loss caused by the COVID-19 pandemic.	Telio Gutierrez, Assistant Principal Mora Toro de Hernandez, ESE Chairperson	Evidence of DLIPs updated and uploaded on the ESE-EMS system.	Administration will monitor Accelify and the locking of DLIPs in the system.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Monitor progress of SWD and ELL students in both ELA and Math by creating Report Groups in iReady and conducting data chats with teachers and students to review progress in order to increase student proficiency and reduce the achievement gap.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal	Evidence of progress monitoring of SWD and ELL student performance in iReady, Math topic assessments and ELA weekly assessments.	Administration and faculty will keep reports and document interventions for SWD and ELL students.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Conduct professional development highlighting characteristics of students with disabilities, i.e. ASD, ADD, ADHD, SLD and high impact instructional strategies (UDL) to build student proficiency and learning gains.	Naomi P. Simon, Principal and Telio Gutierrez, Assistant Principal	Evidence of professional development sign-up rosters and turn-key presentations at the school site.	Administration will monitor faculty attendance at the professional development.

**Secondary Essential Practice**

Vertical Planning

**Priority Actions for the Secondary Essential Practice**

Teachers and staff will participate in professional development to unpack new standards and grade level expectations. The PLST will develop opportunities for grade levels to meet quarterly to align standards, define expectations, and compare student work samples. Grade levels and departments will collaborate to develop a list of top 10 skills deemed essential for grade-level success and grade level chairpersons and administrators will meet to share information and disseminate information to teachers and parents.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & Last Name, Postion)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Conduct two vertical planning sessions across grade levels in order to delineate grade-level expectations to create more seamless student transitions from one grade level to the next.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal	Evidence by vertical planning session agendas, sign-in rosters and list of grade-level expectations.	Administration will monitor and attend the sessions
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Administrators will collaborate with with Grade-level Chairpersons to develop a list of top essential	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal, Yvette Mestre, Pre-Kindergarten teacher, Griselle Molina, Kindergarten teacher, Patricia Walton, First Grade teacher, Edna Reveron, second grade teacher, Sonia Ramirez, third grade teacher,	Evidence of meeting agendas, sign-in sheets and list of grade-level expectations.	Administration will closely monitor meetings and maintain sign-in sheets.

	skills for grade-level success.	Maria Crespo, fourth grade teacher and Olivia Vila, fifth grade teacher.		
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Develop and deliver school-site professional development to assist teachers across all grade-levels in understanding the scaffolding of standards.	Telio Gutierrez, Assistant Principal and Olga Flamion, PLST content expert.	Evidence of school-site professional development sign-in sheets, agendas, and presentations.	Administration will ensure that professional development is scheduled and supporting documents are maintained.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Jun 8	Conduct virtual orientation sessions with parents and disseminate/post checklists of grade-level expectations as students transition to the next school year.	Naomi P. Simon, Principal Telio Gutierrez, Assistant Principal Yvette Mestre, Pre-Kindergarten teacher, Griselle Molina, Kindergarten teacher, Patricia Walton, First Grade teacher, Edna Reveron, second grade teacher, Sonia Ramirez, third grade teacher, Maria Crespo, fourth grade teacher and Olivia Vila, fifth grade teacher.	Evidence of parent orientation sessions, grade-level expectations checklists and posts on the school website and social media outlets.	Administration and Grade Level Chairpersons will conduct sessions and monitor participation logs.

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

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

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

All students in the Schoolhouse (PHY) and in My School Online (MSO) in grades Kindergarten through grade 5 receive high-quality instruction utilizing district-developed resources and state adopted textbooks. The school is closely following the Pacing Guides and curriculum for both MSO and PHY to ensure that students are receiving adequate instruction for the standards in their grade level and are meeting grade-level expectations at the end of the academic year. Administrators ensure rigorous instruction and appropriate instructional strategies are implemented to maintain student engagement and yield improved student achievement. We are ensuring that our students in grades K-5 are being monitored and academic regressions are adequately mitigated by re-teaching, providing differentiated instruction and/or escalation of services. The school is also ensuring that teachers deliver strong Tier 1 core instruction to both Schoolhouse and MSO students regardless of modality by providing support through available data on Performance Matters, i-Ready usage and ELA weekly assessments and Math/Science topic assessments. We utilize these diagnostic and formative assessments to guide our teachers through differentiated instruction and provide resources in order to minimize student regression. Finally, we implement growth monitoring and have data chats with student on grade-appropriate, standards-aligned work in both the Schoolhouse and MSO model and make adjustments, as necessary.

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

Our school is dedicated to the consistent delivery of Tier 2/3 interventions and ongoing progress monitoring of students demonstrating academic deficiencies. We employ a number of Reading Endorsed teachers and Interventionists to provide high-quality interventions based on our K-5 Intervention Decision Tree, ESE and ELL Learning Loss Index, the MTSS flowchart and iReady grouping profiles. We provide Tier 2/3 interventions to over 300 students including ESE students, ELL students, students in the Lowest 25/35 and those who have demonstrated academic deficiencies due to the COVID-19 pandemic. Tier 2 interventions are provided for 30 minutes each day and Tier 3 interventions are provided for a minimum of 60 minutes a week, but in most cases, we provide Tier 3 interventions 3-4 times weekly. Our teachers, administrators and the MTSS team monitor student progress and escalate services, as needed. Additionally, MSO students who have shown regressions or “slides” have been invited to return to the Schoolhouse in order to provide additional supports and progress monitoring.

**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.**

The school is providing extended learning opportunities for students who have experienced academic regression. By monitoring i-Ready Usage, Performance Matters and Topic Assessments we monitor student performance and provide additional instructional time to mitigate some of the learning loss that has been presented due to COVID-19. Since extra time is vital and necessary for student success, we provide instruction through Before-School, After-School and Saturday tutoring in order to address the learning gaps. Through the implementation of the Governor's Emergency Education Relief Fund (GEER), we have been able to establish a Before-School, After-School and Saturday tutoring for students in Grades K-5 who have scored one or more grade levels below on the i-Ready Assessments. Additionally, we provide Before-School and After-School Title III tutoring for our ELL students. These tutoring sessions are designed to help ELLs increase their language acquisition and assist them in accessing grade-level work, as well as reducing the achievement gap. Our school also participates in the ESSER Mathematics Extended Learning Opportunity and provides tutoring to identified students in Grade 3.

## **Phase V**

### **End of Year Reflection**

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

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

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

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

***May 3 – June 9, 2021***

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

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

#### **School Culture**

***May 3 – June 9, 2021***

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

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## End of Year Implementation Plan Reflection

**Strengths**

**Opportunity for Improvement**

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

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

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

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

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

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

## **School Culture Prediction**

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

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

### **Academic Programs**

**May 3 – June 9, 2021**

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

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## End of Year Implementation Plan Reflection

### Strengths

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

### Opportunity for Improvement

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

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

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

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

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

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

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

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

**Academic Programs Prediction**

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