MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

4261 - Palm Springs Elementary

Principal (Last Name, First Name)

Ravelo, Christina

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

Horta, Patricia

MTSS Coordinator (Last Name, First Name)

Cotera, Nidia

Demographic Overview

Palm Springs Elementary is a Title 1 school which services Pre-K - 5th grades. 79.6% of our students are economically disadvantaged and 98% is our minority rate.

Current School Status

a. Provide the School's Mission Statement

The faculty and staff of Palm Springs Elementary School believes that all students can become lifelong learners and participatory citizens in a global society. Our mission is to engage and motivate all students, by providing them with a variety of valuable learning experiences and the tools necessary to become independent critical thinkers and life-long learners.

b. Provide the School's Vision Statement

At Palm Springs Elementary School, we work to build solid relationships with all stakeholders. These bonds provide staff with opportunities to increase engagement and motivation, while differentiating instruction to ensure that every student maximizes achievement in all core subject areas.

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.

At Palm Springs Elementary School, we focus on high quality student academic achievement, improving self-esteem, ensuring safety, embracing individual differences, and ongoing professional development. Parents are an important part of the school's educational team.

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

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to Power BI SIP Report data, staff climate surveys indicate a 26 percentage point increase in the number of staff who strongly agree that morale is high, rising from 47% in 2018-2019 to 72% in 2019-2020.	Restructured faculty meetings, which included scheduled time for problem-solving discussions, empowered teachers to have a voice and participate in school improvement by providing suggestions regarding different issues that would improve the school. "Shout-outs" and "SPOT Success" school initiatives worked hand-in-hand to give faculty and staff members opportunities to recognize their peers for a job well done or for going the extra mile. These recognitions were well-received and greatly boosted morale by acknowledging members in a positive way.	Empower Teachers And Staff Celebrate Successes Leadership Visibility and Accessibility
	According to Power BI SIP Report data, student climate surveys indicate a 14 percentage point increase in the number of students who strongly agree with the statement, "Adults at my school help me when I need it," rising from 39% in 2018-2019 to 53% in 2019-2020.	Connecting with a child can have a huge impact on his or her feeling of emotional safety, level of engagement and, ultimately, academic achievement. Research confirms that the student-teacher relationship is a foundation of student motivation, engagement, and high academic achievement. Through connections, we can thrive and get our emotional needs met. When a child feels seen, heard, validated and respected, their desire to engage and willingness to take on risk during the learning process increases dramatically. Connect with children before content. We can earn our way into a child's head by way of his or her heart.	Social and Emotional Learning (SEL) Staff-Student Connections Communicate With Stakeholders
	According to Power BI SIP Report data, the Staff 2019-2020 School Climate	A strong team equals a strong school. When administration, faculty and staff collaborate well, it creates a synergy that positively affects students.	Empower Teachers And

		Staff
surveys indicate that, across 5 related core competency indicators (81%, 83%, 79%, 89%, 83%), staff collectively agrees that our school engages as a team as compared to the 2018-2019 data.		Shared Vision/Mission Shared Leadership

Essential Practice for Significantly Improved Data Findings (Sustained)

Staff-Student Connections

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to Power BI SIP Report data for School Culture, the percentage of students who were absent 0-10 days decreased 1 percentage point from 69% in 2018-2019 to 68% in 2019-2020.	If students are not in school, then they miss important lessons. This impacts student achievement and creates gaps in learning. With this in mind, we apply a multi-faceted approach to motivational attendance initiatives, which mid-year data indicates was demonstrating success. These include perfect attendance rewards for classes (monthly) and individual students (quarterly and annually), daily attendance rewards for individual students ("Are You Here Today?") and daily morning updates of school wide attendance and monthly classroom standings. Unfortunately, the COVID-19 pandemic which resulted in school closures and a transition to distance learning, negatively impacted student attendance during the 4th quarter/final grading period from March 16-June 4, 2020.	Attendance Initiatives Celebrate Successes Communicate With Stakeholders
	According to Power BI SIP Report data for School Culture, Early Warning Systems indicate that 35 students (7% of the total population), from Pre-Kindergarten through 5th grade, were absent 18 or more days, reflecting a 1 percentage point decrease, as compared to 42 students (8% of the total population) during the prior year in 2018-2019 and 35 students (6%) during the 2017-2018 school year.	If students are not in school, then they miss important lessons. This impacts student achievement and creates gaps in learning. Unfortunately, the COVID-19 pandemic and resulting school closures negatively impacted student attendance via distance learning from March 16-June 4, 2020. However, our school support personnel (team of paraprofessionals) quickly collaborated and acted in initiating and maintaining contact/communication with families to prevent our statistics from escalating further.	Attendance Initiatives Effective Use of School and District Support Personnel Response to Early Warning Systems (EWS)
	According to Power BI SIP Report data for School Culture, 2019-2020 Staff Climate Survey results indicate that 56% of staff	A clean and well-kept environment is welcoming to both staff and students, and conducive to teaching and learning. This increases the potential for student achievement. Our school virtual suggestion box provides a means for staff to voice concerns with the condition of our building.	Consistent Protocols to Maintain a

members strongly agreed with the statement, "The school building is kept clean and in good condition." This reflects a 7% decrease from 63% during the 2018-2019 school year.	In addition, we will be undergoing construction during the coming school year which involves installation of new doors and windows, fresh paint, and more. Any building construction issues that may arise can be communicated with this tool or otherwise.		Clean and Welcoming School Environment Consistent Protocols to Maintain a Healthy and Safe School Environment Welcoming Spaces

Essential Practice for Neutral Data Findings (Secondary)

Attendance Initiatives

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to Power BI SIP Report School Culture data, Student Climate Survey results indicate a 14 percentage point decrease in the number of students who either agree or strongly agree with the statement, "My teachers let me know how I am doing on my school work," dropping from 91% in 2019 to 77% in 2020.	Feedback is an essential part of learning. It improves student outcomes. Feedback guides students in the learning process and gives the direction needed to reach a target or goal. This was a surprising result with as much effort as was invested in data-driven decision-making and data-driven instruction last school year. This statistic implies that individualized data may not have been shared as consistently as intended with students. Use of self-monitoring data trackers will be re-addressed as well as protocols for student-teacher data chats.	Communicate With Stakeholders Staff-Student Connections Family Engagement
	According to Power BI SIP Report School Culture data, Staff Climate Survey results indicate a 5 percentage point increase in the number of staff who either agree or strongly agree with the statement, "I feel lack of concern/support from parents," rising from 66% in 2019 to 71% in 2020.	When teachers, parents and children work together, the child is provided with the best opportunity to reach their excellence. Alone we can do little. Together we can do much. With mutual communication and collaboration, everyone wins!	Communicate With Stakeholders Family Engagement Shared Vision/Mission
	According to Power BI SIP Report School Culture	To enable learning, emotional safety must come first. If students feel that they are	Social and

			Emotional Learning (SEL) Staff-Student Connections Response to Early Warning Systems (EWS)
	data, Student Climate Survey results indicate a 4 percentage point decrease in the number of students who strongly agree with the statement, "My school counselor helps me with school and personal problems," dropping from 52% in 2019 to 48% in 2020.	cared about and have someone they can trust, to talk to and turn to for help, then this will provide them with a welcoming and supportive environment where they can feel safe and secure - thus, reducing barriers and increasing opportunities for potential success.	

Essential Practice for Significantly Decreased Data Findings (Primary)

Communicate With Stakeholders

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DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

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Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	ELA 3rd-5th grade PROFICIENT SUBGROUP: The 2019-2020 Mid-Year Data Map indicates that the population of students who scored proficient (Achievement Levels 3, 4 or 5) on the FSA English Language Arts (ELA) Spring 2019 state assessment in the prior grade level, increased 22 percentage points in the number of these students who placed at Tier 1 on the i-Ready Reading Diagnostic, shifting from 61% during Assessment Period 1 (AP1) to 83% during AP2.	This data indicates that a great majority of the same students who were proficient in their former grade level as demonstrated on the FSA state test, have reached proficiency in the current grade level at the mid-year mark. It suggests that we are providing sound instruction which enables our already proficient learners to continue making progress toward achieving and surpassing end-of-year curricular goals.	Standards-Aligned Instruction Ongoing Progress Monitoring Effective Curriculum and Resource Utilization
	Math: The 2019-2020 Mid-Year Data Map indicates that 54% of students placed at Tier 1 on the i-Ready Mathematics Diagnostic. Data shows that students who took the i-Ready AP2 Mathematics Assessment placed 73% of students in Tier 1. This is a 19 percentage point increase. This data indicates that a majority of students reached proficiency at the mid-year mark.	We were able to significantly increase our proficiency school-wide in Mathematics. This indicates we are providing sound instruction in Mathematics and making progress toward addressing the needs of our subgroups.	Standards-Aligned Instruction Student Engagement

			Ongoing Progress Monitoring
	3rd grade ELA: According to i-Ready Reading Diagnostic Reports --- Tracking the SAME STUDENTS over a one-year period from 2nd grade (2018-2019) to 3rd grade (2019-2020), Assessment Period 2 (AP2) data indicates a 23 percentage point increase in mid-year Tier 1 performance (on or above grade level placement) from 42% in 2018-2019 to 65% in 2019-2020.	The continuous spikes in English Language Arts (ELA) proficiency which 3rd grade students have demonstrated for 3 consecutive years now suggests that 3rd grade ELA teachers are providing sound grade level and differentiated instruction which addresses students' academic needs. It also suggests that intervention instruction, for less-proficient readers, has been highly effective in closing the achievement gap.	Data-Driven Instruction Interventions/RtI Corrective Feedback for Students

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	4th grade ELA: Academic Programs Data Maps indicate that gains in English Language Arts proficiency have been stagnant in 4th grade across assessments, over a 4-year period. According to the 2019 Summer Data Map, a 3-year trend is evident in 4th grade end-of-year performance on the Florida Standards Assessment (FSA) in the percentage of students who earned an ELA Achievement Level of 3, 4 or 5: 2017 = 59%, 2018 = 58%, 2019 = 59%.	Stagnant performance affects long-term student achievement and incremental progress toward closing the achievement gap. The absence of an end-of-year outcome assessment, as a result of school closures and distance learning due to the pandemic, makes it difficult to measure real-time progress-to-date. Today, with our connected classrooms and new remote learning model, we must effectively use our technology to transform digital teaching and learning of English Language Arts into an environment which ensures that every student's needs are met to support academic and personal growth.	Data-Driven Decision Making Differentiated Instruction Ongoing Progress Monitoring
	Math: According to Academic Programs data on the Power BI SIP report, there has been a notably stagnant trend in 4th grade Mathematics. Math FSA proficiency was 65% in 2017, 63% in 2018, and 62% in 2019. Current data from the "State vs. Topic Assessment by Grade Level" table on the 2019-2020 Mid-year Data Map corroborates the numbers with 4th grade Math proficiency at 62%.	Data was selected because of a marked lack of progress. This data indicates that a segment of the student population is not receiving effective instruction. Stagnant numbers indicate a need for comprehensive and detailed data analysis. Today, with our connected classrooms and new remote learning model, we must effectively use our technology to transform digital teaching and learning of Mathematics into an environment which ensures that every student's needs are met to support academic and personal growth.	Ongoing Progress Monitoring Job-embedded Professional Development Student Engagement

Science: The 2019-2020 Mid-Year Data Map - "State versus Topic Assessments"indicates a neutral data finding when comparing the Spring 2019 SSA score of 53% at proficiency to the 2020 Mid-year Assessment score of 47% at proficient with proficiency at 70% or above.	This data point indicates that there was no progress and is indicative of a need for effective collaboration and planning among 5th grade Science teachers to ensure adequate rigor and pacing of assessed content benchmarks. Furthermore, with our connected classrooms and new remote learning model, we must effectively use our technology to transform digital teaching and learning of Science into an environment which ensures that every student's needs are met to support academic and personal growth.	Standards-Aligned Instruction Hands-on Learning Effective Curriculum and Resource Utilization

Essential Practice for Neutral Data Findings (Secondary)

Job-embedded Professional Development

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	1st grade ELA: When tracking reading performance of the same students over a one-year period, a 38 percentage point decrease in Tier 1 mid-year proficiency was evident when comparing the i-Ready Assessment Period 2 Reading Diagnostics from Kindergarten in 2018-2019 (68%) to 1st grade in 2019-2020 (30%).	The significant drop in proficiency from Kindergarten mid-point to 1st grade mid-point is important. It suggests that students are not keeping up with the pace of instruction. The reduced academic progress affects student readiness and achievement in future grade levels - with many of these students now beginning the 2nd grade, below grade level. This creates a domino effect of declining limited proficiency, as evident in current 2nd grade data. This finding also indicates that we are not meeting adequate levels of performance as compared to our District counterparts. It demands close and careful analysis of what is being implemented successfully or not, based on grade level expectations of the Florida Standards and essential practices. Teachers and students will need additional support and resources. Ongoing progress monitoring and strategic intervention is a must in order to avoid losing momentum with the expected rates of progress from grade-to-grade and close the achievement gap. Furthermore, with our connected classrooms of today and new remote learning model, we must effectively use our technology to foster a motivating and engaging environment which meets every student's needs and supports academic and personal growth.	Data-Driven Instruction Differentiated Instruction Interventions/RtI
	Math: According to Academic Programs data on the Power BI SIP report, 2019 3rd grade FSA Math proficiency is 62%. When compared with Math proficiency on the 2019-2020 School Improvement Process Mid-Year Data Map "State Vs. Topic Assessments by Grade Level"	This significant discrepancy in comparative data indicates a need for improvement in this grade level in mathematics. Students are not grasping grade level concepts. This indicates a need for articulation and professional development in order to provide effective instruction in Mathematics. Furthermore, with our connected classrooms today and new remote learning model, we must effectively use our technology to foster a motivating and engaging environment which meets every student's needs and supports academic and personal growth.	Standards-Aligned Instruction Student Engagement Ongoing Progress Monitoring

	table, 3rd grade proficiency is 44%. This is a significant decrease of 18 percentage points and indicates needed improvement.		
	Science: Data from Performance Matters- District Mid-Year 5th Grade Assessment indicates an average score of 48% in Earth Science cluster compared to a score of 68% on Earth Science cluster on the 2019 SSA (Statewide Science Assessment) score report. This indicates a possible significant decrease of 20%age points.	This data point finding indicates that the 4th grade benchmark, a fair game benchmark, needs further review, as students are not retaining information learned from the previous grade level. In addition, with our connected classrooms today and new remote learning model, we must effectively use our technology to foster a motivating and engaging environment which meets every student's needs and supports academic and personal growth.	Vertical Planning Inquiry-based Learning (Project based/Problem based learning) Instructional Support/Coaching

Essential Practice for Significantly Decreased Data Findings (Primary)

Student Engagement

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

Staff-Student Connections

Primary Essential Practice

Communicate With Stakeholders

Secondary Essential Practice

Attendance Initiatives

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Student Engagement

Secondary Essential Practice

Job-embedded Professional Development

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

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

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

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

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*

- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

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

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

A Focus on Sustainable Results includes certain behaviors such as:

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

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

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

Developing Others includes certain behaviors such as:

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

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

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

Engaging the Team includes certain behaviors such as:

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

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

Competency 1: Commitment to Students

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

Our School Leadership Team identified Commitment to Students as a collective strength. The School Leadership Team knows that all stakeholders are committed to students and assume responsibility for student learning. We believe in all students' ability to learn, regardless of barriers, and set high expectations for all.

As evidenced by:

Results of the Staff 2019-2020 School Climate Survey indicate that 100% of respondents either strongly agree (79%) or agree (21%) that our students are receiving a good education. This demonstrates confidence that the team of administrators, faculty and staff are committed to students and assume responsibility for their learning. Our commitment to students' education is accomplished by: - providing standards-aligned instruction from knowledgeable teachers. - assuming responsibility for their learning, believing in their ability to learn, conveying that confidence to students and advocating on their behalf. - providing appropriate resources and services to address the needs of all students, including academic and behavioral interventions, as well as access to therapeutic services. - collaborating as a team to advance learning and improve student outcomes while providing feedback along the way. - expanding their opportunities and experiences. - preparing them for life with 21st century skills including technology, communication, collaboration, critical thinking and creativity. Our commitment to students' well-being is also accomplished by: - keeping children safe and secure, - making them feel valued, cared about and advocated for, - supporting their social-emotional growth. It means leaving no community member behind (inclusivity). Lastly, our commitment to students also involves giving them a voice. Students play an active role in the Educational Excellence School Advisory Committee (EESAC). Their ideas and feedback are also solicited and considered in other ways throughout the school year, including through verbal and written means and annual surveys.

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

The school's mission is focused on engaging students in meaningful learning experiences, meeting their academic needs through differentiation and rigor, meeting their social-emotional needs through interaction, collaboration and growth mindset, while providing them with the tools to breed students' success today and always. Each action that is taken and every decision that is made, ensures that students' needs are prioritized and addressed. The School Leadership Team will provide opportunities for students to voice their concerns and opinions about their experiences at school. Those ideas will be shared with all stakeholders and addressed, in an effort to improve their school experience, boost student morale, increase attendance and advance learning for all students.

Competency 2: Focusing on Sustainable Results

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

Our School Leadership Team identified Sustainable Results as an area of continuing progress . The School Leadership Team recognizes that the deliberate actions and continuous drive to set challenging goals and reach a high standard of performance, despite barriers, will yield sustainable results. This is evidenced by the implementation of a continuous cycle of data driven essential practices, ongoing progress monitoring, regular tracking of progress, and realigned courses of action, which have led to increased student achievement and school success for our diverse student population.

As evidenced by:

Increased student proficiency and learning gains in English Language Arts, Mathematics and Science demonstrate school academic success. The collective efforts of administrators, instructional coaches, teachers and interventionists prove that implementation of continuous cycles of data driven essential practices, ongoing progress monitoring, data tracking, data analysis, collaborative data chats, realigned courses of action, data-driven instructional decisions including targeted instruction, and monitoring fidelity of implementation, are effective.

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 Data-Driven Instruction. The School Leadership Team plans to focus on sustainable results by implementing strategic and systematic data-driven practices, while focusing on assisting teachers in using data to take multiple courses of action which reflect well-thought out instructional decisions, in order to achieve long-term desired results. Progress monitoring data will be analyzed throughout the school year to ensure that students receive appropriate intervention or enrichment. Student data and work products will be tracked and analyzed to adjust instruction. School wide data will be shared and discussed with staff and collaborative data chats will take place often between all stakeholders-teacher and student, administrator and teacher, teacher and parent, etc.

Competency 3: Developing Others

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

Our School Leadership Team identified Developing Others as an area of ongoing improvement. The School Leadership Team seeks to positively impact the perceptions, thinking, actions and short- and long-term effectiveness of the school's faculty and staff as it relates to achievement. By continuously building rapport, ensuring understanding, expressing positive expectations, providing or promoting professional learning/development and providing feedback and support on specific practices, tasks or challenges, we seek to provide opportunities to improve the skills of all stakeholders.

As evidenced by:

Results of the Staff 2019-2020 SIP Survey indicate that: 84% of teachers feel that best practice sharing opportunities are provided, 84% of teachers feel that instructional strategies are discussed at faculty meetings, 85% of teachers feel that opportunities for professional learning communities are provided, 83% of teachers feel that the leadership team attends collaborative planning sessions, 85% of teachers feel that they are provided feedback on instructional delivery and 70% feel that they are provided with support/resources to implement a newly learned strategy following a PD opportunity all of the time. While this survey data reflecting the current reality demonstrates that the School Leadership Team is implementing the core competency of "Developing Others," it can be strengthened. In addition, our connected classrooms and new remote learning model demands that we quickly and effectively use our technology to transform digital teaching and learning in all curriculum areas into an environment which ensures that every student's needs are met to support their academic and personal growth. Therefore, "Developing Others" will be one of our focus essential practices.

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

Our Academic Programs Secondary Essential Practice is Job-Embedded Professional Development. The School Leadership Team plans to focus on Developing Others by first providing training in the digital platforms and tools that are essential for successful distance teaching and learning, based on the District's Instructional Continuity Plan (ICP) [during school closures, due to the pandemic] and a mutually agreed upon set of uniform school-wide communication tools, based on teachers' collective input, experience and needs. Additional professional development (PD) will be provided or made available based on data gathered from classroom walk-throughs, ongoing progress monitoring of student performance and other teacher need. This will be provided utilizing different pathways of training to meet the needs of all staff. It will be accomplished in small and large groups, via in-house training, District workshops, live and on-demand webinars. Administration and curriculum leaders will provide ongoing feedback to encourage growth. Instructional coaches will ensure teachers are provided strategic support and /or participate in coaching cycles based on teachers' individual goals. Extended follow-up opportunities and experiences will ensure understanding after initial professional development. The Team will also provide continuous feedback and individualized opportunities for training and development, based on teachers' needs.

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 of strength with ongoing dynamic change. The School Leadership Team works collectively to bring people together, share information, solicit ideas and input, develop actionable goals, obtain resources, align efforts, promote morale and enhance performance to empower all. This collaborative and comprehensive effort by all stakeholders is key to the School Improvement Process.

As evidenced by:

Results of the 2019-2020 School Climate Survey indicate that staff morale has increased 26 percentage points from 46% to 72% in the number of members who strongly agree with the statement, "I feel staff morale is high at my school." This outcome is the direct result of the deliberate efforts made by school site administrative leaders in

their relations with all stakeholders and accompanying support systems. This is evident in survey results across 13 specific indicators on the 2019-2020 School Climate Survey.

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

The School Leadership Team will work to more fully engage and empower the collective team by expressing confidence in the team's ability to make positive change and enhance performance, motivate the group's efforts to carryout a collective vision, conduct team building activities to promote team morale and obtain resources that the team needs to perform.

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.

<p style="text-align:center; color:red;">**SCHOOL CULTURE**</p>

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

In order to sustain and enhance staff-student connections that increase students' sense of belonging at school, staff will: utilize proactive tools for restorative and relational practices to connect, build and sustain positive relationships with students (nedrp.com); create emotionally safe, supportive, and engaging learning environments which promote all students' social and emotional development; participate in professional development to deepen their understanding of social-emotional learning (SEL) and cultivate their competencies and capacities for SEL practices; use hard and soft data as an opportunity to deepen relationships and continuously improve support for students, families, and fellow staff.

Primary Essential Practice

Communicate With Stakeholders

Priority Actions for the Primary Essential Practice

In order to effectively communicate with all stakeholders (students, parents and the community), there will be a system of well-designed communication tools and protocols to keep stakeholders abreast of the positive things that are happening in the school. This includes, but is not limited to, an up-to-date website, weekly calendars/newsletters, a school-wide uniform set of collaboration/communication tools for sharing content, messages, news and feedback (Teams, ClassDojo, FlipGrid, dadeschools TV school channel, etc.), a video-conferencing platform (Zoom), emails, phone calls, message boards/marquis and so on. When these communication tools are in place and used effectively, students will learn, parents and community members will understand and support what the school is doing and the process of teaching and learning moves forward. Likewise, when all stakeholders in our community are informed and have a voice, a culture of inclusivity exists.

Secondary Essential Practice

Attendance Initiatives

Priority Actions to Enhance the Secondary Essential Practice

In order to improve attendance, the Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and families; the Attendance Review Team will meet weekly to analyze and identify students who need to be monitored and provide support; the school's counselor will initiate contact with parents of identified students to complete truancy packet; the Attendance Review Team will recognize and reward students who maintain perfect attendance.

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ACADEMIC PROGRAMS

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Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

In order to sustain and improve data-driven instruction which meets students' varying academic needs and increases positive student achievement outcomes, the following will be provided to instructional staff: access to all data platforms, as needed professional development in how to analyze various reports and interpret the data, consistent opportunities to collect and analyze data, ongoing opportunities to share and discuss data, systems for recording and analyzing data to support data chats with students (Power BI, Performance Matters, data trackers, etc.), opportunities to collaboratively plan instruction using the data within and across grade levels and departments. This will enable the school to continue using data to make sound instructional decisions during collaborative planning time and professional learning communities and develop Florida Standards aligned lessons that are aligned to the data chats and, in turn, impact the quality and effectiveness of instructional planning and delivery.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

In order to increase student engagement in the learning process, teachers and staff will use tools, strategies and practices which research demonstrates increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Secondary Essential Practice

Job-embedded Professional Development

Priority Actions to Enhance the Secondary Essential Practice

In order to improve the effectiveness of job-embedded professional development, teachers will be provided with: opportunities for professional development through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; opportunities to meet in professional learning communities of interest, based on needs; ongoing opportunities to engage in collaborative data chats and planning within grade levels or core subject areas to apply knowledge; extended follow-up opportunities and experiences after participating in an initial training, to ensure understanding; continuing feedback and support in the application of newly learned knowledge and skills.

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 the sustained essential practice of building staff-and-student connections, then there will be positive, supportive relationships between staff, students and the school community and a culture of inclusivity. If we successfully implement the primary essential practice of effectively communicating with all stakeholders, then there will be a strong support system for students throughout their educational journey. If we successfully implement the secondary practice of monitoring attendance initiatives, then students will be consistently present for learning and yield the benefit of that time on task. With the combination of these three essential practices, the process of teaching and learning moves forward and student achievement will boost.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we continue to successfully implement the sustained essential practice of utilize ongoing data-driven decisions and practices, then students will receive strategically guided instruction tailored to their needs that is in alignment with curricular goals and expectations. If we successfully implement the primary essential practice of motivating students and increasing engagement, then students will yield the maximum benefit from day-to-day lessons and activities. If we successfully implement the secondary essential practice of improving the effectiveness of job-embedded professional development, then instructional staff will become more effective at accomplishing targeted educational goals and objectives. With the combination of these three essential practices, an increase in student proficiency and learning gains will be evident in end-of-year outcome assessment results (SAT, FSA, or other).

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 (08/20/20) AM-PM	Phase I Topic *What topic will be shared?* • *Data and Systems Review Summary* • *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*	**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?
August 20, 2020	District-Developed Trainings from School Operations & Human Resources	Virtual PD: • Getting Started with the innovative instructional platform	On-demand webinars, District personnel

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) 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 the sustained essential practice of building staff-and-student connections, then there will be positive, supportive relationships between staff, students and the school community and a culture of inclusivity. If we successfully implement the primary essential practice of effectively communicating with all stakeholders, then there will be a strong support system for students throughout their educational journey. If we successfully implement the secondary practice of monitoring attendance initiatives, then students will be consistently present for learning and yield the benefit of that time on task. With the combination of these three essential practices, the process of teaching and learning moves forward and student achievement will boost.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

In order to sustain and enhance staff-student connections that increase students' sense of belonging at school, staff will: utilize proactive tools for restorative and relational practices to connect, build and sustain positive relationships with students (nedrp.com); create emotionally safe, supportive, and engaging learning environments which promote all students' social and emotional development; participate in professional development to deepen their understanding of social-emotional learning (SEL) and cultivate their competencies and capacities for SEL practices; use hard and soft data as an opportunity to deepen relationships and continuously improve support for students, families, and fellow staff.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Create a daily welcoming environment.	Administrators, all faculty and staff members	Students are attending classes and actively participating in learning activities.	Administration will monitor attendance and observe learning activities while class is in progress by visiting virtual classrooms.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Get to know students (and their families) day-to-day.	Administrators, all faculty and staff members	Faculty and staff will demonstrate continuous positive interactions and strengthening bonds with students and support from families. By having more contact with parents, teachers/staff will learn more about students' needs, inform them of their child's progress, build trust and increase mutual feedback.	Administrators will look for signs of positive staff interactions with students as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Individually conference with students academically and social-emotionally, at least once monthly.	Administrators, faculty and staff members	Interactions which build positive relationships and trust on a more personal level will be witnessed often - which can consequently impact the effectiveness of differentiated instruction (academic) and/or result in a higher level of student self-efficacy (social-emotional). This includes activities such as conducting regular check-ins 1:1 with students (for academic and/or social-emotional purposes) such as making rotating 5- to 10-minute conference calls with individual students during distance learning every 2-3 weeks.	Administrators will look for evidence of personalized or individualized staff-student interactions which cater to and support student need in positive ways.

Start: Mon, Aug 31 End: Fri, Oct 16	Schedule ongoing school wide events and activities which build school wide culture and community (at least 4 per quarter).	Administrators, faculty and staff	There will be increased positive energy and enthusiasm evident in the daily interactions between students and faculty/staff, greater engagement from students, and less discipline issues. Students will be more motivated and successful, as demonstrated by improved academics, improved behaviors and individualized goals reached. End-of-year student climate surveys will indicate improved ratings in the number of students who like coming to school.	Administrators will participate in and ensure that school-wide community building activities are taking place. They, too, will get to know students and build relationships with them on a day-to-day basis.

Primary Essential Practice

Communicate With Stakeholders

Priority Actions for the Primary Essential Practice

In order to effectively communicate with all stakeholders (students, parents and the community), there will be a system of well-designed communication tools and protocols to keep stakeholders abreast of the positive things that are happening in the school. This includes, but is not limited to, an up-to-date website, weekly calendars/newsletters, a school-wide uniform set of collaboration/communication tools for sharing content, messages, news and feedback (Teams, ClassDojo, FlipGrid, dadeschools TV school channel, etc.), a video-conferencing platform (Zoom), emails, phone calls, message boards/marquis and so on. When these communication tools are in place and used effectively, students will learn, parents and community members will understand and support what the school is doing and the process of teaching and learning moves forward. Likewise, when all stakeholders in our community are informed and have a voice, a culture of inclusivity exists.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	DAILY PARENT/FAMILY COMMUNICATION: Implement a school-wide, uniform set of communication tools for sharing content, messages, news/info and feedback with parents/families (ClassDojo, up-to-date school website, weekly calendars/newsletters, dadeschools TV school channel, School Messenger mass communication system, emails, phone calls, message boards/marquis).	Administrators, All faculty and staff	Familiarity with the communication tools and the ongoing utilization of them between teachers, parents and families within a calendar year and from school year-to-school year would demonstrate consistency of reliable forms of communication between the school and parents.	School administrators will ensure that faculty and staff is utilizing the mutually agreed upon communication tools for sharing content, messages, news/information and feedback with parents/families.
Start: Mon, Aug 31 End: Fri, Oct 16	DAY-TO-DAY PARENT/FAMILY COLLABORATION/SUPPORT: EESAC, PTA, Title I Community Involvement Specialist, M-DCPS Parent Academy website, M-DCPS Parent portal links, reopening.dadeschools.net website, Dadeschools tv District and school channel, parent-teacher conferences, school meetings, and phone calls	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist; All faculty and staff; EESAC; PTA; M-DCPS District Team	The participation/involvement of parents/families in these groups and the raised awareness/utilization of these resources for staying informed and receiving support would demonstrate successful collaboration with parents/families.	School administrators will ensure that all stakeholders have access to the resources, monitor the frequency and quality of outreach support, promote communication, with stakeholders.

Start: Mon, Aug 31 End: Fri, Oct 16	DAILY COMMUNICATION BETWEEN FACULTY/STAFF: faculty meetings, collaborative planning team meetings, professional learning communities, Microsoft (Office 365) digital communication and collaboration tools (Teams, Zoom, etc.)	Leadership Team (Administrators, instructional coaches, counselor), faculty and staff	Scheduled meetings, meeting logs and agendas, the uniformity of structure and purpose, and collaboration outcomes would demonstrate effective communication among faculty, staff and administration.	School administrators will monitor scheduled meetings and outcomes and participate in them as frequently as possible.
Start: Mon, Aug 31 End: Fri, Oct 16	COMMUNITY PARTNERSHIPS through STEAM initiatives: Local businesses and organizations host/provide quarterly interactions with students.	Ms. Iliana Chirino, STEAM liasion; Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	The resulting benefits from having experts in their field teach students about the content of their work, while providing hands-on experiences for students and fieldtrips, would demonstrate successful execution of the community and school partnerships.	School administrators and the STEAM liasion will ensure ongoingopportunities for all students to paricipate in activities hosted by local partners.

Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

In order to improve attendance, the Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and families; the Attendance Review Team will meet weekly to analyze and identify students who need to be monitored and provide support; the school's counselor will initiate contact with parents of identified students to complete truancy packet; the Attendance Review Team will recognize and reward students who maintain perfect attendance.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	During the Opening of Schools meeting on August 27, 2020, administration will review the School wide Attendance Plan with faculty and staff. Teachers will, in turn, inform students and families about the Plan in class during the first week of school, during parent conferences and Open House activities. The Plan includes policies, procedures and incentives for meeting attendance goals and will be posted on the school website for review.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist	Faculty and staff will participate in the School wide Attendance Plan review and successfully turnkey the information to students and parents/guardians, as evidenced by virtual meeting logs, conference logs and communication logs. Both parents and students will understand the Plan and the importance of being in school everyday. The School wide Attendance Plan will be posted on the school website.	Administration will ensure that the School wide Attendance Plan is posted on the school website. They will review meeting agendas and communication logs to ensure that parents and students have been informed.
Start: Tue, Sept	A daily attendance initiative called "Are You in School	Dr. Christina	Numbers of students with perfect	The principal will ensure

8 End: Fri, Oct 16	Today?" will be implemented to reward individual students. Every morning, administrators will pop into at least 2 virtual classes and announce 2 students names at random. If the selected students are in school, they will be allowed to wear their favorite t-shirt for the day, just for being present (uniform shirt not required). At the end of the quarter, individual students with the most perfect attendance days will get to participate in a short film movie break during recess, lunch, or other scheduled time.	Ravelo, Principal	attendance will increase as well as the daily percentage rates of school wide attendance. Sources: Daily attendance bulletins, School-wide Perfect Attendance reports, District attendance reports	that every student's name is included in the "drawing" for "Are You in School Today?" and ensure that students present in school on the day their name was drawn, receive a prize.
Start: Mon, Aug 31 End: Fri, Oct 16	Monthly attendance initiatives will be implemented to reward classes with the most perfect attendance days. Class attendance standings/rankings, by grade level, will be announced weekly so that classes are aware of their progress.	Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor	Daily attendance bulletins, homeroom perfect attendance tracker, virtual classroom perfect attendance banner on school website and digital classroom announcements, monthly morning announcements announcing perfect attendance classroom winners	The assistant principal will monitor perfect attendance weekly, announce monthly classroom perfect attendance winners and ensure that rewards for deserving classes of students are distributed.
Start: Mon, Aug 31 End: Fri, Oct 16	The Attendance Review Team will collaborate weekly to analyze attendance patterns and identify students who need to be monitored and provided support to improve attendance. Contact will be initiated with the parents of identified students to complete an attendance contract. Contact will be made via phone calls, emails, and virtual home visits.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist	Truancy reports, Review logs, individual student attendance profiles, parent and student attendance contract, parent meeting notifications, communication logs, virtual home visit logs, school calendar. After 5 absences or tardies, teachers will call parents of absent students. After 10 absences or tardies, an attendance contract will be developed.	Administration will review weekly Attendance Review Team (ART) logs and individual student attendance profiles to ensure students are identified, informed and monitored. The ART will also inform teachers of identified students when contact with families is initiated.

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

Academic Programs Outcome Statement

If we continue to strategically guide instruction through ongoing data-driven decisions and practices, students will receive the comprehensive instruction which is tailored to their needs while targeting curricular goals and expectations. If we motivate students and increase engagement, If we improve the effectiveness of job-embedded professional development, then an increase in student proficiency and learning gains will be evident in end-of-year outcome assessment results (SAT, FSA, or other).

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice

In order to sustain and improve data-driven instruction which meets students' varying academic needs and increases positive student achievement outcomes, the following will be provided to instructional staff: access to all data platforms, as needed professional development in how to analyze various reports and interpret the data, consistent opportunities to collect and analyze data, ongoing opportunities to share and discuss data, systems for recording and analyzing data to support data chats with students (Power BI, Performance Matters, data trackers, etc.), opportunities to collaboratively plan instruction using the data within and across grade levels and departments. This will enable the school to continue using data to make sound instructional decisions during collaborative planning time and professional learning communities and develop Florida Standards aligned lessons that are aligned to the data chats and, in turn, impact the quality and effectiveness of instructional planning and delivery.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Provide teachers and support staff with daily access to student data and scheduled opportunities to analyze and discuss it. Training will be provided in any new types of student data the management systems provide and its best use, in order to maximize benefit from cross-triangulation of the multiple sources of student data.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Administrators, instructional coaches, faculty and support staff will have continuous access to Tier 1, Tier 2 and Tier 3 data on the various data management systems in which student data is recorded and stored such as Performance Matters, Power BI, i-Ready, school-based spreadsheets, etc. Administration will ensure scheduled opportunities for teams to review and discuss data including weekly grade level team meetings, monthly faculty meetings and quarterly professional learning community meetings. Attendance records and agendas for meetings will be maintained as well as Frontline Education registration confirmations and/or completion certificates by teachers for group trainings offered, as needed.	During administrator-teacher data chats and virtual classroom visits, administrators will look for evidence of data-driven instruction. A monthly log of trainings offered and attended (District-provided or school-based) will be recorded.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Build teachers' capacity for closely and carefully interpreting student data, in order to provide informed, precise, strategic instruction, which is directly aligned to identified areas of academic need. Weekly opportunities for teachers to collaboratively plan instruction using the data, within and across grade levels and departments, will support subsequent applications.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Administration will ensure scheduled opportunities for teams to review and discuss data as well as collaboratively plan data-driven instruction during weekly grade level team meetings. Professional development records (attendance, agendas, content materials) and/or coaching logs will provide evidence of the training and/or support curriculum coaches provide to teachers for aligning students' specific areas of need with targeted, strategic instruction. Lesson plans will reflect data-driven instruction and grouping. (Tier 1, 2 and 3) Student work products will reflect implementation of instruction aligned to academic needs.	Administrators and curriculum coaches will follow up with teachers and staff working directly with students to ensure implementation of appropriate data aligned instruction.
Start: Mon, Aug 31	Teachers will continuously identify students not making adequate	Dr. Christina Ravelo, Principal;	Teachers (and interventionists/support staff) will review ongoing core curriculum assessments and progress monitoring data to determine	Administrators and Instructional Coaches

End: Fri, Oct 16	progress, in order to determine additional needed support, resources, strategies or services and group students accordingly. The leadership team will provide support and secure the resources or services needed to address continuing needs, including providing multi-tiered intervention systems of support (MTSS) services.	Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	when adjustments to instruction need to be made, in both small and large group work, Tier 1, Tier 2 and Tier 3 work and when additional resources and/or services may need to be put in motion. Interventionists' attendance rosters, lesson plans and student work will reflect the targeted academic needs of identified students.	will monitor tutoring sessions and documentation.
Start: Mon, Aug 31 End: Fri, Oct 16	Track student progress regularly over time and make adjustments to instruction continuously to meet academic needs. Data trackers, or systems for recording and monitoring student performance and progress, will support data chats with students, parents, teachers and administration.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Data spreadsheets, student profiles, data trackers, Tier 1, Tier 2, Tier 3 student work	Administrators will review data and observe progress when conducting data chats with teachers and conducting virtual classroom walk-throughs.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

In order to increase student engagement in the learning process, teachers and staff will use tools, strategies and practices which research demonstrates increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Establish positive teacher-student relationships, day-to-day.	Administrators, all faculty and staff	Faculty and staff will demonstrate continuous positive interactions and strengthening bonds with students. When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in a community. Caring about students' social and emotional needs Displaying positive attitudes and enthusiasm. Increasing one-on-one time with students. Treating students fairly.	Administrators will look for signs of positive staff interactions with students as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-

				throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Embrace collaborative learning. Help students connect with their peers daily, both academically and social-emotionally, through class discussions and group work, including breakout groups in the virtual environment.	All faculty members	Increased quality and opportunities for collaborative learning = powerful engagement in learning activities. When students work effectively with others, their engagement can be amplified as a result by experiencing a sense of connection to classmates during activities. To make group work more productive, strategies can be implemented to ensure that students know how to communicate and behave in that setting. Fostering individual accountability by assigning different roles, and evaluating both the student and the group performance also support collaborative learning.	Administrators will look for collaborative interactions among students as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Foster students' sense of competence/growth mindsetthrough day-to-day interactions and activities. While critical for all students, a concentrated effort will be made to accomplish this with the Black student subgroup and the Students with Disabilities subgroup, which both fell below the 41% threshold per the Federal Index.	Administrators, all faculty and staff	A student's ongoing perception of whether he or she can succeed in a learning activity or challenge. (Can I do this?) Experiencing success in an activity can positively impact subsequent engagement. Learning activities should only be slightly beyond students' current levels of proficiency, have students demonstrate understanding throughout an activity, show peer coping models (i.e. students who struggle but eventually succeed at the activity) and peer mastery models (i.e. students who try and succeed at the activity), and include feedback that helps students to make progress. Evidence of students' healthy sense of competence and growth mindset will need to be especially evident in the Black and Students with Disabilities subgroups, as these groups fell below the 41% threshold per the Federal Index.	Administrators will look for evidence of teacher use of growth mindset strategies and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Design and implement daily learning activities which help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement. (Source: (https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-research-to-increase-engagement-during-remote-learning)	Administrators, all faculty and staff.	Students will engage often with course materials, consistently complete assignments and participate in discussions and activities about content (behavioral). Students will feel connected-ness and caring in their class and school community - with their teachers and peers and they will feel valued. (emotional) Students will think about and connect with what they are learning, as evident through their performance and the quality of their interactions with synchronous lessons and discussions (cognitive). These behaviors and responses to the engaging learning activities will especially be sought in the Black and Students with Disabilities subgroups which fell below the 41% threshold per the Federal Index and stand the most to gain.	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.

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).

Black, Students with Disabilities

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

Black/African American Subgroup: The data map indicates that this subgroup's performance on the 2019 state assessments was as follows - ELA proficiency = 36%, ELA learning gains = 33%, ELA learning gains/lowest 25% = 25%, Math proficiency = 27%, Math learning gains = 33%, Math learning gains/lowest 25% = 20%, Science proficiency = 29%. There are currently 13 third through fifth grade students enrolled who represent this subgroup and a total 23 Black students school wide. These students will continue to receive the same services, core instruction, intervention and access to materials/programs as the general population. However, because the majority of these students are Deaf/Hard-of-Hearing, we will also implement the Fairview Learning Reading Program in conjunction with the core curriculum reading and intervention program. Fairview is a unique program which provides deaf/hard-of-hearing students with literacy tools for constructing mental linguistic frameworks. This will support the additional foundational skills needed to work toward mastery of ELA curriculum. To support mathematics deficiencies, we will provide more multi-sensory strategies including hands-on experiences with manipulatives to support acquisition and mastery of the mathematics curriculum, along with systematic routines for identifying key mathematics words in word problems. Students with Disabilities Subgroup: The data map indicates that this subgroup's performance on the 2019 state assessments was as follows - ELA proficiency = 14%, ELA learning gains = 38%, ELA learning gains/lowest 25% = 41%, Math proficiency = 24%, Math learning gains = 49%, Math learning gains/lowest 25% = 54%, Science proficiency = 17%. There are currently 19 third-fifth grade students enrolled who represent this subgroup and a total of 41 Students with Disabilities school wide. These students will continue to receive the same services, core instruction, intervention and access to materials/programs as the general population. However, we will integrate additional layers of support in English Language Arts (ELA) and Science, which are the two areas of most need, as indicated by the data. These individualized instructional supports include: -adding an additional teacher/paraprofessional daily for ELA differentiated instruction (for a total of 2 small group Teacher Led Centers being conducted simultaneously) -more strategic monitoring of Tier 2 intervention (orange intervention folders) -smaller groups/class size during core instruction -closer monitoring of differentiated instruction (blue DI folders) -more hands-on science lab experiences and multi-sensory support.

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

Priority Actions for the Secondary Essential Practice

In order to improve the effectiveness of job-embedded professional development, teachers will be provided with: opportunities for professional development through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; opportunities to meet in professional learning communities of interest, based on needs; ongoing opportunities to engage in collaborative data chats and planning within grade levels or core subject areas to apply knowledge; extended follow-up opportunities and experiences after participating in an initial training, to ensure understanding; continuing feedback and support in the application of newly learned knowledge and skills.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Schedule and/or provide opportunities for professional development, as needed, through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; Content/focus will be needs-based or focused on expanding one's professional repertoire.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Professional development attendance records, agendas, digital presentations, training materials, coaching logs	The leadership team will visit virtual classrooms to monitor implementation of strategies learned.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Provide bi-monthly opportunities for teachers to meet in professional learning communities of interest, based on need.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	Professional learning communities calendar of scheduled meetings, attendance records	The administration will visit virtual classrooms to conduct walk-throughs which align with the professional learning "look-fors."
Start: Mon, Aug 31 **End:** Fri, Oct 16	Teachers will have ongoing (weekly) opportunities to engage in collaborative data chats and planning with their grade level teams or core subject area teams to apply knowledge and to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	Lesson plans, student work products, improved student performance as evident in ongoing assessments	The leadership team will conduct virtual classroom visits/ walk-throughs to observe implementation of lessons developed through collaborative planning and visit collaborative planning sessions.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Provide extended follow-up opportunities and experiences, after participating in an initial training, to ensure understanding while continuing to provide feedback and support to teachers across all content areas, in order to effectively apply newly learned knowledge and skills.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Coaching logs, meeting agendas where information was shared.	The leadership team will manage and monitor the implementation of these extended forms classroom support.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

If we successfully implement the sustained essential practice of building staff-and-student connections, then there will be positive, supportive relationships between staff, students and the school community and a culture of inclusivity. If we successfully implement the primary essential practice of effectively communicating with all stakeholders, then there will be a strong support system for students throughout their educational journey. If we successfully implement the secondary practice of monitoring attendance initiatives, then students will be consistently present for learning and yield the benefit of that time on task. With the combination of these three essential practices, the process of teaching and learning moves forward and student achievement will boost.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

In order to sustain and enhance staff-student connections that increase students' sense of belonging at school, staff will: utilize proactive tools for restorative and relational practices to connect, build and sustain positive relationships with students (nedrp.com); create emotionally safe, supportive, and engaging learning environments which promote all students' social and emotional development; participate in professional development to deepen their understanding of social-emotional learning (SEL) and cultivate their competencies and capacities for SEL practices; use hard and soft data as an opportunity to deepen relationships and continuously improve support for students, families, and fellow staff.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Create a daily welcoming environment.	Administrators, all faculty and staff members	Students are attending classes and actively participating in learning activities.	Administrators and Coaches will follow up to ensure implementation of appropriate restorative and relational practices.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Get to know students (and their families) day-to-day.	Administrators, all faculty and staff members	Faculty and staff will demonstrate continuous positive interactions and strengthening bonds with students and support from families. By having more contact with parents, teachers/staff will learn more about students' needs, inform them of their child's progress, build trust and increase mutual feedback.	Administrators will look for signs of positive staff interactions with students as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Nov 2	Individually conference with students	Administrators, all faculty and staff members	Interactions which build positive relationships and trust on a more personal level will be witnessed often - which can consequently impact the effectiveness of differentiated instruction (academic) and/or result in a	Administrators will look for evidence of personalized or individualized staff-

End: Fri, Dec 18	academically and social-emotionally, at least once monthly.		higher level of student self-efficacy (social-emotional). This includes activities such as conducting regular check-ins 1:1 with students (for academic and/or social-emotional purposes) such as making rotating 5- to 10-minute conference calls with individual students during distance learning every 2-3 weeks.	student interactions which cater to and support student need in positive ways.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Schedule ongoing school wide events and activities which build school wide culture and community (at least 4 per quarter).	Administrators, faculty and staff members	There will be increased positive energy and enthusiasm evident in the daily interactions between students and faculty/staff, greater engagement from students, and less discipline issues. Students will be more motivated and successful, as demonstrated by improved academics, improved behaviors and individualized goals reached. End-of-year student climate surveys will indicate improved ratings in the number of students who like coming to school.	Administrators will participate in and ensure that school-wide community building activities are taking place. They, too, will get to know students and build relationships with them on a day-to-day basis.

Primary Essential Practice

Communicate With Stakeholders

Priority Actions for the Primary Essential Practice

In order to effectively communicate with all stakeholders (students, parents and the community), there will be a system of well-designed communication tools and protocols to keep stakeholders abreast of the positive things that are happening in the school. This includes, but is not limited to, an up-to-date website, weekly calendars/newsletters, a school-wide uniform set of collaboration/communication tools for sharing content, messages, news and feedback (Teams, ClassDojo, FlipGrid, dadeschools TV school channel, etc.), a video-conferencing platform (Zoom), emails, phone calls, message boards/marquis and so on. When these communication tools are in place and used effectively, students will learn, parents and community members will understand and support what the school is doing and the process of teaching and learning moves forward. Likewise, when all stakeholders in our community are informed and have a voice, a culture of inclusivity exists.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	DAILY PARENT/FAMILY COMMUNICATION: Implement a school-wide, uniform set of communication tools for sharing content, messages, news/info and feedback with parents/families (ClassDojo, up-to-date school website, weekly calendars/newsletters, dadeschools TV school channel, School Messenger mass communication system, emails, phone calls, message boards/marquis).	Administrators, All faculty and staff	Familiarity with the communication tools and the ongoing utilization of them between teachers, parents and families within a calendar year and from school year-to-school year would demonstrate consistency of reliable forms of communication between the school and parents.	School administrators will ensure that faculty and staff is utilizing the mutually agreed upon communication tools for sharing content, messages, news/information and feedback with parents/families.
Start: Mon, Nov 2	DAY-TO-DAY PARENT/FAMILY COLLABORATION/SUPPORT: EESAC, PTA, Title I Commu	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia	The participation/involvement of parents/families in these groups and the raised awareness/utilization of	School administrators will ensure that all stakeholders have access to the

End: Fri, Dec 18		Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist; All faculty and staff; EESAC; PTA; M-DCPS District Team	these resources for staying informed and receiving support would demonstrate successful collaboration with parents/families.	resources, monitor the frequency and quality of outreach support, promote communication, with stakeholders.
Start: Mon, Nov 2 **End:** Fri, Dec 18	DAILY COMMUNICATION BETWEEN FACULTY/STAFF: faculty meetings, collaborative planning team meetings, professional learning communities, Microsoft (Office 365) digital communication and collaboration tools (Teams, Zoom, etc.)	Leadership Team (Administrators, instructional coaches, counselor), faculty and staff	Scheduled meetings, meeting logs and agendas, the uniformity of structure and purpose, and collaboration outcomes would demonstrate effective communication among faculty, staff and administration.	School administrators will monitor scheduled meetings and outcomes and participate in them as frequently as possible.
Start: Mon, Nov 2 **End:** Fri, Dec 18	COMMUNITY PARTNERSHIPS through STEAM initiatives: Local businesses and organizations host/provide quarterly interactions with students.	Ms. Iliana Chirino, STEAM liasion; Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	The resulting benefits from having experts in their field teach students about the content of their work, while providing hands-on experiences for students and fieldtrips, would demonstrate successful execution of the community and school partnerships.	School administrators and the STEAM liasion will ensure ongoingopportunities for all students to paricipate in activities hosted by local partners.

Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

In order to improve attendance, the Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and families; the Attendance Review Team will meet weekly to analyze and identify students who need to be monitored and provide support; the school's counselor will initiate contact with parents of identified students to complete truancy packet; the Attendance Review Team will recognize and reward students who maintain perfect attendance.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	During the Opening of Schools meeting on August 27, 2020, administration will review the School wide Attendance Plan with faculty and staff. Teachers will, in turn, inform students and families about the Plan in class during the first week of school, during parent conferences and Open House activities. The Plan includes policies, procedures and incentives for meeting attendance goals and will be posted on the school website for review.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez,	Faculty and staff will participate in the School wide Attendance Plan review and successfully turnkey the information to students and parents/guardians, as evidenced by virtual meeting logs, conference logs and communication logs. Both parents and students will understand the Plan and the importance of being in school everyday. The School wide	Administration will ensure that the School wide Attendance Plan is posted on the school website. They will review meeting agendas and communication logs to ensure that parents and students have been informed.

		Title I Community Involvement Specialist	Attendance Plan will be posted on the school website.	
Start: Mon, Nov 2 **End:** Fri, Dec 18	A daily attendance initiative called "Are You in School Today?" will be implemented to reward individual students. Every morning, administrators will pop into at least 2 virtual classes and announce 2 students names at random. If the selected students are in school, they will be allowed to wear their favorite t-shirt for the day, just for being present (uniform shirt not required). At the end of the quarter, individual students with the most perfect attendance days will get to participate in a short film movie break during recess, lunch, or other scheduled time.	Dr. Christina Ravelo, Principal	Numbers of students with perfect attendance will increase as well as the daily percentage rates of school wide attendance. Sources: Daily attendance bulletins, School-wide Perfect Attendance reports, District attendance reports.	The principal will ensure that every student's name is included in the "drawing" for "Are You in School Today?" and ensure that students present in school on the day their name was drawn, receive a prize.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Monthly attendance initiatives will be implemented to reward classes with the most perfect attendance days. Class attendance standings/rankings, by grade level, will be announced weekly so that classes are aware of their progress.	Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor	Daily attendance bulletins, homeroom perfect attendance tracker, virtual classroom perfect attendance banner on school website and digital classroom announcements, monthly morning announcements announcing perfect attendance classroom winners.	The assistant principal will monitor perfect attendance weekly, announce monthly classroom perfect attendance winners and ensure that rewards for deserving classes of students are distributed.
Start: Mon, Nov 2 **End:** Fri, Dec 18	The Attendance Review Team will collaborate weekly to analyze attendance patterns and identify students who need to be monitored and provided support to improve attendance. Contact will be initiated with the parents of identified students to complete an attendance contract. Contact will be made via phone calls, emails, and virtual home visits.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist	Truancy reports, Review logs, individual student attendance profiles, parent and student attendance contract, parent meeting notifications, communication logs, virtual home visit logs, school calendar. After 5 absences or tardies, teachers will call parents of absent students. After 10 absences or tardies, an attendance contract will be developed.	Administration will review weekly Attendance Review Team (ART) logs and individual student attendance profiles to ensure students are identified, informed and monitored. The ART will also inform teachers of identified students when contact with families is initiated.

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

Academic Programs Outcome Statement

If we continue to successfully implement the sustained essential practice of utilize ongoing data-driven decisions and practices, then students will receive strategically guided instruction tailored to their needs that is in alignment with curricular goals and expectations. If we successfully implement the primary essential practice of motivating students and increasing engagement, then students will yield the maximum benefit from day-to-day lessons and activities. If we successfully implement the

secondary essential practice of improving the effectiveness of job-embedded professional development, then instructional staff will become more effective at accomplishing targeted educational goals and objectives. With the combination of these three essential practices, an increase in student proficiency and learning gains will be evident in end-of-year outcome assessment results (SAT, FSA, or other).

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

In order to sustain and improve data-driven instruction which meets students' varying academic needs and increases positive student achievement outcomes, the following will be provided to instructional staff: access to all data platforms, as needed professional development in how to analyze various reports and interpret the data, consistent opportunities to collect and analyze data, ongoing opportunities to share and discuss data, systems for recording and analyzing data to support data chats with students (Power BI, Performance Matters, data trackers, etc.), opportunities to collaboratively plan instruction using the data within and across grade levels and departments. This will enable the school to continue using data to make sound instructional decisions during collaborative planning time and professional learning communities and develop Florida Standards aligned lessons that are aligned to the data chats and, in turn, impact the quality and effectiveness of instructional planning and delivery.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide teachers and support staff with daily access to student data and scheduled opportunities to analyze and discuss it. Training will be provided in any new types of student data the management systems provide and its best use, in order to maximize benefit from cross-triangulation of the multiple sources of student data.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Administrators, instructional coaches, faculty and support staff will have continuous access to Tier 1, Tier 2 and Tier 3 data on the various data management systems in which student data is recorded and stored such as Performance Matters, Power BI, i-Ready, school-based spreadsheets, etc. Administration will ensure scheduled opportunities for teams to review and discuss data including weekly grade level team meetings, monthly faculty meetings and quarterly professional learning community meetings. Attendance records and agendas for meetings will be maintained as well as Frontline Education registration confirmations and/or completion certificates by teachers for group trainings offered, as needed.	During administrator-teacher data chats and virtual classroom visits, administrators will look for evidence of data-driven instruction. A monthly log of trainings offered and attended (District-provided or school-based) will be recorded.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Build teachers' capacity for closely and carefully interpreting student data, in order to provide informed, precise, strategic instruction, which is directly aligned to identified areas of academic need. Weekly opportunities for teachers to collaboratively plan instruction using the data, within and across grade levels and departments, will support subsequent applications.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Administration will ensure scheduled opportunities for teams to review and discuss data as well as collaboratively plan data-driven instruction during weekly grade level team meetings. Professional development records (attendance, agendas, content materials) and/or coaching logs will provide evidence of the training and/or support curriculum coaches provide to teachers for aligning students' specific areas of need with targeted, strategic instruction. Lesson plans will reflect data-driven instruction and grouping. (Tier 1, 2 and 3) Student work products will reflect implementation of instruction aligned to academic needs.	Administrators and curriculum coaches will follow up with teachers and staff working directly with students to ensure implementation of appropriate data aligned instruction.

Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will continuously identify students not making adequate progress, in order to determine additional needed support, resources, strategies or services and group students accordingly. The leadership team will provide support and secure the resources or services needed to address continuing needs, including providing multi-tiered intervention systems of support (MTSS) services.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Teachers (and interventionists/support staff) will review ongoing core curriculum assessments and progress monitoring data to determine when adjustments to instruction need to be made, in both small and large group work, Tier 1, Tier 2 and Tier 3 work and when additional resources and/or services may need to be put in motion. Interventionists' attendance rosters, lesson plans and student work will reflect the targeted academic needs of identified students.	Administrators and Instructional Coaches will monitor tutoring sessions and documentation.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Track student progress regularly over time and make adjustments to instruction continuously to meet academic needs. Data trackers, or systems for recording and monitoring student performance and progress, will support data chats with students, parents, teachers and administration.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Data spreadsheets, student profiles, data trackers, Tier 1, Tier 2, Tier 3 student work	Administrators will review data and observe progress when conducting data chats with teachers and conducting virtual classroom walk-throughs.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

In order to increase student engagement in the learning process, teachers and staff will use tools, strategies and practices which research demonstrates increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Establish positive teacher-student relationships, day-to-day.	Administrators, all faculty and staff	Faculty and staff will demonstrate continuous positive interactions and strengthening bonds with students. When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in a community. Caring about students' social and	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe

			emotional needs Displaying positive attitudes and enthusiasm. Increasing one-on-one time with students. Treating students fairly.	other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Embrace collaborative learning. Help students connect with their peers daily, both academically and social-emotionally, through class discussions and group work, including breakout groups in the virtual environment.	All faculty members.	Increased quality and opportunities for collaborative learning = powerful engagement in learning activities. When students work effectively with others, their engagement can be amplified as a result by experiencing a sense of connection to classmates during activities. To make group work more productive, strategies can be implemented to ensure that students know how to communicate and behave in that setting. Fostering individual accountability by assigning different roles, and evaluating both the student and the group performance also support collaborative learning.	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Foster students' sense of competence/growth mindsetthrough day-to-day interactions and activities. While critical for all students, a concentrated effort will be made to accomplish this with the Black student subgroup and the Students with Disabilities subgroup, which both fell below the 41% threshold per the Federal Index.	Administrators, all faculty and staff	A student's ongoing perception of whether he or she can succeed in a learning activity or challenge. (Can I do this?) Experiencing success in an activity can positively impact subsequent engagement. Learning activities should only be slightly beyond students' current levels of proficiency, have students demonstrate understanding throughout an activity, show peer coping models (i.e. students who struggle but eventually succeed at the activity) and peer mastery models (i.e. students who try and succeed at the activity), and include feedback that helps students to make progress. Evidence of students' healthy sense of competence and growth mindset will need to be especially evident in the Black and Students with Disabilities subgroups, as these groups fell below the 41% threshold per the Federal Index.	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Design and implement daily learning activities which help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement. (Source: (https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-	Administrators, all faculty and staff	Students will engage often with course materials, consistently complete assignments and participate in discussions and activities about content (behavioral). Students will feel connected-ness and caring in their class and school community - with their teachers and peers and they will feel valued. (emotional) Students will think about and connect with what they are learning, as evident through their performance and the quality of their interactions with synchronous lessons and discussions (cognitive). These behaviors and responses to the engaging learning activities will especially be	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-

research-to-increase-engagement-during-remote-learning)	sought in the Black and Students with Disabilities subgroups which fell below the 41% threshold per the Federal Index and stand the most to gain.	throughs will indicate what was observed and what feedback was provided to faculty and staff members.

Secondary Essential Practice

Job-embedded Professional Development

Priority Actions for the Secondary Essential Practice

In order to improve the effectiveness of job-embedded professional development, teachers will be provided with: opportunities for professional development through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; opportunities to meet in professional learning communities of interest, based on needs; ongoing opportunities to engage in collaborative data chats and planning within grade levels or core subject areas to apply knowledge; extended follow-up opportunities and experiences after participating in an initial training, to ensure understanding; continuing feedback and support in the application of newly learned knowledge and skills.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Schedule and/or provide opportunities for professional development, as needed, through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; Content/focus will be needs-based or focused on expanding one's professional repertoire.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Professional development attendance records, agendas, digital presentations, training materials, coaching logs	The leadership team will visit virtual classrooms to monitor implementation of strategies learned.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide bi-monthly opportunities for teachers to meet in professional learning communities of interest, based on need.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	Professional learning communities calendar of scheduled meetings, attendance records	The administration will visit virtual classrooms to conduct walk-throughs which align with the professional learning "look-fors."
Start: Mon, Nov 2	Teachers will have ongoing (weekly) opportunities to engage in collaborative data chats and planning with their grade level	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant	Lesson plans, student work	The leadership team will conduct virtual classroom visits/ walk-

End: Fri, Dec 18	teams or core subject area teams to apply knowledge and to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks.	Principal	products, improved student performance as evident in ongoing assessments	throughs to observe implementation of lessons developed through collaborative planning and visit collaborative planning sessions.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide extended follow-up opportunities and experiences, after participating in an initial training, to ensure understanding while continuing to provide feedback and support to teachers across all content areas, in order to effectively apply newly learned knowledge and skills.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; MS. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Coaching logs, meeting agendas where information was shared.	The leadership team will manage and monitor the implementation of these extended forms classroom support.

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).

-Teachers are attending collaborative planning sessions weekly to develop standards-aligned teacher-directed lessons utilizing the gradual release of responsibility model with scaffolded support, as well as data-driven lessons based on trends in student performance on core curriculum assessments, with support from the curriculum coaches. -Collaboration with ESE and ESOL teachers and use of appropriate resources, including those developed by District departments, will ensure access and equity for all students. -Grade 3-5 FSA Achievement Level Descriptors and Item Specifications will inform the development of standards-based lessons. -A variety of modalities will be integrated into lessons to increase student engagement and maximize student learning. -Lessons and activities which are purposeful, relevant and rigorous will be implemented throughout core subjects. -Data reports from multiple sources will be analyzed to monitor student progress and identify continuing instructional needs. -Quarterly data chats are being conducted between faculty, curriculum coaches and administration to carefully review student data, identify academic needs of groups and individual students, and develop differentiated lessons which address areas for improvement. -Teachers will be conducting quarterly data chats with students. -Administration is conducting physical school house walkthroughs as well as virtual walkthroughs during instruction.

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

-Data reports from ongoing formative, diagnostic and progress monitoring assessments will be analyzed in order to identify key skills and content for pre-requisite lessons which must be taught, in order to lead to mastery of grade level standards. -Implement Tier 2 and Tier 3 interventions. -Teachers providing Tier 2 and 3 intervention will prioritize learning opportunities and make adaptations to activities to maximize learning. -Monitor weekly i-Ready usage and pass rate. Tier 2 and Tier 3 students have been identified and scheduled for intervention with teachers or interventionists.

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 GEER Tutoring Program will be implemented for select Kindergarten and 1st grade students that are performing below grade level. This tutoring program will take place for 3 hours per week and will run from November 10, 2020 through December 15, 2020. -Mid-year data chats will be conducted after January i-Ready AP2 diagnostic assessments. Data from i-Ready AP2 diagnostics, Adaptive Progress Monitoring standards-aligned grade level assessments, Q1 and Q2 bi-weekly core curriculum Reading assessments plus Q1 and Q2 math and science topic assessments will assist in identifying and modifying intervention groups. Students will be offered before or after school tutoring boot camps in Reading, Math, and Science. This tutoring will be offered from January through April.

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

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

In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.

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

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

Phase III: Mid-Year Review

January 4 – January 29, 2021

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

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

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

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*

- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

Mid-Year Data Map

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

Access the SIP Dashboard:

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

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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

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

The School Leadership Team (SLT) examined the (osi.dadeschools.net) Mid-Year Data Map for our School Culture and Academic Programs over the course of two weekly leadership team meetings. We also analyzed and triangulated additional report data from i-Ready, Power BI, Performance Matters, and other sources, in order to identify and discuss current areas of growth and concern. These data points were compared to beginning-of-year and last year's data to determine if the action steps being implemented are impacting growth and are on a path to accomplishing our goals. As a result, the SLT identified areas, grade levels and/or subgroups who are not making adequate progress. The SLT conducted data chats in the form of data analysis and realignment meetings where teachers were released for half a day to carefully review, discuss, and plan next steps. The data findings are being used to guide instructional decisions including realignment, modifications, and/or enhancements. Resources and additional support are being provided to ensure student achievement and learning gains.

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.

The following School Culture mid-year data findings are encouraging: In the area of Communication with Stakeholders (our Primary Essential Practice) , 99% of recently surveyed stakeholders agree [Strongly Agree (76%) and Agree (23%)] that all school personnel regularly engage families in their children's learning progress. We attribute this success to regular and consistent communication through faculty phone calls, School Messenger calls from administrators, emails, and digital communication applications such as Class Dojo. In the area of Attendance (our Secondary Essential Practice) as it relates to Teacher Attendance, the percentage of teachers with 0 days absent this school year is 41% compared to 33% in the District. This places our school at an 8 percentage point higher teacher attendance rate than the District average. Also (1 percentage point) higher is our school's percentage of Teacher Absences ranging from 0.5 to 5 days with our school averaging 56% compared to 55% at the District level. The percentage of Teacher Absences with 5.5 to 10 days at the school site is 3% compared to 6% at the District level. Finally, there were 0% absences at the

school site for 10.5 or more days, compared to 4% at the District level. These findings are reflective of outstanding teacher attendance. In the area of Staff and Student Connections (our Sustained Essential Practice), data from recently surveyed students using describing words for their teachers, 85% of students described their teachers as "caring". Additionally, 78% of students Strongly Agree (50%) and Agree (28%) that adults in the building are "friendly and easy to talk to." The most concerning data is related to Student Attendance. School Attendance data from the 2019-20 school year was compared with the 2020-21 current school year. The percentage of 0 days absent in the 2019-20 school year was 34% compared to 28% in 2020-21. This represents a 6% decrease. The percentage of 1-5 days absent was 53% in the 2019-20 school year compared with 55% in the 2020-21, a 2% increase. The percentage of 6-10 days absent was 9% in the 2019-20 school year compared with 10% in 2020-21, representing a 1% increase. The percentage of students absent 11+ days was 4% in the 2019-20 school year compared with 7% in 2020-21, representing a 3% increase. Data trends indicate a crisis in need of addressing due to the fact that the numbers have trended higher in a school year which has not ended compared to numbers which reflect a school year which has passed. The data already shows a deficit with the school year still having one semester's worth of data to compile. Also noted, during the 2019-2020 school year, classes transitioned to remote learning during the final quarter from March - June whereas during this 2020-2021 school year, instruction and learning began fully remote from August-September and transitioned to part physical schoolhouse (54%) and partial remote (46%).

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.

The following Academic Programs mid-year data findings are encouraging: In Reading, i-Ready data from Assessment Period 1 (AP1) was 39% Tier 1 (on or above grade level) and 47% Tier 1 in Assessment Period 2 (AP2), which reflects an 8 percentage point increase. A favorable shift is also to be noted in Tier 2 and Tier 3 percentages as well. Data from AP 1 and AP 2 indicates that Tier 2 decreased from 41% to 39% and Tier 3 decreased from 20% to 15% respectively. In the "Placement by Domain" comparison, the number of students increased in Tier 1 in the Information domain. Comparative data indicates that students in all tested grades increased from 39% in AP 1 to 48% in AP 2, a 9 percentage point increase. This data indicates that students are responding favorably to reading intervention measures which are being implemented with fidelity as well as informational text presented in other curricular areas such as Science. The i-Ready Mathematics data from AP 1 was 31% Tier 1, and 40% Tier 1 in AP 2, which reflects a 9 percentage point increase. A favorable shift is also to be noted in Tier 2 and Tier 3 percentages as well. Data from AP 1 and AP 2 indicates that Tier 2 decreased from 52% to 48% and Tier 3 decreased from 17% to 13% respectively. In the "Placement by Domain" comparison, the number of students increased in Tier 1 in the Algebraic Thinking domain. Comparative data indicates that students in all tested grades increased from 38% in AP 1 to 53% in AP 2, a 15 percentage point increase. In the Number and Operations domain, the comparative data shows an increase from 43% in AP 1 to 52% in AP 2, a 9 percentage point increase. Rationale for this data and favorable increases in these domains include the instruction of curriculum correlated to these domains during the first semester of the school year. Also, according to the Performance Matters Assessment Aggregator Ramping Up Report on Power BI, students in grades 2-5 demonstrated a 37% proficiency rate on their bi-weekly English Language Arts Assessments with a 59% correct average score. In comparison, North Region elementary schools' demonstrate a proficiency rate of 35% and a 57% correct average score, which indicates that our school is 2 percentage points higher on both measures. The following Academic Programs mid-year data findings are concerning: In Reading, i-Ready data comparing AP 1 to AP 2 in Kindergarten and Grade 1 shows a downward trend in Tier 1 percentages. In Kindergarten, AP 1 scores were 65% and dropped to 56% in AP 2, a 9% point decrease. In Grade 1, AP 1 scores were 29% and 25% in AP 2 reflecting a 4 percentage point drop. Grade 1 Tier 2, reflected 67% in AP 1 and AP 2. However, Tier 3 scores were reflective of AP 1 at 4% and increased to 7% in AP 2, a 3% difference. These trends are indicative of learning loss. We attribute this discrepancy to several factors which include dual modalities and several unforeseen changes due to rolling quarantine scenarios. Another possibility that has been raised is the age of the young students and the possible involvement of family members during AP 1 when all students were MSO or online. The inability of the teacher to proctor effectively came into question as well. Therefore, we consider that the data recorded during AP 2 is probably considered more accurate. In the "Placement by Domain" comparison, all of the domains showed moderate gains except for "High Frequency Words" which was a high 76 % but remained stagnant for AP 2 at 76%. Also, according to the Performance Matters Assessment Aggregator Ramping Up Report on Power BI, students in grades 2-5 demonstrated a 39% proficiency rate on their Math Topic Assessments with a 61% correct average score. In comparison, North Region elementary schools' demonstrate a proficiency rate of 42% and a 61% correct average score, which indicates that our school is 3 percentage points lower in proficiency.

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

The 3-year Trend - FSA/EOC Proficiency Report on Power BI indicates that in 2017 there was a proficiency in English Language Arts of 49%, 2018 = 57% and in 2019 = 57%. The predicted proficiency was 57% for 2020. Based on these statistics, we expect that students will minimally attain that proficiency rate for the 2021 school year. In Mathematics, 2017 data shows a proficiency of 59%, 2018 = 66% and in 2019 = 62%. The predicted proficiency was 57% for 2020 which indicates a downward trend. Based on these statistics, we expect that students will minimally attain the 57% proficiency predicted for 2020.

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?

Implementation of Tier 2 and Tier 3 interventions are taking place, teachers have prioritized learning opportunities and made adaptations to activities to maximize learning. An analysis of the i-Ready Reading Personalized Summary Report for Tier 2 students (Kindergarten through 5th grade) indicates that 77% of students have a

cumulative proficiency of 70-100% on their pathway and teacher-assigned lessons. An analysis of the same report for Tier 3 students indicates that 62% of students have a cumulative proficiency of 70-100% on their pathway and teacher-assigned lessons. According to the i-Ready Diagnostic Results "Needs Analysis by Domain" Report from Assessment Period 1 to Assessment Period 2, Tier 2 students in 2nd grade demonstrate a modest pattern of improvement in Phonics skills; Tier 2 students in 3rd and 4th grades demonstrate a modest pattern of improvement in both comprehension of literature and informational text while all Tier 2 students demonstrated a moderate improvement in comprehension of informational text across grade levels. The challenge which has arisen is that interventions have experienced ongoing interruptions due to unforeseen circumstances, rolling quarantines affecting student and staff absences, and sudden changes in modalities. Therefore, clear patterns have not emerged.

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

Students began participating in extended learning opportunities in November and continues to be instituted in phases. These extended learning opportunities include GEER, Title III Early Bird Reading tutoring, and Title I Mathematics and Science tutoring, before- and after school. Mathematics and science extended learning opportunities beyond the school day have just begun. Although GEER, Early Bird and math afterschool tutoring is in place, at this time we have insufficient data for trends or patterns to emerge.

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.

In consideration of the outcomes of the Quarter 1 and Quarter 2 implementation steps and corresponding data collected for School Culture, many implementation steps across the three focus essential practices have been successful. We have provided a welcoming and caring environment for students and corroborative data indicates that 72% of recently surveyed students feel happy while at school.

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

In consideration of the outcomes of the Quarter 1 and Quarter 2 implementation steps and corresponding data collected for School Culture, we have faced some challenges which have caused us to fall short of expectation. These are mostly due to logistical obstacles beyond our control, such as student connectivity issues at the start of the school year, adjusting to dual modalities, and challenges with rolling quarantined groups. Because of these issues, our "Are You in School Today?" incentive program had a delayed start but is now in full implementation.

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.

In consideration of the Quarter 1 and Quarter 2 implementation steps and corresponding data for Academic Programs, the essential practice of student engagement shifted in a positive direction during Phase 2 of the Superintendent's Reopening of Schools Plan. A comparison of data from Assessment Period 1 to Assessment Period 2 indicates yielded better performance in Reading, as evidenced by the following data: 39% to 46% Tier 1 (on or above grade level), 41% to 39% Tier 2 (1 grade level below), 20% to 15% Tier 3 (2 or more grade levels below). In Mathematics, 29% to 39% Tier 1, 55% to 49% Tier 2, 16% to 12% Tier 3. We attribute this to improved test-taking conditions during quarter 2. As part of our implementation steps, we began by establishing positive teacher-student relationships, day-to-day, from the start of the school year. Teachers fostered students' sense of competence through day-to-day interactions and activities. Additionally, we designed and implemented daily learning activities which helped increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement.

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.

In consideration of the Quarter 1 and Quarter 2 implementation steps and corresponding data for Academic Programs, there was one priority action which fell short of expectations. Additional Math support had not been provided initially, so tutoring was put in place at the mid-year point - made imperative following progress monitoring analysis. Also indicative, 28% of students reported being "bored" while at school, according to the Student School Climate Survey. This information was subsequently shared and discussed with teachers so that this could be addressed.

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

The school's mission is focused on engaging students in meaningful learning experiences, meeting their academic needs through differentiation and rigor, meeting their social-emotional needs through interaction, collaboration and growth mindset, while providing them with the tools to breed students' success today and always. Each action that is taken and every decision that is made, ensures that students' needs are prioritized and addressed. The School Leadership Team will provide opportunities for students to voice their concerns and opinions about their experiences at school. Those ideas will be shared with all stakeholders and addressed, in an effort to improve their school experience, boost student morale, increase attendance and advance learning for all students.

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 "Commitment to Students" core competency is implemented in a variety of ways. Administration, teachers and staff make every effort to build positive relationships with students and safe, risk-free environments where students can feel comfortable voicing their concerns and opinions about their experiences at school. Additional systems are also in place to ensure students' opportunities to do so. We utilize the "Healthy Me" program, in conjunction with the Citrus Health Network, in Kindergarten through 4th grades. Fifth grade students participate in the D.A.R.E. program. Two fifth grade students are also representative members of the Educational Excellence School Advisory Committee (EESAC) and are engaged participants who voice their own concerns and opinions in monthly/bi-monthly meetings, as well as voice concerns and opinions which represent the student body at large. In addition to district-wide school climate surveys, school-developed digital surveys, which are tied to our School Culture essential practices, are completed by students twice a year (once per semester) to provide them with additional opportunities to provide anonymous feedback to school staff. This competency is being fully implemented and is ongoing. The school will continue to implement the commitment practices which are in place to improve the school experience, boost student morale, increase attendance and advance learning for all students.

Competency 2: Focusing on Sustainable Results

Our Academic Programs Sustained Essential Practice is Data-Driven Instruction. The School Leadership Team plans to focus on sustainable results by implementing strategic and systematic data-driven practices, while focusing on assisting teachers in using data to take multiple courses of action which reflect well-thought out instructional decisions, in order to achieve long-term desired results. Progress monitoring data will be analyzed throughout the school year to ensure that students receive appropriate intervention or enrichment. Student data and work products will be tracked and analyzed to adjust instruction. School wide data will be shared and discussed with staff and collaborative data chats will take place often between all stakeholders-teacher and student, administrator and teacher, teacher and parent, etc.

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 "Focusing on Sustainable Results" core competency is being implemented to its full capacity and is ongoing. A variety of data, across outcome assessments, diagnostic assessments and subject-specific domains, are continuously utilized to drive instruction. These include data generated through i-Ready, Performance Matters, Power BI and other internal school-based sources such as Oral Reading Fluency probes, Words Their Way Spelling inventories and spell checks, high frequency word tests and phonics screeners. Ongoing opportunities are provided to analyze the data being collected over time through scheduled common planning time and collaborative data chats. It is through job-embedded professional development and collaborative data chats with instructional leaders that the leadership team continues to build the capacity of faculty to interpret the data, precisely identify group and individual academic needs and implement targeted instruction where gaps or weaknesses in learning exist. A prime example of this happens during data analysis and realignment meetings in which each grade level and department is released for half a day, in like groups, for this purpose. This setting is ideal for achieving deep analysis, reflection and well-thought-out decisions based on current student data. Teachers of the same subjects within grade levels, sit together with administration and coaches to analyze student performance, identify academic needs, gather resources and strategize next steps for targeted instruction, in order to achieve both short and long-term desired results. Full implementation is evident in teachers' data binders (spreadsheets and program reports), lesson plans, realignment meeting agendas, subsequent monthly data analysis and progress monitoring activities during common planning, materials and work products, follow-up teacher-directed lessons, differentiated instruction and intervention. Teacher training in use of Performance Matters has been in progress this year to empower teachers to view and manage multiple sources of data, in order to gauge student progress and inform all levels of instruction (core, differentiated and intervention). While a challenge presents itself to find time to proceed with further training and deeper data analysis due to lack of teacher planning days for the remainder of the school year, the SLT has planned to build individual and grade group data analysis and chats once a month into scheduled common planning times. The school will continue to implement all the data-driven practices which are in place, while proceeding to focus on assisting teachers in using data to take multiple courses of action which reflect well-thought-out instructional decisions, in order to achieve long-term desired results.

Competency 3: Developing Others

Our Academic Programs Secondary Essential Practice is Job-Embedded Professional Development. The School Leadership Team plans to focus on Developing Others by first providing training in the digital platforms and tools that are essential for successful distance teaching and learning, based on the District's Instructional Continuity Plan (ICP) [during school closures, due to the pandemic] and a mutually agreed upon set of uniform school-wide communication tools, based on teachers' collective input, experience and needs. Additional professional development (PD) will be provided or made available based on data gathered from classroom walk-throughs, ongoing progress monitoring of student performance and other teacher need. This will be provided utilizing different pathways of training to meet the needs of all staff. It will be accomplished in small and large groups, via in-house training, District workshops, live and on-demand webinars. Administration and curriculum leaders will provide ongoing feedback to encourage growth. Instructional coaches will ensure teachers are provided strategic support and /or participate in coaching cycles based on teachers' individual goals. Extended follow-up opportunities and experiences will ensure understanding after initial professional development. The Team will also provide continuous feedback and individualized opportunities for training and development, based on teachers' needs.

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 "Developing Others" core competency is continuously implemented in group and individual settings. More teachers are participating in meaningful and relevant professional development in order to enhance skills and levels of capability. Through collaborative planning, professional learning communities and faculty meetings, teachers are sharing best practices, turn-keying information, strategies and skills gained from District professional development/Virtual Learning Communities and sharing resources. The dadeschools Frontline Education online professional development application logs course evaluations from PD participants which engage them in self-reflection of course learning, after a few weeks of implementation. This is also a useful tool to the trainer in helping to identify where areas of support and follow-up are needed. This school year, we have been more consistent and successful with turn-keying professional development learning and sharing best practices beyond grade level common planning time, to include time during faculty meetings and professional learning communities, in contrast to previous school years. We are also moving toward empowering teachers to analyze their own comprehensive data, continuously, using the Performance Matters data management platform - encouraging data analysis comparisons over multiple assessments to measure progress. Thorough implementation of this competency, however, requires more consistency in terms of providing multiple follow-up opportunities and experiences by coaches and instructional leaders to ensure understanding after initial professional development. Efforts to regularly and effectively meet for the purposes of developing others have been impeded by ongoing pressing matters unrelated to content.

Competency 4: Engages the Team

The School Leadership Team will work to more fully engage and empower the collective team by expressing confidence in the team's ability to make positive change and enhance performance, motivate the group's efforts to carryout a collective vision, conduct team building activities to promote team morale and obtain resources that the team needs to perform.

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 "Engages the Team" core competency is continuously implemented to more fully engage and empower the collective team, build confidence in their ability to make a positive change, enhance performance, motivate the group's efforts, promote morale and obtain resources needed to perform. The Leadership Team encourages faculty to share best practices during collaborative planning, professional learning communities and faculty meetings. During monthly faculty meetings, teachers are acknowledged with positive "shout outs" through the Nearpod collaboration board and the Virtual Spot Success, in recognition for a job well done or for going the extra mile, as voted on by peers. All these practices, in addition to team building activities, have resulted in teachers working more collaboratively as well. Team building is in need of improvement, due to our limitations to physically meet. Many of the activities, which inspire positive reactions during faculty meetings such as pin and trophy awards, are sorely missed.

MID-YEAR REVIEW COMMUNICATION

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

The findings and next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders through EESAC meetings, weekly School Leadership Team meetings, faculty meetings, grade level meetings, parent data chats, the monthly school parent calendar, and the school website.

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

School Culture Outcome Statement

If we successfully implement the sustained essential practice of building staff-and-student connections, then there will be positive, supportive relationships between staff, students and the school community and a culture of inclusivity. If we successfully implement the primary essential practice of effectively communicating with all stakeholders, then there will be a strong support system for students throughout their educational journey. If we successfully implement the secondary practice of monitoring attendance initiatives, then students will be consistently present for learning and yield the benefit of that time on task. With the combination of these three essential practices, the process of teaching and learning moves forward and student achievement will boost.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

In order to sustain and enhance staff-student connections that increase students' sense of belonging at school, staff will: utilize proactive tools for restorative and relational practices to connect, build and sustain positive relationships with students (nedrp.com); create emotionally safe, supportive, and engaging learning environments which promote all students' social and emotional development; participate in professional development to deepen their understanding of social-emotional learning (SEL) and cultivate their competencies and capacities for SEL practices; use hard and soft data as an opportunity to deepen relationships and continuously improve support for students, families, and fellow staff.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
	(Include the action, the frequency of the action, and the	(First & last name, position)	(What evidence would demonstrate the Implentation Step was successfully executed?)	(How and Who?)

	purpose of the action.)			
Start: Mon, Feb 1 **End:** Wed, Jun 9	Create a daily welcoming environment.	Administrators, all faculty and staff members	Students are attending classes and actively participating in learning activities.	Administrators and Coaches will follow up to ensure implementation of appropriate restorative and relational practices.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Get to know students (and their families) day-to-day.	Administrators, all faculty and staff members	Faculty and staff will demonstrate continuous positive interactions and strengthening bonds with students and support from families. By having more contact with parents, teachers/staff will learn more about students' needs, inform them of their child's progress, build trust and increase mutual feedback.	Administrators will look for signs of positive staff interactions with students as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Schedule ongoing school wide events and activities which build school wide culture and community (at least 4 per quarter).	Administrators, all faculty and staff members	Interactions which build positive relationships and trust on a more personal level will be witnessed often - which can consequently impact the effectiveness of differentiated instruction (academic) and/or result in a higher level of student self-efficacy (social-emotional). This includes activities such as conducting regular check-ins 1:1 with students (for academic and/or social-emotional purposes) such as making rotating 5- to 10-minute conference calls with individual students during distance learning every 2-3 weeks.	Administrators will look for evidence of personalized or individualized staff-student interactions which cater to and support student need in positive ways.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Schedule ongoing school wide events and activities which build school wide culture and community (at least 4 per quarter).	Administrators, all faculty and staff members	There will be increased positive energy and enthusiasm evident in the daily interactions between students and faculty/staff, greater engagement from students, and less discipline issues. Students will be more motivated and successful, as demonstrated by improved academics, improved behaviors and individualized goals reached. End-of-year student climate surveys will indicate improved ratings in the number of students who like coming to school.	Administrators will participate in and ensure that school-wide community building activities are taking place. They, too, will get to know students and build relationships with them on a day-to-day basis.

Primary Essential Practice

Communicate With Stakeholders

Priority Actions for the Primary Essential Practice

In order to effectively communicate with all stakeholders (students, parents and the community), there will be a system of well-designed communication tools and protocols to keep stakeholders abreast of the positive things that are happening in the school. This includes, but is not limited to, an up-to-date website, weekly calendars/newsletters, a school-wide uniform set of collaboration/communication tools for sharing content, messages, news and feedback (Teams, ClassDojo, FlipGrid, dadeschools TV school channel, etc.), a video-conferencing platform (Zoom), emails, phone calls, message boards/marquis and so on. When these communication tools are in place and used effectively, students will learn, parents and community members will understand and support what the school is doing and the process of teaching and learning moves forward. Likewise, when all stakeholders in our community are informed and have a voice, a culture of inclusivity exists.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	DAILY PARENT/FAMILY COMMUNICATION: Implement a school-wide, uniform set of communication tools for sharing content, messages, news/info and feedback with parents/families (ClassDojo, up-to-date school website, weekly calendars/newsletters, dadeschools TV school channel, School Messenger mass communication system, emails, phone calls, message boards/marquis).	Administrators, All faculty and staff	Familiarity with the communication tools and the ongoing utilization of them between teachers, parents and families within a calendar year and from school year-to-school year would demonstrate consistency of reliable forms of communication between the school and parents.	School administrators will ensure that faculty and staff is utilizing the mutually agreed upon communication tools for sharing content, messages, news/information and feedback with parents/families.
Start: Mon, Feb 1 **End:** Wed, Jun 9	DAY-TO-DAY PARENT/FAMILY COLLABORATION/SUPPORT: EESAC, PTA, Title I Community Involvement Specialist, M-DCPS Parent Academy website, M-DCPS Parent portal links, reopening.dadeschools.net website, Dadeschools tv District and school channel, parent-teacher conferences, school meetings, and phone calls	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist; All faculty and staff; EESAC; PTA; M-DCPS District Team	The participation/involvement of parents/families in these groups and the raised awareness/utilization of these resources for staying informed and receiving support would demonstrate successful collaboration with parents/families.	School administrators will ensure that all stakeholders have access to the resources, monitor the frequency and quality of outreach support, promote communication, with stakeholders.
Start: Mon, Feb 1 **End:** Wed, Jun 9	DAILY COMMUNICATION BETWEEN FACULTY/STAFF: faculty meetings, collaborative planning team meetings, professional learning communities, Microsoft (Office 365) digital communication and collaboration tools (Teams, Zoom, etc.)	Leadership Team (Administrators, instructional coaches, counselor), faculty and staff	Scheduled meetings, meeting logs and agendas, the uniformity of structure and purpose, and collaboration outcomes would demonstrate effective communication among faculty, staff and administration.	School administrators will monitor scheduled meetings and outcomes and participate in them as frequently as possible.
Start: Mon, Feb 1 **End:** Wed, Jun 9	COMMUNITY PARTNERSHIPS through STEAM initiatives: Local businesses and organizations host/provide quarterly interactions with students.	Ms. Iliana Chirino, STEAM liasion; Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	The resulting benefits from having experts in their field teach students about the content of their work, while providing hands-on experiences for students and fieldtrips, would demonstrate successful execution of the community and school partnerships.	School administrators and the STEAM liasion will ensure ongoingopportunities for all students to paricipate in activities hosted by local partners.

Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

In order to improve attendance, the Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and families; the Attendance Review Team will meet weekly to analyze and identify students who need to be monitored and provide support; the school's counselor will initiate contact

with parents of identified students to complete truancy packet; the Attendance Review Team will recognize and reward students who maintain perfect attendance.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	During the Opening of Schools meeting on August 27, 2020, administration will review the School wide Attendance Plan with faculty and staff. Teachers will, in turn, inform students and families about the Plan in class during the first week of school, during parent conferences and Open House activities. The Plan includes policies, procedures and incentives for meeting attendance goals and will be posted on the school website for review.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist	Faculty and staff will participate in the School wide Attendance Plan review and successfully turnkey the information to students and parents/guardians, as evidenced by virtual meeting logs, conference logs and communication logs. Both parents and students will understand the Plan and the importance of being in school everyday. The School wide Attendance Plan will be posted on the school website.	Administration will ensure that the School wide Attendance Plan is posted on the school website. They will review meeting agendas and communication logs to ensure that parents and students have been informed.
Start: Mon, Feb 1 **End:** Wed, Jun 9	A daily attendance initiative called "Are You in School Today?" will be implemented to reward individual students. Every morning, administrators will pop into at least 2 virtual classes and announce 2 students names at random. If the selected students are in school, they will be allowed to wear their favorite t-shirt for the day, just for being present (uniform shirt not required). At the end of the quarter, individual students with the most perfect attendance days will get to participate in a short film movie break during recess, lunch, or other scheduled time.	Dr. Christina Ravelo, Principal	Numbers of students with perfect attendance will increase as well as the daily percentage rates of school wide attendance. Sources: Daily attendance bulletins, School-wide Perfect Attendance reports, District attendance reports.	The principal will ensure that every student's name is included in the "drawing" for "Are You in School Today?" and ensure that students present in school on the day their name was drawn, receive a prize.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Monthly attendance initiatives will be implemented to reward classes with the most perfect attendance days. Class attendance standings/rankings, by grade level, will be announced weekly so that classes are aware of their progress.	Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera, Counselor	Daily attendance bulletins, homeroom perfect attendance tracker, virtual classroom perfect attendance banner on school website and digital classroom announcements, monthly morning announcements announcing perfect attendance classroom winners.	The principal will ensure that every student's name is included in the "drawing" for "Are You in School Today?" and ensure that students present in school on the day their name was drawn, receive a prize.
Start: Mon, Feb 1 **End:** Wed, Jun 9	The Attendance Review Team will collaborate weekly to analyze attendance patterns and identify students who need to be monitored and provided support to improve attendance. Contact will be initiated with the parents of identified students to complete an attendance contract. Contact will be made via phone calls, emails, and virtual home visits.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Nidia Cotera,	Truancy reports, Review logs, individual student attendance profiles, parent and student attendance contract, parent meeting notifications, communication logs, virtual home visit logs, school calendar. After 5 absences or tardies, teachers will call parents of absent	Administration will review weekly Attendance Review Team (ART) logs and individual student attendance profiles to ensure students are identified, informed and monitored.

		Counselor; Ms. Esther Gonzalez, Title I Community Involvement Specialist	students. After 10 absences or tardies, an attendance contract will be developed.	The ART will also inform teachers of identified students when contact with families is initiated.

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

Academic Programs Outcome Statement

If we continue to successfully implement the sustained essential practice of utilize ongoing data-driven decisions and practices, then students will receive strategically guided instruction tailored to their needs that is in alignment with curricular goals and expectations. If we successfully implement the primary essential practice of motivating students and increasing engagement, then students will yield the maximum benefit from day-to-day lessons and activities. If we successfully implement the secondary essential practice of improving the effectiveness of job-embedded professional development, then instructional staff will become more effective at accomplishing targeted educational goals and objectives. With the combination of these three essential practices, an increase in student proficiency and learning gains will be evident in end-of-year outcome assessment results (SAT, FSA, or other).

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

In order to sustain and improve data-driven instruction which meets students' varying academic needs and increases positive student achievement outcomes, the following will be provided to instructional staff: access to all data platforms, as needed professional development in how to analyze various reports and interpret the data, consistent opportunities to collect and analyze data, ongoing opportunities to share and discuss data, systems for recording and analyzing data to support data chats with students (Power BI, Performance Matters, data trackers, etc.), opportunities to collaboratively plan instruction using the data within and across grade levels and departments. This will enable the school to continue using data to make sound instructional decisions during collaborative planning time and professional learning communities and develop Florida Standards aligned lessons that are aligned to the data chats and, in turn, impact the quality and effectiveness of instructional planning and delivery.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Provide teachers and support staff with daily access to student data and scheduled opportunities to analyze and discuss it. Training will be provided in any new types of student data the management systems provide and its best use, in order to maximize benefit from cross-triangulation of the multiple sources of student data.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; Ms. Sophia Sanchez, Math	Administrators, instructional coaches, faculty and support staff will have continuous access to Tier 1, Tier 2 and Tier 3 data on the various data management systems in which student data is recorded and stored such as Performance Matters, Power BI, i-Ready, school-based spreadsheets, etc. Administration will ensure scheduled opportunities for teams to review and discuss data including weekly grade level team meetings, monthly faculty meetings and quarterly professional learning community meetings. Attendance records and agendas for meetings will be maintained as well as Frontline Education registration confirmations and/or completion certificates by teachers for group trainings offered, as needed.	During administrator-teacher data chats and virtual classroom visits, administrators will look for evidence of data-driven instruction. A monthly log of trainings offered and attended (District-provided or

		Coach; Ms. Iliana Chirino, Science Coach		school-based) will be recorded.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Build teachers' capacity for closely and carefully interpreting student data, in order to provide informed, precise, strategic instruction, which is directly aligned to identified areas of academic need. Weekly opportunities for teachers to collaboratively plan instruction using the data, within and across grade levels and departments, will support subsequent applications.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; Ms. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Administration will ensure scheduled opportunities for teams to review and discuss data as well as collaboratively plan data-driven instruction during weekly grade level team meetings. Professional development records (attendance, agendas, content materials) and/or coaching logs will provide evidence of the training and/or support curriculum coaches provide to teachers for aligning students' specific areas of need with targeted, strategic instruction. Lesson plans will reflect data-driven instruction and grouping. (Tier 1, 2 and 3) Student work products will reflect implementation of instruction aligned to academic needs.	Administrators and curriculum coaches will follow up with teachers and staff working directly with students to ensure implementation of appropriate data aligned instruction.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers will continuously identify students not making adequate progress, in order to determine additional needed support, resources, strategies or services and group students accordingly. The leadership team will provide support and secure the resources or services needed to address continuing needs, including providing multi-tiered intervention systems of support (MTSS) services.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; Ms. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Teachers (and interventionists/support staff) will review ongoing core curriculum assessments and progress monitoring data to determine when adjustments to instruction need to be made, in both small and large group work, Tier 1, Tier 2 and Tier 3 work and when additional resources and/or services may need to be put in motion. Interventionists' attendance rosters, lesson plans and student work will reflect the targeted academic needs of identified students.	Administrators and Instructional Coaches will monitor tutoring sessions and documentation.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Track student progress regularly over time and make adjustments to instruction continuously to meet academic needs. Data trackers, or systems for recording and monitoring student performance and progress, will support data chats with students, parents, teachers and administration.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; Ms. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Data spreadsheets, student profiles, data trackers, Tier 1, Tier 2, Tier 3 student work	Administrators will review data and observe progress when conducting data chats with teachers and conducting virtual classroom walk-throughs.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

In order to increase student engagement in the learning process, teachers and staff will use tools, strategies and practices which research demonstrates increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Establish positive teacher-student relationships, day-to-day.	Administrators, all faculty and staff	Faculty and staff will demonstrate continuous positive interactions and strengthening bonds with students. When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in a community. Caring about students' social and emotional needs Displaying positive attitudes and enthusiasm. Increasing one-on-one time with students. Treating students fairly.	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Embrace collaborative learning. Help students connect with their peers daily, both academically and social-emotionally, through class discussions and group work, including breakout groups in the virtual environment.	All faculty members.	Increased quality and opportunities for collaborative learning = powerful engagement in learning activities. When students work effectively with others, their engagement can be amplified as a result by experiencing a sense of connection to classmates during activities. To make group work more productive, strategies can be implemented to ensure that students know how to communicate and behave in that setting. Fostering individual accountability by assigning different roles, and evaluating both the student and the group performance also support collaborative learning.	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Foster students' sense of competence/growth mindset through day-to-day interactions and activities. While critical for all students, a	Administrators, all faculty and staff	A student's ongoing perception of whether he or she can succeed in a learning activity or challenge. (Can I do this?) Experiencing success in an activity can positively impact subsequent engagement. Learning activities should only be slightly beyond	Administrators will look for evidence of increased engagement and signs of positive student outcomes

	concentrated effort will be made to accomplish this with the Black student subgroup and the Students with Disabilities subgroup, which both fell below the 41% threshold per the Federal Index.		students' current levels of proficiency, have students demonstrate understanding throughout an activity, show peer coping models (i.e. students who struggle but eventually succeed at the activity) and peer mastery models (i.e. students who try and succeed at the activity), and include feedback that helps students to make progress. Evidence of students' healthy sense of competence and growth mindset will need to be especially evident in the Black and Students with Disabilities subgroups, as these groups fell below the 41% threshold per the Federal Index.	as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Design and implement daily learning activities which help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement. (Source: (https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-research-to-increase-engagement-during-remote-learning)	Administrators, all faculty and staff	Students will engage often with course materials, consistently complete assignments and participate in discussions and activities about content (behavioral). Students will feel connected-ness and caring in their class and school community - with their teachers and peers and they will feel valued. (emotional) Students will think about and connect with what they are learning, as evident through their performance and the quality of their interactions with synchronous lessons and discussions (cognitive). These behaviors and responses to the engaging learning activities will especially be sought in the Black and Students with Disabilities subgroups which fell below the 41% threshold per the Federal Index and stand the most to gain.	Administrators will look for evidence of increased engagement and signs of positive student outcomes as they visit virtual classrooms and observe other day-to- day interactions. Digital logs from virtual class walk-throughs will indicate what was observed and what feedback was provided to faculty and staff members.

Secondary Essential Practice

Job-embedded Professional Development

Priority Actions for the Secondary Essential Practice

In order to improve the effectiveness of job-embedded professional development, teachers will be provided with: opportunities for professional development through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; opportunities to meet in professional learning communities of interest, based on needs; ongoing opportunities to engage in collaborative data chats and planning within grade levels or core subject areas to apply knowledge; extended follow-up opportunities and experiences after participating in an initial training, to ensure understanding; continuing feedback and support in the application of newly learned knowledge and skills.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb	Schedule and/or provide opportunities for professional	Dr. Christina Ravelo, Principal;	Professional	The leadership team will visit

1 **End:** Wed, Jun 9	development, as needed, through face-to-face in-person or virtual trainings and live or on-demand webinars; observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher; Content/focus will be needs-based or focused on expanding one's professional repertoire.	Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; Ms. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	development attendance records, agendas, digital presentations, training materials, coaching logs	virtual classrooms to monitor implementation of strategies learned.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Provide bi-monthly opportunities for teachers to meet in professional learning communities of interest, based on need.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	Professional learning communities calendar of scheduled meetings, attendance records	The administration will visit virtual classrooms to conduct walk-throughs which align with the professional learning "look-fors."
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers will have ongoing (weekly) opportunities to engage in collaborative data chats and planning with their grade level teams or core subject area teams to apply knowledge and to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal	Lesson plans, student work products, improved student performance as evident in ongoing assessments	The leadership team will conduct virtual classroom visits/ walk-throughs to observe implementation of lessons developed through collaborative planning and visit collaborative planning sessions.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Provide extended follow-up opportunities and experiences, after participating in an initial training, to ensure understanding while continuing to provide feedback and support to teachers across all content areas, in order to effectively apply newly learned knowledge and skills.	Dr. Christina Ravelo, Principal; Ms. Patricia Horta, Assistant Principal; Ms. Elisa Toledo-Resende, Reading Coach; Ms. Sophia Sanchez, Math Coach; Ms. Iliana Chirino, Science Coach	Coaching logs, meeting agendas where information was shared.	The leadership team will manage and monitor the implementation of these extended forms classroom support.

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).

High quality instruction is being provided through curriculum which is data driven and collaboratively planned.

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.

Targeted interventions are being provided throughout the school day for both MSO and on Site students. Students are carefully vetted and targeted instruction is provided in order to attain student achievement.

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.

Before and after school tutoring is being provided in Reading and Mathematics across grade levels.

Phase V

End of Year Reflection

Input – Feedback – Outcome Analysis

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

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

Phase V Stakeholder Feedback and Reflection

May 3 – June 9, 2021

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

2020-2021 Continuous Improvement Reflection Worksheet

School Culture

May 3 – June 9, 2021

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

School Culture Outcome Statement

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

<table>
<tr><th>Strengths</th><th>Opportunity for Improvement</th></tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</table>

School Culture Prediction

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

2020-2021 Continuous Improvement Reflection Worksheet

Academic Programs

May 3 – June 9, 2021

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

Academic Programs Outcome Statement

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

Strengths   **Opportunity for Improvement**

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

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

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

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

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

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

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

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

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

Academic Programs Prediction

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