MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

2401 Hibiscus Elementary School

Principal (Last Name, First Name)

Vinas, Barbara

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

Brown, Alicia

MTSS Coordinator (Last Name, First Name)

Bryant, Patricia

Demographic Overview

Hibiscus Elementary School has a multi-cultural staff which is reflective of our school population. The variation of cultures among the staff and student body provides opportunities to promote cultural pride as well as respect for cultural differences. The population of Hibiscus Elementary School consists of 85% Black, 12% Hispanic and 2% White. This is primarily utilized with our Cloud9World curriculum, which makes our school unique with students receiving a free book each month. Multi-cultural representation is integrated throughout every aspect of the curriculum. Our school also has multicultural programs and presentations throughout the year in which students and teachers learn through direct and indirect participation. Some of these school-wide programs include: Hispanic Heritage, Black History and Haitian Heritage. We also cultivate strong, trusting relationships between students and teachers that foster academic growth and mutual respect for cultural differences.

Current School Status

a. Provide the School's Mission Statement

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

b. Provide the School's Vision Statement

We provide a world class education for every student.

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.

Hibiscus Elementary School is committed to cultivating and maintaining an environment where students feel safe and respected. Our school consists of a community of 85% of students on free or reduced lunch. With this percentage, our school is provided with Title I funds and resources. Several programs are implemented within our school These programs include 5000 Role Models and Honey Shine. Our Chess Club, funded by Title 1, takes places three times a week after school. Hibiscus Elementary School will continue to build its programs to support an increase in student involvement and achievement.

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

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Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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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** | The 2018-2019 School Climate Survey results (on PowerBi) indicated 57% of students strongly agreed with the statement: "My principal does a good job running the school". The 2019-2020 School Climate Survey results (on PowerBi) indicated 70% of students strongly agreed with the statement: "My principal does a good job running the school". This is a 13 percentage point increase. | The data finding showed that administration focused on the needs of students and structured routines while becoming vigilant throughout the campus. | Student Voice

Collaborative Spaces

Mindfulness |
| | The 2018-2019 School Climate Survey results (on PowerBi) indicated 67% of students strongly agreed with the statement: "My teachers know a lot about the subjects they teach".The 2019-2020 School Climate Survey results (on PowerBi) indicated 73% of students strongly agreed with the statement: "My teachers know a lot about the subjects they teach". This is a 6 percentage point increase. | The data findings indicate students in our school feel motivated to learn when they engage critical thinking and hands-on lessons. Knowing that their teachers are prepared for instruction make them feel that they will be learning something new throughout each lesson. | Effective Use of School and District Support Personnel

Staff-Student Connections

Elective/Academies |
| | The 2018-2019 School Climate Survey results (on PowerBi) indicated 53% of students strongly agreed with the statement: "My teachers make me want to learn". The 2019-2020 School Climate Survey results (on PowerBi) indicated 61% of students strongly greed with the statement: "My teachers make me want to learn". This is an 8 percentage point increase. | The data finding showed that, through the use of school-wide data trackers, students feel their teachers communicating with them daily in reference to their assignments and projects. This motivated students with the feeling of wanting to learn more. | Rewards/Incentives

Elective/Academies

Empower Teachers And Staff |

Essential Practice for Significantly Improved Data Findings (Sustained)

Mindfulness

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	The 2018-2019 School Climate Survey results (on PowerBi) indicated 57% of students strongly agreed with the statement: "My school counselor helps me with school and personal problems". The 2019-2020 School Climate Survey results (on PowerBi) indicated 57% of students strongly greed with the statement: "My school counselor helps me with school and personal problems". This indicates a neutral finding.	We maintained the ability to provide students in grades K-5 with the counseling they needed through the implementation of the Social Emotional Learning Lab (SELL).	Collaborative Spaces Promoting Growth Mindset Student Voice
	The 2018-2019 School Climate Survey results (on PowerBi) indicated 57% of students strongly agreed with the statement: "My teachers let me know how I am doing on my school work". The 2019-2020 School Climate Survey results (on PowerBi) indicated 58% of students strongly greed with the statement: "My teachers let me know how I am doing on my school work". This indicates a neutral finding.	We maintained the ability to provide opportunities for teachers and students to have data chats and weekly progress checks during small group instruction and intervention sessions.	Staff-Student Connections Welcoming Spaces Student Leadership
	The 2018-2019 School Climate Survey results (on PowerBi) indicated 23% of students strongly agreed with the statement: "My school is safe and secure". The 2019-2020 School Climate Survey results (on PowerBi) indicated 22% of students strongly greed with the statement: "My school is safe and secure". This indicates a neutral finding.	We maintained the ability to provide staff that students can comfortably speak to when a situation arises such as our security monitors, support staff and administration.	Consistent Protocols to Maintain a Healthy and Safe School Environment Leadership Visibility and Accessibility Student Voice

Essential Practice for Neutral Data Findings (Secondary)

Student Voice

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	The 2018-2019 School Climate Survey results (on PowerBi) indicated 36% of students	Students in Grades 3- 5 indicate there is a minimal	Digital Citizenship

Data Findings			
Data Findings	strongly agreed with the statement: "I like the choice of classes I have at this school". The 2019-2020 School Climate Survey results (on PowerBi) indicated 36% of students strongly greed with the statement: "I like the choice of classes I have at this school". This is a 10 percentage point decrease.	amount of elective choices to chose from this year. The opportunities for students to participate in additional extra curricular activities did not take place at the start of the academic year.	Elective/Academies Clubs and Extracurricular Programming
	The 2018-2019 School Climate Survey results (on PowerBi) indicated 42% of students strongly disagreed with the statement: "There are many students in my classrooms which affects learning". The 2019-2020 School Climate Survey results (on PowerBi) indicated 34% of students strongly disagreed with the statement: "There are many students in my classrooms which affects learning". This is an 8 percentage point decrease.	There was evidence in a minimal amount of change with the number of students per classroom within selected grade levels. Students may have felt that there were many students within special areas classes.	Collaborative Spaces Staff-Student Connections Welcoming Spaces
	The 2018-2019 School Climate Survey results (on PowerBi) indicated 42% of students strongly agreed with the statement: "Adults at my school help me when I need it". The 2019-2020 School Climate Survey results (on PowerBi) indicated 34% of students strongly agreed with the statement: "Adults at my school help me when I need it". This is an 8 percentage point decrease.	There was evidence in a minimal amount of adults readily available to assist a student. At times students felt that they had to find more than one adult on campus to assist them.	Staff-Student Connections Student Voice Empower Teachers And Staff

Essential Practice for Significantly Decreased Data Findings (Primary)

Staff-Student Connections

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

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 the Academic Programs tab (on PowerBi), the 2018 Science proficiency is 38%, the 2019 Science proficiency is 37%, and the 2020 Predicted proficiency is 42%. This is a 4 percentage point increase over a three year period.	We were able to increase our proficiency in Science by providing additional support to students beyond classroom instruction, as well as, support from the District Science Department.	Effective Curriculum and Resource Utilization Data-Driven Instruction Standards-Aligned Instruction
	According to the 2019 Grade 3 iReady Reading AP2 Diagnostic, 40% of students are academically	We were able to increase the number of students meeting reading proficiency on the iReady	Data-Driven Instruction

Data Rating	Data Findings & Area	Rationale for Selection of Data	Connected Essential Practices
	on grade level (Tier 1), compared to the 2020 Grade 3 Reading AP2 Diagnostic at 60%. This is a 20 percentage point increase.	Diagnostic by providing identified students with reading intervention, targeted differentiated instruction and after school tutoring.	Corrective Feedback for Students Effective Questioning/Response Techniques
	According to the 2019 Grade 1 iReady Reading AP2 Diagnostic, 38% of students are academically on grade level (Tier 1), compared to the 2020 Grade 1 Reading AP2 Diagnostic at 48%. This is a 10 percentage point increase.	The primary grade level met weekly to ensure lessons plans were based on core instruction, as well, as the individual needs of students. The grade-level understands the importance of meeting daily with students for small group instruction.	Checks for Understanding Interactive Learning Environment Collaborative Learning / Structures

Essential Practice for Significantly Improved Data Findings (Sustained)

Effective Curriculum and Resource Utilization

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 the Academic Programs tab (on PowerBi), the 2018 Reading proficiency is 51%, the 2019 Reading proficiency is 51%, and the 2020 Predicted proficiency is 49%. This indicates a neutral change over a three year period.	Proficiency was maintained as teachers continue to align vocabulary strategies to lessons throughout whole group and small group instruction.	Extended Learning Opportunities Data-Driven Decision Making Differentiated Instruction
	According to the 2019 iReady Reading AP2 Diagnostic, 44% of students are academically on grade level (Tier 1), compared to the 2020 Reading AP2 Diagnostic at 43%. This indicates a neutral finding.	Data chats continued with the teachers and administration, as well as teachers with students. Students also maintained an iReady chart to graph their progress across lessons.	Extended Learning Opportunities Effective Curriculum and Resource Utilization Student-Centered Learning
	According to the 2019 Grade 2 iReady AP2 Mathematics Diagnostic, 23% of students are academically on grade level (Tier 1), compared to the 2020 Grade 2 iReady AP2	The primary grades met to discuss topic assessment data and aligned it with the iReady data in order to plan for additional math support for	Collaborative Data Chats

| | Mathematics Diagnostic at 25%. This indicates a neutral finding. | students during Bell work and small group instruction. | Checks for Understanding |
| | | | Corrective Feedback for Students |

Essential Practice for Neutral Data Findings (Secondary)

Differentiated 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?**
Significantly Decreased Data Findings	According to the Academic Programs tab (on PowerBi), the 2018 Math proficiency is 46%, the 2019 Math proficiency is 52%, and the 2020 Predicted proficiency is 42%. This is a 4 percentage point decrease over a three year period.	This shows the need for the continuation of District instructional support during math lessons along with support from administration to ensure the delivery of instruction is aligned to lesson common planning.	Differentiated Instruction Ongoing Progress Monitoring Checks for Understanding
	According to the 2019 iReady Mathematics AP2 Diagnostic, 37% of students are academically on grade level (Tier 1), compared to the 2020 Mathematics AP2 Diagnostic at 30%. This is a 7 percentage point decrease.	This shows the monitoring of students tracking their iReady progress through the use of data charts and teachers providing students with more opportunities to review math topic assessment questions.	Differentiated Instruction Accountable Talk Hands-on Learning
	According to the 2019 Grade 4 iReady Math AP2 Diagnostic, 41% of students are academically on grade level (Tier 1), compared to the 2020 Grade 4 Math AP2 Diagnostic at 19%. This is a 22 percentage point decrease.	This shows that administrative support during math common planning needs to be focused on student data, topic assessments and an alignment to standards.	Synchronous Distance Learning Gradual Release of Responsibilities Model (GRRM) Instructional Support/Coaching

Essential Practice for Significantly Decreased Data Findings (Primary)

Ongoing Progress Monitoring

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.

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

Sustained Essential Practice

Mindfulness

Primary Essential Practice

Staff-Student Connections

Secondary Essential Practice

Student Voice

<p style="text-align:center; color:blue">ACADEMIC PROGRAMS</p>

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Primary Essential Practice

Ongoing Progress Monitoring

Secondary Essential Practice

Differentiated Instruction

<p style="text-align:center">PART TWO</p>

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 all identified setting high expectations for all learners as a collective strength.

As evidenced by:

Our School Leadership Team is committed to student growth and achievement as high expectations are set for all learners. The leadership team works in communicating and collaborating with all stakeholders in order to ensure that all teachers and staff members are aware of the goals and expectations for themselves and students. Administration meets monthly with the team to provide feedback, provide updates, reflect and discuss progress. Our instructional reading coach meets with selected grade levels and provides instructional support through the Gradual Release Model.

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

Our Primary Essential Practice is Staff-Student Connections. We plan to create more staff-student connections by incorporating monthly opportunities for students to discuss their academic progress with teachers and administration, as well as, provide coaching to students that need the support in meeting their academic goals.

Competency 2: Focusing on Sustainable Results

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

Our School Leadership Team all identified that the use of school-wide data trackers keeps students focused on reaching their goals.

As evidenced by:

The school-wide data trackers are maintained throughout the school year and used as a tool to reflect and discuss growth with administration, teachers and students. Announcements are made daily by administration to remind students and teachers of the importance of tracking data. The administration meets with teachers during common planning to see student trackers and discuss areas that need additional support.

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

Our Primary Essential Practice is Corrective Feedback for students.

Competency 3: Developing Others

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

Our School Leadership Team all identified the support of continuing to build capacity by providing teachers with opportunities to take on leadership assignments.

As evidenced by:

These opportunities are evidenced by administration meeting, planning and delegating with identified teachers to accomplish tasks that will build on staff and student moral, as well as, building a sense of ownership with all stakeholders on campus. Teachers will also take on the role of presenting areas of strengths during professional development sessions.

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

Our Sustained Essential Practice in Mindfulness.

Competency 4: Engages the Team

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

Our School Leadership Team all identified the importance of engaging staff members throughout Faculty Meetings and School-wide events.

As evidenced by:

These opportunities are evidenced by activities taking place through school-wide professional development opportunities, family night engagement events, and after school activities.

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

Our Secondary Essential Practice is Student Voice.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

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

Sustained Essential Practice

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

Secondary and Primary Essential Practices

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

Priority Actions

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

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

SCHOOL CULTURE

Sustained Essential Practice

Mindfulness

Priority Actions for the Sustained Essential Practice

Focus on the needs of students and structured routines while becoming vigilant throughout the campus.

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Foster staff and student connections through deliberate actions that support Social Emotional Learning.

Secondary Essential Practice

Student Voice

Priority Actions to Enhance the Secondary Essential Practice

Provide staff that students can comfortably speak to when a situation arises such as our security monitors, support staff and administration.

ACADEMIC PROGRAMS

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

Ensure the implementation and fidelity of a unified learning platform to be used cross curricular to support standard alignment and student learning outcomes, as well as resources to enrich, remediate, and excel instruction.

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

Through the use of on-going progress monitoring using the unified learning platform ensure students are attending, engaged during instruction, and performing at or above targeted exceptions.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

Through the use of data teachers will develop lessons that are aligned to the student's developmental needs.

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

1. If we successfully implement our sustained practice of Mindfulness, then our school-wide culture will grow in a positive manner with students feeling empowered to take ownership of their achievements and motivated to discuss with teachers when they are struggling. 2. If we successfully implement our primary practice of Staff Connections, all teachers and students alike will feel empowered to continue reaching our school-wide goals in increasing student proficiency in reading and mathematics. 3. If we successfully implement our secondary essential practice of Student Voice all teachers and stakeholders will work collaboratively with a common goal.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

1. If we successfully implement our sustained practice of Effective Curriculum and Resource Utilization , students will be able to receive the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations. 2. If we successfully implement our primary practice of On-Going Progress Monitoring, we will be able to support teachers in successfully planning and implementing strategies throughout the course of lessons, that will enable and empower students to learn and make gains. 3. If we successfully implement our secondary essential practice of Differentiated Instruction, our teachers and administration, alike, will be able to support students and instruction that will be targeted and focused on the needs of students that will increase the number of students meeting proficiency.

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?

8/27/20 8:35 - 8:45 am	Zoom Log-In	School Leadership	Principal, Barbara Viñas Assistant Principal, Alicia Brown
8/27/20 9:00 - 9:30 am	Data and Systems Review	Accountability STEM (Developing)	Principal, Barbara Viñas Assistant Principal, Alicia Brown
8/27/20 9:30 - 10:30	School Improvement Process (Department Break-Out Sessions)	Academic Primary- On-Going Progress Monitoring Secondary - Differentiated Instruction Sustained- Effective Curriculum and Resource Utilization Primary: Staff Connections Secondary: Student Voice Sustained: Mindfulness	Synergy Team
8/27/2010:30 -11:30	Department Share Outs	Zoom Break-Out Sessions	Department Heads Ms. Hart, Pre-K Ms. Pemberton, K Ms. Mori, 1st Ms. Appleby, 2nd Ms. Ho-Sang, 3rd Ms. Nisbeth-Hart, 4th Ms. Rogers, 5th
8/27/20 12:30 -12:45	Outcome Statements UTD Individual Planning	Zoom Break-Out Sessions	Principal, Barbara Viñas Assistant Principal, Alicia Brown
8/27/20 12:45 -1:45 1:45 -1:55 1:45 -3:05	Outcome Statements UTD Individual Planning	Zoom Break-Out Sessions	Principal, Barbara Viñas Assistant Principal, Alicia Brown

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Phase II

Action Planning

Consensus – Define – Implement

</div>

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

1. If we successfully implement our sustained practice of Mindfulness, then our school-wide culture will grow in a positive manner with students feeling empowered to take ownership of their achievements and motivated to discuss with teachers when they are struggling. 2. If we successfully implement our primary practice of Staff Connections, all teachers and students alike will feel empowered to continue reaching our school-wide goals in increasing student proficiency in reading and mathematics. 3. If we successfully implement our secondary essential practice of Student Voice all teachers and stakeholders will work collaboratively with a common goal.

Sustained Essential Practice

Mindfulness

Priority Actions for the Sustained Essential Practice

Focus on the needs of students and structured routines while becoming vigilant throughout the campus.

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	Administration will create a virtual SELL for all grade - levels to collaborate, share resources, and plan effective lessons supporting Values Matter and Cloud Nine.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	As a result of this implementation, we should see reduced behavioral incidents and increased tolerance among	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor will see a decrease in student referrals.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
			peer collaboration.	
Start: Mon, Aug 31 **End:** Fri, Oct 16	The Guidance Counselor will have virtual sessions in order to provide opportunities for students to collaborate in the Social Emotional Learning Lab (SELL)	Patricia Bryant, School Counselor	As a result of this implementation, we should see more students feelings comfortable in expressing their emotions in a safe space.	Patricia Bryant, School Counselor bi-weekly to discuss student progress.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Administration will implement an"Open Door Policy" which students feel comfortable to express concerns and achievements that will support a safe learning environment. through a video conferencing platform.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	As a result of this implementation, we should see an improvement in student behavior.	Barbara Vinas, Principal Alicia Brown, Assistant Principal will log and monitor when students ask for support from administration.
Start: Mon, Aug 31 **End:** Fri, Oct 16	The Guidance Counselor will begin the implementation of Cloud9World Let's Learn About Emotions with KIWI in a safe virtual conferencing platform.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	As a result of this implementation, we should see more primary students expressing their emotions in the safe space.	Barbara Vinas, Principal Alicia Brown, Assistant Principal will conduct weekly walk through's of the implemenation safe space within the classrooms. Patricia Bryant, School Counselor bi-weekly to discuss student progress.

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Foster staff and student connections through deliberate actions that support Social Emotional Learning.

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	Using a video conferencing platform teachers will take their class to collaborate	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia	Foster staff and student connections through SELL to build up postive relationships.	Patricia Bryant, School Counselor bi-weekly based on teacher referrals.

	activities that supporting SEL.	Bryant, School Counselor		
Start: Mon, Aug 31 **End:** Fri, Oct 16	Teachers will conference with their students to build upon SEL activities within the class that promotes positive behaviors.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	Foster staff and student connections through SELL to build up postive relationships.	Patricia Bryant, School Counselor bi-weekly SEL lessons implemented.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Implement Values Matter Miami to promote and foster positive core values.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	Participate in the monthly Values Matter Core Practicies.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor as evidence by a decrease in student referral.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Showcase students doing the right thing through Social Media and school announcements.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	Showcase two students in each grade level that exemplifies positive behavior aligned to Values Matter and Cloud Nine	Patricia Bryant, School Counselor monthly by a decresae in student referral.

Secondary Essential Practice

Student Voice

Priority Actions for the Secondary Essential Practice

Provide staff that students can comfortably speak to when a situation arises such as our security monitors, support staff and administration.

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	Develop a framework for a school-wide creed focused on increasing student self-confidence that includes who we are, what we want to accomplish and where we're going (long-term).	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	School creed.	Barbara Vinas, Principal Alicia Brown, Assistant Principal by student observation.
Start: Mon, Aug 31	Start a campaign through EESAC, and open house to gather input from students and	Barbara Vinas, Principal Alicia Brown,	EESAC agenda outlining school creed campaign	Barbara Vinas, Principal Alicia Brown, Assistant

		Assistant Principal		Principal by school wide implementation of adopted creed.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Meet with SEL team to discuss feedback gathered, develop, and finalize creed focused on on building self-confidence.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	SEL Collaborated Lessons and Activites.	Barbara Vinas, Principal Alicia Brown, Assistant Principal as evidenced by informal walkthoughs of observed SEL lessons.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Present the final creed to all stakeholders and include into the start of each instructional block.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Patricia Bryant, School Counselor	Students will begin each day with a pledge to recite in order to build school commitment and connections.	Barbara Vinas, Principal Alicia Brown, Assistant Principal as evidenced by informal walkthoughs of observed SEL lessons.

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

Academic Programs Outcome Statement

1. If we successfully implement our sustained practice of Effective Curriculum and Resource Utilization , students will be able to receive the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations. 2. If we successfully implement our primary practice of On-Going Progress Monitoring, we will be able to support teachers in successfully planning and implementing strategies throughout the course of lessons, that will enable and empower students to learn and make gains. 3. If we successfully implement our secondary essential practice of Differentiated Instruction, our teachers and administration, alike, will be able to support students and instruction that will be targeted and focused on the needs of students that will increase the number of students meeting proficiency.

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

Ensure the implementation and fidelity of a unified learning platform to be used cross curricular to support standard alignment and student learning outcomes, as well as resources to enrich, remediate, and excel instruction.

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	Instructional Coaches meet during scheduled Common	Barbara Vinas,	As a result of collaborative planning, there should be an	The administration

Implementation Date(s)		Person(s) Responsible	Expected Evidence	Monitoring
End: Fri, Oct 16	Planning for ELA and Math	Principal Alicia Brown, Assistant Principal	observable commonality in teachers' lessons with regards to content. materials, strategies and rigor in student work samples across the board.	will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Aug 31 **End:** Fri, Oct 16	Based on the Innovationa Instructiona Programs teachers will provide their student's data to ensure Differentiated Instruction when developing lessons and resouces being used.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	The student data will be used to create appropriate lessons and identify differentiated instructional groups using Innovative Instructional Programs' resources. Hence, student's academic needs will be met.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Aug 31 **End:** Fri, Oct 16	Conduct informal walk-throughs to ensure planned lessons are being implemented and aligned to the Framework of Effective Instruction.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place.	The administration Lesson Plans Informal Walk-throughs
Start: Mon, Aug 31 **End:** Fri, Oct 16	Conduct teacher and student data chats on iReady administered assessments.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	At the close of any assessment, administration will conduct teacher data chats to progress monitor students mastery. Teachers will conduct student data chats upon the close of any administered assessment to build student ownership of learning.	The administration will manage the Assessment Data results.

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

Through the use of on-going progress monitoring using the unified learning platform ensure students are attending, engaged during instruction, and performing at or above targeted exceptions.

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	Monitor the use the innovative instructional platform for student engagement and learning.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Weekly data reports will serve as snap shot of what was the student has mastered and provide feedback to the teachers and any further follow-up that may take place	The administration will review assessment data and completed lessons plans.
Start: Mon, Aug 31	Monitor the use of iReady data to ensure studnets are	Barbara Vinas,	Weekly data reports will serve as snap shot of what was the student	The administration

End: Fri, Oct 16	moving through the tiers with adequate growth.	Principal Alicia Brown, Assistant Principal	has mastered and provide feedback to the teachers and any further follow-up that may take place	will review assessment data and completed lessons plans.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Using a unified innovative instructional platform ensure students are meeting their targeted goal of completing lessons and assignments.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Weekly data reports will serve as snap shot of what was the student has mastered and provide feedback to the teachers and any further follow-up that may take place	The administration will review assessment data and completed lessons plans.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Using a unified innovative instructional platform ensure synchronous lessons are taking place to meet the students instructional needs.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Weekly data reports will serve as snap shot of what was the student has mastered and provide feedback to the teachers and any further follow-up that may take place	The administration will review assessment data and completed lessons plans.

ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

If you have met expectations with all subgroup(s) input n/a in the next two fields.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

n/a

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

n/a

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

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Through the use of data teachers will develop lessons that are aligned to the student's developmental needs.

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 weekly common planning, teachers will utilize their iReady Data to aligned iReady Toolboxresources, to implement during differentiated instruction.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Lesson plans exhibiting use of data aligned resources.	The Administrative team will conduct weekly walkthroughs and provide feedback:
Start: Mon, Aug 31 **End:** Fri, Oct 16	Teachers will use breakout rooms on the video conferencing Platform to facilitate virtual differentiated instruction.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Differentiated instruction lessons, groupings and materials will be evident	The Administrative team will conduct weekly walkthroughs and provide feedback:
Start: Mon, Aug 31 **End:** Fri, Oct 16	Teachers will use data from informal assessments to conduct whole group differentiated lessons.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Differentiated whole group lessons based on individual class data and lesson plans that reflect the lessons.	The Administrative team will conduct weekly walkthroughs and provide feedback:
Start: Mon, Aug 31 **End:** Fri, Oct 16	Weekly walkthroughs will be conducted to observe explicit instruction at the Teacher Led Center (TLC) with the use of identified resources for each content area during DI	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Differentiated Instruction groupings, lesson plans, and identified resources for each content area will be available in DI folders and at the Visitor's Station.	The Administrative team will conduct weekly walkthroughs and provide feedback.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

1. If we successfully implement our sustained practice of Mindfulness, then our school-wide culture will grow in a positive manner with students feeling empowered to take ownership of their achievements and motivated to discuss with teachers when they are struggling. 2. If we successfully implement our primary practice of Staff Connections, all teachers and students alike will feel empowered to continue reaching our school-wide goals in increasing student proficiency in reading and mathematics. 3. If we successfully implement our secondary essential practice of Student Voice all teachers and stakeholders will work collaboratively with a common goal.

Sustained Essential Practice

Mindfulness

Priority Actions for the Sustained Essential Practice

Focus on the needs of students and structured routines while becoming vigilant throughout the campus.

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 in grades PreK-2 with a training on the implementation of brain breaks.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide teachers in grades 3-5 with a training on the implementation of brain breaks.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will infuse frequent brain-breaks throughout their Instructional Framework.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans. As a result of this implementation, we should see an improvement in student behavior and engagement.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Based on informal walk-throughs evidence of frequent brain-breaks will be visible.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans. As a result of this implementation, we should see an improvement in student behavior and engagement.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Foster staff and student connections through deliberate actions that support Social Emotional Learning.

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 in grades PreK-2 with a training on Self-Awareness in order to identify realistic strengths and challenges among learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide teachers in grades 3-5 with a training on Self-Awareness in order to identify realistic strengths and challenges among learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will develop lessons that are aligned to the learners strengths in order to close the achievement gap.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners. Teacher will develop activities that encompass the various learning styles.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Based on informal walk-throughs evidence of various strategies aligned to learners strengths.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners. Teacher will develop activities that encompass the various learning styles.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

Secondary Essential Practice

Student Voice

Priority Actions for the Secondary Essential Practice

Provide staff that students can comfortably speak to when a situation arises such as our security monitors, support staff and administration.

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 in grades PreK-2 with a training on Social Awareness and how learners can practice reflective listening.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores students taking the initiative to practice listening. expressing their emotions in the safe space	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide teachers in grades 3-5 with a training on Social Awareness and how learners can practice reflective listening.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores students taking the initiative to practice listening.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will identify opportunities to promote active listening through text and face-to face interactions in order to develop Student Voice.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores teachers implementing active listening through student collaborative	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

			conversations and positive feedback.	
Start: Mon, Nov 2 **End:** Fri, Dec 18	Based on informal walk-throughs, evidence of active listening through collaborative conversations will be observed .	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores teachers implementing active listening through student collaborative conversations and positive feedback.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

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

Academic Programs Outcome Statement

1. If we successfully implement our sustained practice of Effective Curriculum and Resource Utilization , students will be able to receive the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations. 2. If we successfully implement our primary practice of On-Going Progress Monitoring, we will be able to support teachers in successfully planning and implementing strategies throughout the course of lessons, that will enable and empower students to learn and make gains. 3. If we successfully implement our secondary essential practice of Differentiated Instruction, our teachers and administration, alike, will be able to support students and instruction that will be targeted and focused on the needs of students that will increase the number of students meeting proficiency.

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

Ensure the implementation and fidelity of a unified learning platform to be used cross curricular to support standard alignment and student learning outcomes, as well as resources to enrich, remediate, and excel instruction.

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 PD to instructional staff on 11-12-2020 of resources to support instruction in grades K-2	Sheneka Brown, Reading Coach Sieta Rogers, 5th Grade Department Head Verona Nesbith-Hart, Gifted Teacher Nicola Thompson, 3rd Grade Reading Teacher	As a result of collaborative planning, there should be an observable commonality in teachers' lessons with regards to content. materials, strategies and rigor in student work samples across the board.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Nov 2	Provide PD to instructional staff on 11-13-2020 of resources to	Sheneka Brown, Reading Coach Sieta Rogers, 5th Grade Department Head	As a result of collaborative planning, there should be an observable commonality in teachers' lessons with	The administration will monitor Lesson Plans

End: Fri, Dec 18	support instruction in grades 3-5	Verona Nesbith-Hart, Gifted Teacher Nicola Thompson, 3rd Grade Reading Teacher	regards to content. materials, strategies and rigor in student work samples across the board.	Informal Walk-throughs
Start: Mon, Nov 2 **End:** Fri, Dec 18	Reading Coach to provide support in the area of Instructional Planning in order to align Effective Curriculum Resources for teachers in Grades K-5	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Nov 2 **End:** Fri, Dec 18	Based on the Framework for Effective Instruction align weekly walkthroughs to observe Effective Curriculum Resources being used to remediate, enrich, and reteach curriculum standards.	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal Walk-throughs

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

Through the use of on-going progress monitoring using the unified learning platform ensure students are attending, engaged during instruction, and performing at or above targeted exceptions.

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 a in-house PD on 11-12-2020 for teachers in grades K-2 on how to access data from various data sets available to them.	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly data reports will serve as snap shot of what the student has mastered and provide feedback to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide a in-house PD on 11-13-2020 for teachers in grades 3-5 on how to access data from various data sets available to them.	Barbara Viñas, Principal Alicia Brown,	Weekly data reports will serve as snap shot of what the student has mastered and provide feedback to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal

		Assistant Principal Sheneka Brown, Reading Coach		Walk-throughs
Start: Mon, Nov 2 **End:** Fri, Dec 18	Reading Coach will provide support in the area of On-Going Progress Monitoring to ensure students in grades K-5 are academically closing the achievement gap based on District sponsored assessments.	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly data reports will serve as snap shot of what the student has mastered and provide feedback to the teachers and any further follow-up that may take place. Reading Coach to provide support during the Instructional Planning to ensure lessons are aligned to support student data trends for remediation, enrichment and re-teaching.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Nov 2 **End:** Fri, Dec 18	Based on the Framework for Effective Instruction align weekly walkthroughs will be conducted to observe explicit instruction at the Teacher Led Center/ Break Out Sessions with the use of identified resources for each content area during DI.	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly data reports will serve as snap shot of what was the student has mastered and provide feedback to the teachers and any further follow-up that may take place. Progress Monitor through the use of Data-Chats	The administration will monitor Lesson Plans Informal Walk-throughs Power-Bi Data

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Through the use of data teachers will develop lessons that are aligned to the student's developmental needs.

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	Identify L35 Students and T2 students in grades K-2 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions before	Barbara Vinas, Principal Alicia Brown, Assistant Principal Sheneka Brown,	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons, groupings and materials will be evident	The administration will monitor Lesson Plans Informal Walk-throughs

after-school, and Saturday School.	Reading Coach		
Start: Mon, Nov 2 **End:** Fri, Dec 18	Identify L35 Students and T2 students in grades 3-5 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions before, after-school, and Saturday School.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons, groupings and materials will be evident	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Nov 2	Have participating teachers interested in providing interventions support through the (GEER) attend PD provided on Tuesday, November 3rd.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Teaches will have an understanding on how to provide meaningful, systematic, and targeted interventions based on the student's developmental needs by attending District Sponsored PD.	The administration will progress-monitoring data sets and provide meaningful feedback in order to align data to interventions needs.
	Progress Monitor data through various data sources (Power-Bi, iReady, Topic Assessment, and teacher made assessments in order to conduct Data - Chats with both teachers and students.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Differentiated Instruction groupings, lesson plans, and identified resources for each content area will be available in DI folders and at the Visitor's Station. Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place. Data- Chats for both teachers and students based on the Progress-Monitoring Data.	The administration will monitor Lesson Plans Informal Walk-throughs

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).

Identify L35 Students and T2 students in grades K-5 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions before after-school, and Saturday School.

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.

Identify L35 Students and T2 students in grades K-5 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions during specials. Instruction will be specific and systematic to student's

developmental needs through the use of online resources and high effect strategies.

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.

Identify L35 Students and T2 students in grades K-5 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions during specials. Instruction will be specific and systematic to student's developmental needs through the use of online resources and high effect strategies.

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 SLT Team met to discuss and disseminate the data provided on the Mid-Year data Map for School Culture and Academic Programs. The team focused on the data as it relates to School Culture and the Academic Programs. The team then shared and discussed areas of strength, as well as, areas in need of growth.

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 most encouraging data indicated that students have a sense of belongingness at the school and that their teachers hold high expectations of learning through fun and engaging lessons while in an environment of inclusivity and mindfulness. Out of 36 teachers completing the staff survey, 94% of staff members strongly agree that high expectations are set forth by the leadership team. The most concerning data indicated a lack of encouragement and motivation for student ownership. Out of 36 teachers completing the staff survey, 75% indicated a decline in peer collaboration and common planning and as a result 78% indicated a need of instructional strategies that yield high effect student outcomes.

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.

When disseminating iReady data and looking closely at the 2019 AP2 Reading Diagnostic 43% of students were Tier 1 compared to the 2020 AP2 Reading Diagnostic were 51% of students are on Tier1. This is a 8percentage point increase from the 2019-2020 school year. In relation to the 2019 iReady AP Math Diagnostic 30% of students were Tier 1 compared to 2020 AP1 Math Diagnostic were % of students are on Tier 1. This is percentage point increase from the 2019-2020 school year. Overall iReady data findings that are most concerning for the 2020-2021 academic school year based on Reading AP 2 less than 50% of my Tier 1 students in Grades 4 and 5 are proficient in Reading.

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

Evident patterns overall in Reading based on iReady Domains are vocabulary and both literature and informational text. Based on the patterns presented, strategic lessons using iReady Toolbox during Differentiated Instruction.

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?

Patterns evident in Loss of Learning for Tier 2 and Tier 3 students indicate iReady Domains in Phonics, Vocabulary, and overall comprehension.

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

Patterns evident in Loss of Learning for Tier 2 and Tier 3 students with extended learning opportunities indicate students made gains from iReady AP 1 to iReady AP 2.

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.

As indicated in the Mid-Year Data Map our school demonstrated a minimal percentage of students receiving referrals within the primary and intermediate grades. This outcome is a reflection of the Implementation Steps incorporated in Quarter 1 and 2 of the School Improvement Process. These steps included recognizing student achievement, providing incentives, and opportunities for students to participate in the Social Emotional Learning activities.

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.

When comparing school year attendance data, student attendance for 1-10 absences increased by 26% compared to last school year and students absent 0 decreased by 12 percentage points. This data finding affects learning gains and demonstrates a need to continuously implement a monitoring system with fidelity that incorporates all stakeholders.

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.

The following actions contributed to significant academic data achievements: monitoring of i-Ready progress, analyzing data on bi-weekly/topic assessments, conduction of teacher/student data chats and data chats with administration, as well as, interventions being conducted daily with the interventionists.

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.

Data findings that were below district results for District Assessment (Math and ELA) indicates a need to monitor time and resources for the teacher-led center during differentiated instruction, as well as, the use of students tracking their own data in reading and mathematics.

3. As a result of the data review, will you be changing your school grade goals?

No

If yes, what school grade goals need to be revised and why?

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

School Leadership Core Competencies

Competency 1: Commitment to Students

Our Primary Essential Practice is Staff-Student Connections. We plan to create more staff-student connections by incorporating monthly opportunities for students to discuss their academic progress with teachers and administration, as well as, provide coaching to students that need the support in meeting their academic goals.

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

The School Leadership Team identified the lowest 45% based on i-Ready data and provided those students with intervention, school tutoring, and Saturday school tutoring. In addition, the SLT will monitor student progress and revisit the MTSS/RtI process as needed. Moreover, the SLT will continue to implement the use of Student Data Trackers to support student understanding of academic progress. Staff members will also conduct ongoing student data chats, and revise intervention/DI groups as evidenced through lesson plans, instructional grouping profile report, i-Ready growth monitoring reports and Performance Matters data. Areas of improvement include close monitoring of after school and Saturday School tutoring students to ensure learning gains.

Competency 2: Focusing on Sustainable Results

Our Primary Essential Practice is Corrective Feedback for students.

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 SLT developed a school wide student data trackers for students to practice tracking their own progress and support the growth of students taking ownership of their achievements, as well as, areas for growth. As a result, teachers and students understand the growth that is needed to achieve success, as well as, parents during parent-teacher conferences. Areas of improvement include students being able to discuss their progress and learn how to achieve goals.

Competency 3: Developing Others

Our Sustained Essential Practice in Mindfulness.

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 SLT Team will continue to focus on the needs of students through structured routines that promotes a growth mindset towards mindfulness through SEL.

Competency 4: Engages the Team

Our Secondary Essential Practice is Student Voice.

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

The SLT Team will continue to focus on the needs of students through structured routines that promotes a growth mindset towards student voice through SEL.

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 the next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders via EESAC, Leadership Team, and all members during Faculty Meetings.

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

School Culture Outcome Statement

1. If we successfully implement our sustained practice of Mindfulness, then our school-wide culture will grow in a positive manner with students feeling empowered to take ownership of their achievements and motivated to discuss with teachers when they are struggling. 2. If we successfully implement our primary practice of Staff Connections, all teachers and students alike will feel empowered to continue reaching our school-wide goals in increasing student proficiency in reading and mathematics. 3. If we successfully implement our secondary essential practice of Student Voice all teachers and stakeholders will work collaboratively with a common goal.

Sustained Essential Practice

Mindfulness

Priority Actions for the Sustained Essential Practice

Focus on the needs of students and structured routines while becoming vigilant throughout the campus.

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	Provide teachers in grades PreK-2 with a training on the implementation of brain breaks.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 **End:** Wed, Jun 9	Provide teachers in grades 3-5 with a training on the implementation of brain breaks.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers will infuse frequent brain-breaks throughout their Instructional Framework.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans. As a result of this implementation, we should see an improvement in student behavior and engagement.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 **End:** Wed, Jun 9	Based on informal walk-throughs evidence of frequent brain-breaks will be visible	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Frequent Breaks embedded during the Instructional Framework and identified in the lesson plans. As a result of this implementation, we should see an improvement in student behavior and engagement.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Foster staff and student connections through deliberate actions that support Social Emotional Learning.

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	Provide teachers in grades PreK-2 with a training on Self-Awareness in order to identify realistic strengths and challenges among learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 End: Wed, Jun 9	Provide teachers in grades 3-5 with a training on Self-Awareness in order to identify realistic strengths and challenges among learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will develop lessons that are aligned to the learners strengths in order to close the achievement gap.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners. Teacher will develop activities that encompass the various learning styles.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 End: Wed, Jun 9	Based on informal walk-throughs evidence of various strategies aligned to learners strengths.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	Lessons will be developed based on Knowledge of Learners. Teacher will develop activities that encompass the various learning styles.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

Secondary Essential Practice

Student Voice

Priority Actions for the Secondary Essential Practice

Provide staff that students can comfortably speak to when a situation arises such as our security monitors, support staff and administration.

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	Provide teachers in grades PreK-2 with a training on Social Awareness and how learners can practice reflective listening.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores students taking the initiative to practice listening. expressing their emotions in the safe space	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 End: Wed, Jun 9	Provide teachers in grades 3-5 with a training on Social Awareness and how learners can practice reflective listening.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores students taking the initiative to practice listening.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers will identify opportunities to promote active listening through text and face-to face interactions in order to develop Student Voice.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores teachers implementing active listening through student collaborative conversations and positive feedback.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor
Start: Mon, Feb 1 **End:** Sun, May 9	Based on informal walk-throughs, evidence of active listening through collaborative conversations will be observed .	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor	As a result of this implementation, we should see mores teachers implementing active listening through student collaborative conversations and positive feedback.	Barbara Viñas, Prinicpal Alicia Brown, Assistant Principal Patrica Bryant, School Counselor

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

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Academic Programs Outcome Statement

1. If we successfully implement our sustained practice of Effective Curriculum and Resource Utilization , students will be able to receive the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations. 2. If we successfully implement our primary practice of On-Going Progress Monitoring, we will be able to support teachers in successfully planning and implementing strategies throughout the course of lessons, that will enable and empower students to learn and make gains. 3. If we successfully implement our secondary essential practice of Differentiated Instruction, our teachers and administration, alike, will be able to support students and instruction that will be targeted and focused on the needs of students that will increase the number of students meeting proficiency.

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

Ensure the implementation and fidelity of a unified learning platform to be used cross curricular to support standard alignment and student learning outcomes, as well as resources to enrich, remediate, and excel instruction.

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	Realign resources and provide PD to instructional staff 2-3-2021 of resources to support instruction in grades K-2	Sheneka Brown, Reading Coach Sieta Rogers, 5th Grade Department Head Verona Nesbith-Hart, Gifted Teacher Nicola Thompson, 3rd Grade Reading Teacher	As a result of collaborative planning, there should be an observable commonality in teachers' lessons with regards to content. materials, strategies and rigor in student work samples across the board.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Feb 1	Realign resources and provide PD to	Sheneka Brown, Reading Coach Sieta	As a result of collaborative planning, there should be	The administration

End: Wed, Jun 9	instructional staff 2-3-2021 of resources to support instruction in grades K-2	Rogers, 5th Grade Department Head Verona Nesbith-Hart, Gifted Teacher Nicola Thompson, 3rd Grade Reading Teacher	an observable commonality in teachers' lessons with regards to content. materials, strategies and rigor in student work samples across the board.	will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Reading Coach to provide support in the area of Instructional Planning in order to realign Effective Curriculum Resources for teachers in Grades K-5	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Based on the Framework for Effective Instruction align weekly walkthroughs to observe Effective Curriculum Resources being used to remediate, enrich, and reteach curriculum standards.	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal Walk-throughs

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

Through the use of on-going progress monitoring using the unified learning platform ensure students are attending, engaged during instruction, and performing at or above targeted exceptions.

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	Conduct data chats in grades K-2 with teachers and students based on iReady and Topic Assessments. by 02-03-2021.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly data reports will serve as snap shot of what the student has mastered and provide feedback to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Conduct data chats in grades K-2 with teachers and students based on iReady and Topic	Barbara Vinas, Principal Alicia Brown,	Weekly data reports will serve as snap shot of what the student has mastered and provide feedback to the teachers and any further follow-up that may take place.	The administration will monitor Lesson Plans Informal

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
	Assessments. by 02-04-2021.	Assistant Principal Sheneka Brown, Reading Coach		Walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Reading Coach will provide support in the area of On-Going Progress Monitoring to ensure students in grades K-5 are academically closing the achievement gap based on District sponsored assessments.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Weekly data reports will serve as snap shot of what the student has mastered and provide feedback to the teachers and any further follow-up that may take place. Reading Coach to provide support during the Instructional Planning to ensure lessons are aligned to support student data trends for remediation, enrichment and re-teaching.	The administration will monitor Lesson Plans Informal Walk-through
Start: Mon, Feb 1 **End:** Wed, Jun 9	Based on the Framework for Effective Instruction align weekly walkthroughs will be conducted to observe explicit instruction at the Teacher Led Center/ Break Out Sessions with the use of identified resources for each content area during DI.	Barbara Viñas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Weekly data reports will serve as snap shot of what was the student has mastered and provide feedback to the teachers and any further follow-up that may take place. Progress Monitor through the use of Data-Chats	The administration will monitor Lesson Plans Informal Walk-throughs Power-Bi Data

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Through the use of data teachers will develop lessons that are aligned to the student's developmental needs.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, 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	Based on AP2 revisit L35 Students and T2 students in grades K-2 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions before	Barbara Vinas, Principal Alicia Brown, Assistant Principal Sheneka Brown,	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons, groupings and materials will be evident.	The administration will monitor Lesson Plans Informal Walk-throughs

	after-school, and Saturday School.	Reading Coach		
Start: Mon, Feb 1 **End:** Wed, Jun 9	Based on AP2 L35 Students and T2 students in grades 3-5 in order for teachers to Differentiate Instruction and provide T2 and T3 interventions before, after-school, and Saturday School.	Barbara Vinas, Principal Alicia Brown, Assistant Principal Sheneka Brown, Reading Coach	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons, groupings and materials will be evident.	The administration will monitor Lesson Plans Informal Walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Restructure GEER Interventions and identify T1,T2,T3 to provide instructional support based on AP2 and Topic Assessments.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Teaches will have an understanding on how to provide meaningful, systematic, and targeted interventions based on the student's developmental needs by attending District Sponsored PD.	The administration will progress-monitoring data sets and provide meaningful feedback in order to align data to interventions needs.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Progress Monitor data through various data sources (Power-Bi, iReady, Topic Assessment, and teacher made assessments in order to conduct Data -Chats with both teachers and students.	Barbara Vinas, Principal Alicia Brown, Assistant Principal	Differentiated Instruction groupings, lesson plans, and identified resources for each content area will be available in DI folders and at the Visitor's Station. Weekly walk-through logs will serve as snap shot of what was observed, feedback provided to the teachers and any further follow-up that may take place. Data- Chats for both teachers and students based on the Progress-Monitoring Data.	The administration will monitor Lesson Plans Informal Walk-throughs

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 grade level instruction will be provided to all students through in-class instruction utilizing the McGraw-Hill reading series, i-Ready, and the Go Math series. Teachers will meet with the Reading Coach weekly for collaborative planning to ensure effective instruction for all students. Saturday school and before school instruction is also available to all students.

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

The school will provide more focused, targeted instruction/intervention and supplemental support to Tier 2 and Tier 3 students that are aligned with the core academic curriculum and Wonderwork intervention instruction through the use of two school interventionists. Interventionists will provide Tier 2 and Tier 3 students with more opportunities to be remediated based on students' academic weakness as well as provide students with additional reading time that is above and beyond Tier 1 instruction.

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.

All students will have opportunities to participate in Saturday school from 8:00 am -12:00 pm commencing February 6 to March 15, 2021 as well as before school tutoring from 7:30 am - to 8:15 am Monday through Friday.

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

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

1. If we successfully implement our sustained practice of Mindfulness, then our school-wide culture will grow in a positive manner with students feeling empowered to take ownership of their achievements and motivated to discuss with teachers when they are struggling. 2. If we successfully implement our primary practice of Staff Connections, all teachers and students alike will feel empowered to continue reaching our school-wide goals in increasing student proficiency in reading and mathematics. 3. If we successfully implement our secondary essential practice of Student Voice all teachers and stakeholders will work collaboratively with a common goal.

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?

As a result of implementing Mindfulness our school-wide culture has grown in a positive manner with students feeling empowered to take ownership of their achievements and motivated to discuss with teachers when they are struggling, hence building Staff Connections while developing their Student Voice.

Sustained Essential Practice

Mindfulness

Primary Essential Practice

Staff-Student Connections

Secondary Essential Practice

Student Voice

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.
Students were given the opportunity to go to participate in developing their Student Voice through Cloud9 Curriculum.	Opportunities to create a consistent schedule for the Social Emotional Lab were students, primarily in the primary grades, can meet.
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.

By implementing the practice of Staff and Student Connections teachers and students alike continued to feel empowered to develop r proficiency in reading and mathematics through Best Practices.

Opportunities to consistently maintain and implement Best Practices through a shared collaborative vision in Faculty Meetings and Grade-Level Meetings.

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.

Student Voice is essential to both the social and academic needs of learners, as a result of this; students become taking ownership of their learning and choices they make.

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.

Opportunities to consistently provide students with a platform and strategies through Cloud9 Curriculum to use their voice.

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.

Overall, school culture has shown some improvement. We expect for consistency to improve among all practices. Behavior and conduct is expected to improve as a result of participation in the social emotional learning through Cloud9 practices. If consistency and changes take place based on the opportunities for improvement, then improvement should be shown across all areas.

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

1. If we successfully implement our sustained practice of Effective Curriculum and Resource Utilization , students will be able to receive the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations. 2. If we successfully implement our primary practice of On-Going Progress Monitoring, we will be able to support teachers in successfully planning and implementing strategies throughout the course of lessons, that will enable and empower students to learn and make gains. 3. If we successfully implement our secondary essential practice of Differentiated Instruction, our teachers and administration, alike, will be able to support students and instruction that will be targeted and focused on the needs of students that will increase the number of students meeting proficiency.

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?

As a result of implementing Effective Curriculum and Resource Utilization , students received the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations. On-Going Progress Monitoring, has been able to support teachers in successfully planning and implementing strategies throughout the course of lessons, that will enable and empower students to learn and make gains through Differentiated Instruction.

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Primary Essential Practice

Ongoing Progress Monitoring

Secondary Essential Practice

Differentiated Instruction

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.
The use of Effective Curriculum and Resource Utilization , allowed for the additional support needed in order to enhance critical thinking and make connections that will build students reaching grade level expectations.	Opportunities to share and communicate Best Practices of Effective Curriculum Resources and Utilization consistently to staff through Faculty Meetings and Grade-Level Meetings.
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.
The implementation On-Going Progress Monitoring through both Teacher and Student Data-Chats have supported teaching and learning with high- yield strategies that empower students to learn and make gains.	Opportunities to consistently review data with both teachers and students aligned to the dissemination of data sets (i.e iReady, Topic Assessments, and Bi-Weekly Assessments).
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.
The implementation of Differentiated Instruction supports student's instructional needs.	Opportunities to consistently review data with both teachers and students aligned to the dissemination of data sets (i.e iReady, Topic Assessments, and Bi-Weekly Assessments) and embed focused lessons.

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?

GEER Interventions and pull-out interventions has assisted learners with the loss of learning experienced 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?

In providing students with tutoring services through GEER Interventions and Title I (Pull-Out) attendance has impacted intervention support.

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.

Continuing to implement the practices should lead to improvement in student achievement. However, as a school, we must also take into consideration and mitigate the Loss of Learning through the use of On-Going Progress Monitoring, Differentiated Instruction, and Effective Resources as this will yield in student achievement and build upon teacher capacity.