

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

5061 - Dr. Carlos J. Finlay Elementary School

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

Orth-Sanchez, Marie

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

Octala, Elena

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

Octala, Elena

#### **Demographic Overview**

Established in 2000, Dr. Carlos J. Finlay Elementary is a Title I school located on the Modesto Maidique campus of Florida International University (FIU). The school's current enrollment is 486 students including two Head Start classes and one VPK class. The demographic overview is as follows: Hispanic 95.6 %, White 2.4%, Asian 1.9% Black 0.1%, Free and Reduced Lunch 77.4%, Students with Disability 13.7%, and English Language Learners 40.9%. Dr. Carlos J. Finlay Elementary currently employs 34 highly qualified teachers.

#### **Current School Status**

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

Dr. Carlos J. Finlay Elementary School will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

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

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual / bi-literate, responsible, and productive citizens in a global society.

#### **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.**

Dr. Carlos J. Finlay Elementary is a Title I, Dual Language, and Professional Development School in collaboration with Florida International University (FIU), serving students in Pre-K through 5th grade. In addition, our school services two Head Start classes of three and four year-old students. The school is located adjacent to the city of Sweetwater and on the campus of FIU, serving students from a low to mid socio-economic background. The school's enrollment includes families of staff who work on the FIU campus and neighboring businesses. We are the 3rd ranked Title I school, 5th ranked overall, and ranked number two in mathematics out of all public elementary schools in the District based on the 2018 FSA results. We have a highly qualified staff with 72% earning advanced degrees and ten National Board Certified Teachers. Students at our school take part in a dual language curriculum in Spanish where 60% of the day is taught in English and 40% of the day is taught in Spanish. Students have the opportunity to participate in various innovative programs such as, FIU Junior Scholars, STEAM, Music and the Brain, Edible Gardens Initiative, Fairchild Challenge, and Green Schools Challenge. The students are also able to participate in different clubs and after school activities such as,

Art Club, Exploring Computer Science with code.org, Finlay Singers, Future Educators of America (FEA), Green Team, Robotics Club and SECME. Students have access to our "Skeeter" Science Lab and state of the art computer labs to reinforce skills and connect concepts taught in the classroom through educational software such as i-Ready, Imagine Learning, My ON, Accelerated Reader, Waterford, Brain Pop, and Discovery Learning.

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

yes

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

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

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

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

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

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

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

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

## **Phase I**

### **Data Analysis**

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

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

July 15 - August 14, 2020

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

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

*Phase I will conclude with each school:*

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

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

### **DATA AND SYSTEMS REVIEW**

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

#### *Data and Systems Review*

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

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

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

- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

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

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

## DATA AND SYSTEMS REVIEW ORGANIZER

### SCHOOL CULTURE

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	The 2019-2020 Staff Attendance (Days Absent) Data indicates that in the 10.5 + days absent subgroup, there was a decrease of 21% from the previous school year, going from 28% in 2018-2019 to 7% for 2019-2020.	This data is important because it reflects that our teachers have fewer total absences than the previous year. This insures that students are not missing significant instructional time.	Celebrate Successes
	According to the 2019-2020 School Climate Survey, Students, for the statement, "My school building is clean and in good condition", 53.49% agreed with that statement. This was an increase of 11.19% from the 2018-2019 School Climate Survey in which 42.3% of students agreed with that statement.	This data is important because it reflects the students' desire to attend classes in a school that provides an optimal learning environment.	Consistent Protocols to Maintain a Clean and Welcoming School Environment
	According to the 2019-2020 School Climate Survey, Teachers, for the statement, "I frequently feel overloaded and overwhelmed at my job", the percentage of teachers that disagree or strongly disagree decreased by 13%, from 48% for the 2018-2019 school year to 35% in 2019-2020.	This is significant because it indicates that the teachers are better equipped to manage their work load and classroom responsibilities.	Mindfulness

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

Consistent Protocols to Maintain a Clean and Welcoming School Environment

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<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	When comparing data from PowerBi in all categories for student attendance between the 2018-2019 and 2019-2020 school year, there was a 1% decrease in the four reported categories.	This is important because new incentive strategies for attendance will need to be implemented to increase student attendance.	Attendance Initiatives
	According to the School Climate Survey, Staff Data, there was a 3% increase in the percentage of teachers that strongly agreed with the statement, that "I feel staff morale is high at my school". This represents a increase from 76% during 2018-2019 to 79% for 2019-2020.	This is impactful because if teachers are happy their productivity is increased.	Celebrate Successes
	According to the School Climate Survey, Student Data, there was a 1% increase in the percentage of students that strongly agreed or agreed with the statement, that "Adults in my school help me when I need it". This represents an increase from 94% during 2018-2019 to 95% for 2019-2020.	This is important because students feel appreciated because they are supported by the adults in our building.	Staff-Student Connections

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

Celebrate Successes

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the School Climate Survey, Staff Data, there was a 7% decrease in the percentage of teachers that strongly agreed with the statement, that "Adequate disciplinary measures are used at my school". This represents a drop from 59% during 2018-2019 to 52% for 2019-2020.	This is important because teachers need to feel that the disciplinary actions taken in the classroom are supported by the administration, and will be dealt with appropriately when the student is referred to administration.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the School Climate Survey, Staff Data in 2019-2020, there was a 5% decrease in the percentage of teachers that agreed with the statement, "Students come prepared academically to my class" from 66% in 2018-2019 to 61% for 2019-2020.	This is important because teachers have grade level standards they need to teach students. If students are not prepared for the grade level, teachers have to spend more	Effective Use of School and District Support Personnel

		instructional time on decreasing those academic deficiencies.	
	According to the School Climate Survey, Student Data, 2019-2020, there was an 11% decrease in students that agreed with the statement, "My teachers make me want to learn", from 94% in the 2018-2019 survey to 83% for 2019-2020.	This is important because it indicates that students may not feel motivated to learn using the current teaching strategies and instructional models within the classroom.	Empower Teachers And Staff

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

Effective Use of School and District Support Personnel

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	When analyzing the i-Ready Reading Data for the Vocabulary domain, there was a 10% increase when comparing the 2nd grade students' results in 2018-2019 to the same students' results in 3rd grade during the 2019-2020 school year. This represents an increase from 56% to 66%.	This is important because almost half of our student population are English Learners (EL). This indicates that by the time they have finished 3rd grade this group of students have improved their performance in an academic area in which we historically have shown decreases.	Academic Vocabulary Instruction
	According to the 2019-2020 STEAM Report, there was a 0.16% increase from 2.73 on the 2018-2019 Data to 2.89 in curriculum integration.	This is important because it indicates that the STEAM standards are being integrated in a meaningful way throughout the curriculum.	other STEAM Curriculum Integration
	When analyzing i-Ready Mathematics domain of Numbers and Operations, there was a 24% increase when comparing the results of first graders during the 2018-2019 AP2 results to the same students' results for the 2019-2020 AP2. During the AP2, 2018-2019, 38% of the first graders scored at a Tier 1, whereas for AP2, 2019-2020, demonstrated that 60% of the students scored at a Tier 1.	During the 2019-2020 school year, we continued providing students in the primary grades with math interventions that positively impacted the students' ability to do understand numbers and meanings of operations.	Interventions/RtI

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

Interventions/RtI

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	When comparing the i-Ready Mathematics Overall Placement Data for AP2 in 2018-2019 and 2019-2020, the percent of At-Risk, Tier 3 students remained the same at 4%.	This is important because it shows that the percentage of At-Risk students did not decrease although they were provided with daily Math Interventions in Grades 3-5.	Data-Driven Instruction
	When comparing the i-Ready Reading Overall Placement Data for AP2 in 2018-2019 and 2019-2020, the percent of At-Risk, Tier 3 students increased by 1% from 7% in 2018-2019 to 8% in 2019-2020.	This is important because it shows that the percentage of At-Risk students had a slight, but not significant increase although they were provided with daily Reading Interventions.	Interventions/RtI
	When comparing results in the Vocabulary domain in the i-Ready Reading Overall Placement by Domain Data there was no change between AP2 in 2018-2019 and 2019-2020, the percent of Tier 1 students remained the same at 52%.	This is important because it indicates that the percentage of students performing at grade level remained the same. Strategies may need to be revisited to increase the percentage of students at grade level in vocabulary.	Academic Vocabulary Instruction

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

Data-Driven Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	When comparing Number and Operation results in the i-Ready Mathematics Placement by Domain Data between AP2 in 2018-2019 and 2019-2020, there was an 8% decrease from 62% in 2018-2019 to 54% in 2019-2020.	This finding is important because a solid foundation in Number and Operations is critical for overall mathematics achievement.	Standards-Aligned Instruction
	When analyzing i-Ready Mathematics Overall Placement Data between AP2 in 2018-2019 and 2019-2020, the percent of Tier 1 students	This is important because it indicates that the number of students at grade level has decreased. This suggests that we need to assure that students' academic performance is being	Differentiated Instruction

	decrease by 8%, from 60% in 2018-2019 to 52% in 2019-2020.	monitored and strategies as well as interventions are being offered to target their academic needs.	
	When analyzing i-Ready Reading Placement by Domain data for Comprehension: Informational Text for students in Grade 4, there was a 17% decrease from 69% in 2018-2019 to 52% in 2019-2020.	This is important because it demonstrates a decrease in ELA proficiency in Comprehension: Informational Text. This provides an opportunity to integrate cross-curricular instruction to provide students with additional practice using content area text material within the reading block.	Effective Questioning/Response Techniques

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

Effective Questioning/Response Techniques

**ESSENTIAL PRACTICES REVIEW**

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

Sustained Essential Practice

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

Primary Essential Practice

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

Secondary Essential Practice

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

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

**SCHOOL CULTURE**

**Sustained Essential Practice**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

**Primary Essential Practice**

Effective Use of School and District Support Personnel

### **Secondary Essential Practice**

Celebrate Successes

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Interventions/RtI

### **Primary Essential Practice**

Effective Questioning/Response Techniques

### **Secondary Essential Practice**

Data-Driven Instruction

## **PART TWO**

### **SCHOOL LEADERSHIP CORE COMPETENCIES**

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

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

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

*Commitment to Students includes certain behaviors such as:*

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

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

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

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

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

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

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

*Developing Others includes certain behaviors such as:*

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

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

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

*Engaging the Team includes certain behaviors such as:*

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

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

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

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

The primary commitment of the School Leadership Team and the entire staff is to our students. All stakeholders advocate for students and focus on the whole child through mentoring, greeting students each morning, providing a safe and respectful environment for students to be heard and implementing key academic programs in which students can grow academically and socially .

**As evidenced by:**

Different staff members advocate, mentor, and connect with different students in the school. The "Best Buddies" program allows for staff to be connected with students and serve as mentors. Administration and teachers relentlessly pursue the implementation of what is right for students. Faculty is consistently improving the school's practice of instruction by sharing best practices during faculty meetings, providing in-house Professional Development, conducting before and after school tutoring, implementing the intervention program with fidelity, providing paraprofessional support to the classrooms, insuring compliance of the MTSS process, and frequently communicating with parents.

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

The School Leadership Team will use the Commitment to Students competency in the School Improvement Process to establish action plans that force the entire team to remain consistent in setting and holding all students to high expectations and believing in all of our students' ability to learn regardless of their current circumstances.

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

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

The School Leadership Team's current reality regarding Focusing on Sustainable Results is that we are consistently in the pursuit of measurable results and provide teachers with disaggregated data. At the same time, the SLT encourages teachers to obtain their own student data, through classroom assessments, i-Ready Diagnostics, and informal observations in order to identify particular student's academic needs.

**As evidenced by:**

The School Leadership Team begins Focusing on Sustainable Results as soon as the results of the SAT-10, FSA Assessments, ACCESS 2.0 are available. However, due to Covid-19 and cancellation of standardized testing for the 2019-2020 school year by the State of Florida, we will be focusing our initial data driven decision making on data comparisons of i-Ready, AP2 results between the 2018-2019 and 2019-2020 school years. ACCESS 2.0 scores will be analyzed once they become available. In addition, data available from the District Science Baseline and Mid-Year Assessments will be reviewed, as well as the 2019-2020 STEAM Report for our school. Intervention groups are then developed. Students requiring additional academic instruction in ELA in grades three and four get placed in the Intensive Accelerated classes. Students are identified for before and after school tutoring. Paraprofessionals are assigned to classes to assist with differentiated instruction. Teachers place students in Differentiated Instruction groups according to their academic needs.

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

The School Leadership Team will use Focusing on Sustainable Results competency to pursue opportunities to obtain measurable results. Students' academic progress will be consistently monitored. DI groups are fluid as per student needs and progress. Data Chats with administration will be held consistently to address any concerns in students' academics or behaviors.

## **Competency 3: Developing Others**

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

The School Leadership Team sets positive expectations and selects training to enhance instructional delivery. Also, delegating so teachers may learn from their successes and mistakes. The SLT provides on-going feedback that expresses positive expectations during quarterly Data Chats. Teachers are given opportunities during faculty meetings and professional development days to provide turn-key training and sharing of best practices.

**As evidenced by:**

Professional Development is offered in-house based on the identified needs from our Professional Development Needs Survey and student data. Team building activities are provided to enhance teacher morale and school culture. Teachers have served as presenters of key information during faculty meetings and are involved during professional development presentations to staff.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process to establish action plans that promote professional learning and development. The SLT will ensure that the faculty is offered training to build capacity among staff as well as opportunities to provide turn-key training to others.

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

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

Currently Engages the Team is at a Level 3 competency. School leaders communicate a compelling vision to motivate the group's effort. The faculty is involved in goal setting and meaningful professional development. All stakeholders are included in school communications and invited to our school for various events throughout the year such as Career Day.

**As evidenced by:**

This is evidenced by involving all stakeholders through Monthly PD sessions, grade level meetings, Faculty Meetings EESAC meetings, Leadership Team Meetings, and Grade Level Chair Meetings. Communication is made through flyers, School Messenger messages, emails and personal phone calls.

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

The SLT will use the Engages the Team competency by providing teachers with PD's, Team Building, and timely feedback in order to improve the overall school culture and ultimately improve academic results.

## **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**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

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

Our existing school-wide campaign, "Take Pride in your School," will be monitored and amended to include CDC guidelines.

### **Primary Essential Practice**

Effective Use of School and District Support Personnel

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

School-site reading endorsed personnel will train and monitor support staff on effective practices for successful student interventions.

### **Secondary Essential Practice**

Celebrate Successes

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

Staff will be recognized for their successful classroom practices, collaborative initiatives and leadership roles through our TOP Skeeters staff recognition.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Interventions/RtI

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

Ensure that all students that are required to, or would benefit from interventions are receiving said services with fidelity and that active monitoring of student performance is taking place, especially for those students whose academic proficiency may have been negatively impacted through distance learning.

### **Primary Essential Practice**

Effective Questioning/Response Techniques

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

Through observations during walk-throughs, administration will ensure that higher-order questioning is infused throughout lessons and that reflective feedback is provided by the teacher.

### **Secondary Essential Practice**

Data-Driven Instruction

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

I-Ready data for at-risk, Tier 3 students will be monitored weekly. Students will be provided with on-going small-group remediation and individualized assigned lessons from i-Ready Math.

## **OUTCOME STATEMENTS**

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

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

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

### **SCHOOL CULTURE**

#### **OUTCOME STATEMENT**

##### **School Culture**

If we successfully implement the Primary Essential Practice of Effective Use of School and District Support Personnel in 2020-2021, then our teachers will feel that students will come better prepared academically to their classrooms. If we successfully implement the Secondary Essential Practice of Celebrating Successes in 2020-2021, then staff morale will remain the same or increase. If we successfully implement the Sustained Essential Practice of Maintaining a Clean and Welcoming School Environment in 2020-2021, we will create a clean and safe environment for optimal teaching and learning.

### **ACADEMIC PROGRAMS**

#### **OUTCOME STATEMENT**

##### **Academic Programs**

If we successfully implement the Primary Essential Practice of Effective Questioning and Response Techniques during the 2020-2021 school year, student proficiency will increase in Comprehension: Informational Text for students in grade four. If we successfully implement the Secondary Essential Practice of Data-Driven Instruction during the 2020-2021 school year, the percentage of At-Risk, Tier 3 students will decrease. If we successfully implement the Sustained Essential Practice of Interventions/RtI during the 2020-2021 school year, learning gains in Numbers and Operations will continue to increase for third grade students.

## **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

<b>Opening of School Date</b>	<b>Phase I Topic</b> <i>What topic will be shared?</i>	<b>Process Description</b>  <i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i>	<b>Activity Lead</b>  <i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i>
(08/20/20) AM-PM	<ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
9:00 - 9:30 AM	Theme and Vision for 2020-2021	PowerPoint Presentation and video	Mrs. Orth-Sanchez, Principal
9:30 - 10:30 AM	Synergy Presentation-Taking a Closer look at our SIP	Screen sharing on Zoom of SIP Phase I overview	Synergy Team
10:30 - 11:30 AM	Sustained, Primary, and Secondary Essential Practice Presentation for School Culture Goals	Screen Sharing, Break-out rooms and Zoom Poll of presentation and activities related to implementing the Primary, Secondary, and Sustained Essential Practices within the school.	Bianca Alonso, Synergy Lead Team Member
12:30 - 1:30 PM	Sustained Essential Practice for Academic	Screen sharing of presentation and activities related to implementing the Primary,	Elena Octala, Assistant Principal

	Goals: Interventions/RtI	Secondary, and Sustained Essential Practices within the classroom.	
1:30 - 2:00 PM	Guest Speaker	Use of Zoom Whiteboard and sharing of power point presentation.	Liza Alonzo, Teacher and Lynda Garcia, Teacher
2:00 - 3:00 PM	Guest Speaker	Joe Gebara Video Presentation	Synergy Team

## Phase II

### Action Planning

### Consensus – Define – Implement

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

#### **Phase II Development & Stakeholder Engagement**

***August 17 – August 28, 2020***

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

*Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.*

#### ***Implementation Steps Requirements:***

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

#### **Quarter 1 Implementation**

***August 31 – October 16, 2020***

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*

- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

*During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.*

### **Every Student Succeeds Act (ESSA) Data Incorporation**

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site ([edudata.fldoe.org](http://edudata.fldoe.org)) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

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

### **Quarter 1 Systems Review & Data Reflection**

#### **October 19 – October 30, 2020**

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

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

### **Quarter 2 Implementation**

#### **November 2 – December 18, 2020**

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

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

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

## School Culture Outcome Statement

If we successfully implement the Primary Essential Practice of Effective Use of School and District Support Personnel in 2020-2021, then our teachers will feel that students will come better prepared academically to their classrooms. If we successfully implement the Secondary Essential Practice of Celebrating Successes in 2020-2021, then staff morale will remain the same or increase. If we successfully implement the Sustained Essential Practice of Maintaining a Clean and Welcoming School Environment in 2020-2021, we will create a clean and safe environment for optimal teaching and learning.

### Sustained Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

### Priority Actions for the Sustained Essential Practice

Our existing school-wide campaign, "Take Pride in your School," will be monitored and amended to include CDC guidelines.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students will receive information during their first week of school on our "Take Pride in your School" campaign to maintain a healthy and clean school environment.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Students will take pride in their school by following the "Pick it up, don't pass it up" slogan and follow the "Bathroom Checklist" to do their part to maintain a clean and healthy school environment.	Ms. Orth-Sanchez, Ms. Octala and Mr. Gonzalez will meet monthly to address any cleaning or health concerns.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	CDC Guidelines and District videos will be shared monthly with staff during our faculty meetings to ensure all staff is informed of District expectations.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Faculty meeting agendas, sign-in sheets and videos.	Ms. Orth-Sanchez and Ms. Octala will ensure that staff is aware of and reminded of the CDC guidelines and protocols by addressing staff at meetings.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students will follow all CDC guidelines daily when moving throughout the school and classroom to ensure sanitary measures are taken.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Johanna Matus, Security Staff; Leyla Paiz, Security Staff	Flyers, signs and posters will be posted throughout the school to ensure that expectations for a healthy environment are implemented using CDC guidelines.	Ms. Orth-Sanchez and Ms. Octala will post signage and Ms. Matus and Ms. Paiz will enforce guidelines throughout the building.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The School's Green Team will clean and maintain garden beds monthly following CDC guidelines to	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Gloria Mederos,	Green Team monthly meeting schedule and student sign-in sheets.	Ms. Orth-Sanchez and Mr. Gonzalez will monitor Green Team meeting schedule and

	promote the beautification of our school.	Green Team Sponsor; Lazaro Gonzalez, Head Custodian		observe school grounds to ensure they are maintained.
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### Primary Essential Practice

Effective Use of School and District Support Personnel

### Priority Actions for the Primary Essential Practice

School-site reading endorsed personnel will train and monitor support staff on effective practices for successful student interventions.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Instructional Leadership Team will identify students in quarter one who are eligible for interventions based on the 2nd I-Ready Diagnostic Assessment Data results and academic performance during the previous year to place them in appropriate intervention groups.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	Intervention rosters will be created of identified students in K-5th grades.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison Intervention will create, maintain and revise rosters to ensure accurate placement of students and fluidity of groups.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Reading and Mathematics teachers will create differentiated groups during the first quarter based on the 2019-2020 i-Ready AP2 and 2020-2021 AP1 Diagnostic Assessment Data results to provide targeted small group instruction.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Classroom Teachers	Evidence of differentiated instruction within the classroom, lesson plans and differentiated instruction rosters.	Ms. Orth-Sanchez, Principal, Ms. Del Castillo, Reading Liaison and Interventionists will will utilize the i-Ready Instructional Grouping Reports to create and manage their differentiated instruction targeting skills those skills in which students are more than on year behind.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Administrators will identify personnel to conduct additional interventions targeting students that are in Tier 2 and 3 as per 2019-2020 i-Ready AP2 and 2020-2021 AP1 Diagnostic Assessment Data results in the	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del	Intervention schedules and rosters.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison Intervention will create and maintain intervention rosters.

	first quarter to increase the number of students being able to participate in interventions.	Castillo, Reading Liaison		
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will assess students weekly on the intervention skills to determine if students have attained mastery.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison; Classroom Teachers	Student Assessment and/or Progress Monitoring Reports from i- Ready	Ms. Orth-Sanchez, Principal, Ms. Del Castillo, Reading Liaison and Interventionists will monitor student work samples to provide feedback to the students' ELA and/or Math teachers.

## Secondary Essential Practice

Celebrate Successes

### Priority Actions for the Secondary Essential Practice

Staff will be recognized for their successful classroom practices, collaborative initiatives and leadership roles through our TOP Skeeters staff recognition.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Select teachers will provide turn-key professional development to teachers during faculty meetings and District Professional Development Days during the first quarter to build capacity.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Faculty meeting and Professional Development sign-in sheets and agendas.	Ms. Orth-Sanchez, Principal will review agendas and ensure meetings are attended by staff.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The administrative team and staff will nominate staff to receive the TOP Skeeter award monthly to recognize staff who went above and beyond.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Showcasing of TOP Skeeters during faculty meetings, on the school's website, bulletin board and morning announcements.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will review nominations and determine monthly recipients.
<b>Start:</b> Mon, Aug 31	The administrative team will highlight teachers' best	Marie Orth-Sanchez,	Pictures and social media posts.	Ms. Orth-Sanchez, Principal and Ms.

<b>End:</b> Fri, Oct 16	practices observed during walk-throughs and give celebratory shout-out on social media monthly to highlight teachers.	Principal; Elena Octala, Assistant Principal; Yasmery Hernandez, Social Media Liaison		Octala, Assistant Principal will share pictures with Ms. Hernandez and ensure posting on social media.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Leadership Team members will join the principal for cookies and coffee each month during Leadership Team meetings to appreciate their leadership and guidance throughout the school.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Bianca Alonso, Lead Teacher	Leadership Team meetings, schedule, agenda and sign-in sheets.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will schedule meetings and create agenda. Ms. Alonso will prepare cookies and coffee.

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

**Academic Programs Outcome Statement**

If we successfully implement the Primary Essential Practice of Effective Questioning and Response Techniques during the 2020-2021 school year, student proficiency will increase in Comprehension: Informational Text for students in grade four. If we successfully implement the Secondary Essential Practice of Data-Driven Instruction during the 2020-2021 school year, the percentage of At-Risk, Tier 3 students will decrease. If we successfully implement the Sustained Essential Practice of Interventions/RtI during the 2020-2021 school year, learning gains in Numbers and Operations will continue to increase for third grade students.

**Sustained Essential Practice**

Interventions/RtI

**Priority Actions for the Sustained Essential Practice**

Ensure that all students that are required to, or would benefit from interventions are receiving said services with fidelity and that active monitoring of student performance is taking place, especially for those students whose academic proficiency may have been negatively impacted through distance learning.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Instructional Leadership Team will identify students in quarter one who are eligible for interventions based on the 2019-2020 i-Ready AP2 and 2020-2021 AP1 Diagnostic Assessment	Marie Orth-Sanchez, Principal Elena Octala, Assistant	Intervention rosters will be created of identified students in K-5th grades.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison Intervention will create,

	Data results and academic performance during the previous year to place them in intervention groups accordingly.	Principal, Maria Del Castillo, Reading Liaison		maintain and revise rosters to ensure accurate placement of students and fluidity of groups.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Interventionists will provide students with daily interventions as prescribed to increase student achievement.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison	Student work folders, interactive notebooks, and/or bi-weekly checklists will serve to capture the academic progress of the students receiving interventions.	Ms. Del Castillo, Reading Liaison and Interventionists will monitor student work samples to provide feedback to the students' ELA and/or Math teachers.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Reading Liaison will analyze and review the i-Ready Progress Monitoring Data monthly to determine which students are in need of additional assistance, need to be referred to the RTI process or may be dismissed from interventions.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison	Student i-Ready Progress monitoring Data Reports will demonstrate if students are making adequate academic progress, intervention rosters will show fluidity of the groups and RtI referrals.	Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will analyze i-Ready Progress Monitoring Data Reports to ensure that students receiving appropriate interventions and are making academic progress.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The administrative team will conduct quarterly Data Chats to monitor student academic progress in grades 3-5 and identify students in need of Reading and/or Math interventions to offer students timely assistance.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison	Data Chats agendas and minutes will indicate changes that need to be made to the intervention rosters.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will revise lists of students in intervention groups to ensure every student's needs are met.

### Primary Essential Practice

Effective Questioning/Response Techniques

### Priority Actions for the Primary Essential Practice

Through observations during walk-throughs, administration will ensure that higher-order questioning is infused throughout lessons and that reflective feedback is provided by the teacher.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would	<b>Monitoring</b>  (How and Who?)
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			demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Professional Learning School Team (PLST) will conduct professional Development on Effective Questioning and Response (QAR) Techniques to increase use of this instructional strategy among teachers.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Bianca Alonso, PD Liaison, Alina Diaz, Reading Language Art Gifted Teacher	Attendance rosters	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal, PD sign-in rosters.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will utilize Questioning and Response techniques across curriculum areas to increase the use of students' higher order thinking skills.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will look at teacher lesson plans to identify how QAR strategies are being integrated in lessons.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will conduct grade level meetings weekly to discuss the use of the QAR strategy's progress and effectiveness.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans, Student work samples	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will attend grade level meetings to assess the effectiveness of the QAR strategies being used. Classroom Teachers will evaluate student responses and work samples to monitor student success with the strategy.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will implement changes in strategies as discussed in grade group meetings, and expand effective practices using QAR to maximize strategy effectiveness.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans, Student work samples	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will attend grade level meetings to assess the effectiveness of the QAR strategies being used. Classroom Teachers will continue to evaluate student responses and work samples to monitor whether student are having success with the strategy across curriculum areas .

### 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**

Data-Driven Instruction

**Priority Actions for the Secondary Essential Practice**

I-Ready data for at-risk, Tier 3 students will be monitored weekly. Students will be provided with on-going small-group remediation and individualized assigned lessons from i-Ready Math.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students will be administered the i-Ready AP1 Diagnostic Test September 14 - October 2, 2020 to determine students' achievement levels in Reading and Mathematics.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	I-Ready Diagnostic Report Results for AP1 per grade level and class.	Ms. Orth-Sanchez, Principal, and Ms. Octala, Assistant Principal will monitor the schedule and implementation of the I-Ready AP1 Assessments for Reading and Mathematics. Diagnostic results will be reviewed with teachers and interventionists during data chats.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Reading Liaison will create intervention groups based on the data results from the i-Ready AP1 Diagnostic Test.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison,	Intervention groups rosters and schedules.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal, and Ms. Del Castillo, Reading Liaison will monitor the implementation of the schedule on a weekly basis.
<b>Start:</b> Mon, Aug 31	The administrative team will conduct quarterly Data Chats	Marie Orth-Sanchez,	Data Chats agendas and minutes will	Ms. Orth-Sanchez, Principal, Ms. Octala,

<b>End:</b> Fri, Oct 16	with teachers and interventionists to assure students' individualized instructional needs are met.	Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	indicate changes that need to be made to the intervention rosters.	Assistant Principal and Ms. Del Castillo, Reading Liaison will revise lists of students in intervention groups. Teachers will adjust instructional classroom groupings as needed to meet individual student needs.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Reading Liaison will analyze and review the i-Ready Progress Monitoring Data monthly to determine which students are in need of additional assistance, need to be referred to the RtI process or may be dismissed from interventions to sustain fluid groupings.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	Student i-Ready Progress Monitoring Data Reports will demonstrate if students are making adequate academic progress, intervention rosters will show fluidity of the groups and RtI referrals.	Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will analyze i-Ready Progress Monitoring Data Reports to ensure that students are in Intervention groups and the groups are fluid.

## Parent Family Engagement Plan (PFEP)

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

#### School Culture Outcome Statement

If we successfully implement the Primary Essential Practice of Effective Use of School and District Support Personnel in 2020-2021, then our teachers will feel that students will come better prepared academically to their classrooms. If we successfully implement the Secondary Essential Practice of Celebrating Successes in 2020-2021, then staff morale will remain the same or increase. If we successfully implement the Sustained Essential Practice of Maintaining a Clean and Welcoming School Environment in 2020-2021, we will create a clean and safe environment for optimal teaching and learning.

#### Sustained Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

#### Priority Actions for the Sustained Essential Practice

Our existing school-wide campaign, "Take Pride in your School," will be monitored and amended to include CDC guidelines.

Implementation Date(s)	Implementation Steps	Person(s) Responsible  (First & last name, position)	Expected Evidence  (What evidence would demonstrate the Implementation)	Monitoring  (How and Who?)
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			Step was successfully executed?)	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Students will continue to follow all CDC guidelines daily when moving throughout the school and classroom to ensure sanitary measures are taken.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Johanna Matus, Security Staff; Leyla Paiz, Security Staff	Flyers, signs and posters are posted throughout the school to ensure that expectations for a healthy environment are implemented using CDC guidelines.	Ms. Orth-Sanchez, Ms. Octala, Ms. Matus and Ms. Paiz will enforce CDC guidelines throughout the building.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Selected personnel will be assigned to daily morning duties to welcome and greet students upon arrival.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal, Monica Leganoa, Teacher; Amy Giner, Teacher; Maria Bianca Alonso, Lead Teacher; Gloria Mederos, Teacher; Stella Tariche, Teacher	Selected personnel will be visible in the parent drop-off driveway and main entrance gate to greet students.	Ms. Orth-Sanchez and Ms. Octala will select personnel and assign posts.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Administration will implement the "5 to Thrive" daily practice to encourage and promote proper hygienic practices.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Classroom Teachers; Sonia Padron, Clerical Staff	"5 to Thrive" posters will be displayed in each classroom. A handwashing schedule will be followed at three intervals throughout the day.	Ms. Orth-Sanchez, Ms. Octala, and Ms. Padron will ensure that the handwashing procedure is followed.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Custodial staff will deep clean and disinfect classrooms where a student has been identified as having possible COVID-19 symptoms on an as needed basis.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Lazaro Gonzalez, Head Custodian	A log of affected students and classrooms indicating that the classrooms have been sanitized will be maintained.	Ms. Orth-Sanchez and Ms. Octala will maintain log and dispatch custodial staff to affected classroom.

### Primary Essential Practice

Effective Use of School and District Support Personnel

### Priority Actions for the Primary Essential Practice

School-site reading endorsed personnel will train and monitor support staff on effective practices for successful student interventions.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation)	<b>Monitoring</b>  (How and Who?)
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			Step was successfully executed?)	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	<p>The Instructional Leadership Team and Reading Liaison will use data from the I-Ready Reading Diagnostic to create intervention groups per grade level</p>	<p>Marie Orth-Sanchez, Principal;  Elena Octala, Assistant Principal;  Maria Del Castillo, Reading Liaison</p>	<p>Intervention rosters will be created of identified students in K-5th grades.</p>	<p>Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will create, maintain and revise rosters to ensure accurate placement of students and fluidity of groups.</p>
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	<p>The Reading and Mathematics teachers will use the most recent data obtained from the I-Ready Reading and Mathematics Diagnostic Assessment and continue to provide targeted small group instruction.</p>	<p>Marie Orth-Sanchez, Principal;  Elena Octala, Assistant Principal;  Subject Area Classroom Teachers</p>	<p>Evidence of differentiated instruction within the classroom, lesson plans, and differentiated instruction rosters.</p>	<p>Ms. Orth-Sanchez, Principal, Ms. Del Castillo, Reading Liaison and Interventionists will utilize the i-Ready Instructional Grouping Reports to create and manage their differentiated instruction targeting skills those skills in which students are more than on year behind.</p>
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	<p>Reading, mathematics, and science teachers will analyze data obtained from topic assessments in the Performance Matters Platform, and use the different reports provided to identify standards that the students are at an approaching and progressing level.</p>	<p>Marie Orth-Sanchez, Principal;  Elena Octala, Assistant Principal;  Subject Area Classroom Teachers</p>	<p>Evidence of data from Performance Matters class reports being used to provide differentiated instruction.</p>	<p>Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal will monitor the use of Performance Matters data being used to provide differentiated instruction through grade level data chats.</p>
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	<p>Administration will conduct quarterly Data Chats to discuss and review the interventionists' assignments and student rosters.</p>	<p>Marie Orth-Sanchez, Principal;  Elena Octala, Assistant Principal;  Maria Del Castillo, Reading Liaison</p>	<p>Schedule of Data Chats, sign-in sheets and recommendations will serve as evidence of these meetings.</p>	<p>Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will schedule and conduct Data Chats with grade levels.</p>

## Secondary Essential Practice

Celebrate Successes

## Priority Actions for the Secondary Essential Practice

Staff will be recognized for their successful classroom practices, collaborative initiatives and leadership roles through our TOP Skeeters staff recognition.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The administrative team and staff will continue to nominate staff to receive the TOP Skeeter award monthly to recognize staff who went above and beyond.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Showcasing of TOP Skeeters during faculty meetings, on the school's website, bulletin board and morning announcements.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will review nominations and determine monthly recipients.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The administrative team and staff will nominate teachers to be featured in a "Flying High This Week" Announcement on the Weekly School Bulletin.	Elena Octala, Assistant Principal	Weekly Staff Bulletin will include a section titled, Flying High This Week, in which select teachers will be recognized and mentioned.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will review nominations and determine the teacher(s) that will be included in the weekly announcement.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	During or after classroom walk-throughs, the administration will leave a positive note or send an email highlighting a successful classroom practice they observed.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Notes and emails from administration.	Mrs. Orth-Sanchez, Principal and Mrs. Octala will maintain a log of teachers receiving notes or emails of appreciation.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Leadership Team members will continue to join the principal for cookies and coffee each month during Leadership Team meetings to appreciate their leadership and guidance throughout the school.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Bianca Alonso, Lead Teacher	Leadership Team meetings, schedule, agenda and sign-in sheets.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will schedule meetings and create agenda. Ms. Alonso will prepare cookies and coffee.

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

If we successfully implement the Primary Essential Practice of Effective Questioning and Response Techniques during the 2020-2021 school year, student proficiency will increase in Comprehension: Informational Text for students in grade four. If we successfully implement the Secondary Essential Practice of Data-Driven Instruction during the 2020-2021 school year, the percentage of At-Risk, Tier 3 students will decrease. If we successfully implement the Sustained Essential Practice of Interventions/RtI during the 2020-2021 school year, learning gains in Numbers and Operations will continue to increase for third grade students.

## Sustained Essential Practice

Interventions/RtI

### Priority Actions for the Sustained Essential Practice

Ensure that all students that are required to, or would benefit from interventions are receiving said services with fidelity and that active monitoring of student performance is taking place, especially for those students whose academic proficiency may have been negatively impacted through distance learning.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Identify English Language Learners in grades 3-5 that can participate in before and after school tutorial services.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal; Maria Bianca Alonso, ESOL Compliance Liaison	Parent Letter Invitation Letters and Title III Tutorial Academy Rosters	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal; Maria Bianca Alonso, ESOL Compliance Liaison
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Interventionists will continue to provide students with daily interventions as prescribed to increase student achievement.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison	Student work folders, interactive notebooks, and/or bi-weekly checklists will serve to capture the academic progress of the students receiving interventions.	Ms. Del Castillo, Reading Liaison and Interventionists will monitor student work samples to provide feedback to the students' ELA and/or Math teachers.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Classroom teachers will monitor students' informal and formal assessments weekly to identify students who meet criteria for referral to the RtI process.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison; Maria Escoto,	Referral packets and teacher checklists will serve as evidence of students need for the RtI process.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal, Maria Escoto, School Counselor will monitor and manage the referral process.

		School Counselor; MTSS		
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The administrative team will conduct quarterly Data Chats to monitor student academic progress in grades 3-5 and identify students in need of Reading and/or Math interventions to offer students timely assistance.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal Maria Del Castillo, Reading Liaison	Data Chats agendas and minutes will indicate changes that need to be made to the intervention rosters.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will revise lists of students in intervention groups to ensure every student's needs are met.

### Primary Essential Practice

Effective Questioning/Response Techniques

### Priority Actions for the Primary Essential Practice

Through observations during walk-throughs, administration will ensure that higher-order questioning is infused throughout lessons and that reflective feedback is provided by the teacher.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Subject Area Classroom Teachers will use data from Distractor Analysis and Item Analysis Reports on Performance Matters to create lessons on disseminating distractor questions and correct answers.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal; Maria Bianca Alonso, ESOL Compliance Liaison	Performance Matters Distractor Analysis and Standard Analysis Reports for Reading and Mathematics Topic Assessments and Science Pre-test.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal will look at teacher lesson plans to identify how effective questioning/response is being integrated in lessons.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Using the I Do, We Do, You Do strategy teachers will continue to scaffold Questioning and Response techniques across curriculum areas to increase the	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom	Teacher lesson plans	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will look at teacher lesson plans to identify how QAR strategies are being integrated in lessons.

	use of students' higher order thinking skills.	Teachers K-5		
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	During weekly grade level meetings teachers will review students' use of the QAR strategy and effectiveness in their work samples.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans, Student work samples	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will attend grade level meetings to assess the effectiveness of the QAR strategies being used. Classroom Teachers will evaluate student responses and work samples to monitor student success with the strategy.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	During weekly grade level meetings teachers will identify the QAR strategies that were most effective to maximize student's understanding of text.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans, Student work samples	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will attend grade level meetings to assess the effectiveness of the QAR strategies being used. Classroom Teachers will continue to evaluate student responses and work samples to monitor whether student are having success with the strategy across curriculum areas .

## Secondary Essential Practice

Data-Driven Instruction

### Priority Actions for the Secondary Essential Practice

I-Ready data for at-risk, Tier 3 students will be monitored weekly. Students will be provided with on-going small-group remediation and individualized assigned lessons from i-Ready Math.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The Administrative Team and Mathematics Classroom teachers will analyze the data from the various reports provided on Performance Matters to analyze standards in which students should receive differentiated instruction weekly.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal, Subject Area Classroom Teachers	Performance Matters Standards Analysis Reports and At Risk Report for Reading and Mathematics Topic Assessments and Science Pre-test will assist in weekly analysis of student achievement.	Ms. Orth-Sanchez, Principal, and Ms. Octala, Assistant Principal will monitor the use of Performance Matters Reports schedule during quarterly scheduled data chats.
<b>Start:</b> Mon, Nov 2	The Administrative Team will analyze and review the i-Ready Progress	Marie Orth-Sanchez, Principal;	Progress Monitoring Data Reports, Intervention Rosters,	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms.

<b>End:</b> Fri, Dec 18	Monitoring Data monthly to determine which students are in need of additional assistance, need to continue or be dismissed from interventions to sustain fluid groupings.	Elena Octala, Assistant Principal	and Individual Student Data will assist in the monthly analysis of student achievement.	Del Castillo, Reading Liaison will analyze i-Ready Progress Monitoring Data Reports to ensure that students are in Intervention groups and the groups are fluid.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The administrative team will conduct quarterly Data Chats with teachers and interventionists to assure students' individualized instructional needs are being met.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	Data Chats agendas and minutes will indicate changes that need to be made to the intervention rosters.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will revise lists of students in intervention groups. Teachers will adjust instructional classroom groupings as needed to meet individual student needs.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	During quarterly Data Chats, teachers will present data to recommend students in need of assistance for intervention groupings or the RtI process.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison; Classroom Teachers K-5	Performance Matters Reports, Topic Assessments, i-Ready Data, Weekly Benchmark Assessments and teacher observations will be used to identify students.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will analyze all pertinent student data to determine placement in RtI or intervention groups.

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

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

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

All students in the Schoolhouse or in My School Online (MSO) in grades Kindergarten through 5th grade will receive high quality grade level instruction alongside standards supports and services. Teachers in the Schoolhouse and MSO models are planning engaging and meaningful lessons during collaborative grade level meetings that follow District Pacing Guides. Using formative and assessment data sources, such as I-Ready Reading and Mathematics Diagnostics, Reading, Mathematics, and Science Topic Assessments in Performance Matters, as well as formative assessments provided in instructional materials and teacher-made classroom assessments, teachers identify gaps in learning and focus on the most critical gaps as grade-level content is covered during the school year. This ensures that students receive rigorous instruction through current grade level material while addressing gaps in pre-requisite skills. Strategies include: 1) Following master scheduling guidelines for elementary to properly place students in grade level courses and interventions, 2) Prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly, 3) Ensuring that teachers deliver strong Tier 1 core instruction in either the Schoolhouse or in the MSO environment to ensure equity regardless of modality, 4) Diagnosing students' unfinished learning and providing acceleration support using available data tools, 5) Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide teachers on developing next steps in instruction, and

real-time micro-interventions that prevent further gaps, and 6) Continuously monitor students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary. Walk-throughs are being conducted physically and in on-line classes to ensure fidelity to the strategies outlined above.

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

Using progress monitoring tools inclusive of, but not limited to, early warning systems and decision trees, students are provided with Tier 2/3 interventions and support/services during the school day that are above and beyond Tier 1 instruction. School leaders and teachers will:

1. Identify what students know.
  - A. In i-Ready Reading: 39% of students in grades K-5 scored one level below grade placement. The highest percentage of 60% was found in grade 1 and the lowest percentage of 22% was found in third grade. 14% of students in grades K-5 scored two or more levels below placement. The highest percentage of 25% was found in grade 3 and the lowest percentage of 2% was found in first grade.
  - B. In i-Ready Mathematics 51% of students in grades K-5 scored one level below grade placement. The highest percentage of 57% was found in grade 2 and the lowest percentage of 38% was found in Kindergarten. 12% of students in grades K-5 scored two or more levels below placement. The highest percentage of 28% was found in grade 3 and the lowest percentage of 1% was found in first grade.
2. The Leadership Team and teachers will utilize the ESE Learning Loss Index, ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees to determine the most appropriate intervention plan and tiered instruction for students in order to mitigate learning losses.
3. Targeted, standards-based lessons and computer-assisted learning software such as i-Ready, Reflex Math and Imagine Learning will be used during differentiated, small-group instruction or individualized instruction to provide students with additional target-based learning.
4. Students in Tier 2 and Tier 3 have been identified and placed in daily interventions for Reading. Interventionists have been hired and are scheduled to deliver interventions using the i-Ready Toolkit in Reading and Mathematics to students in grade K-5. Schoolhouse and MSO Tier 2 students are receiving 30 minutes of daily interventions and Tier 3 students are receiving 60 minutes of daily interventions.
5. Assessments such as, but not limited to, Topic Assessments, Weekly Benchmark Assessments, I-Ready Growth Monitoring, informal and formal assessments, will continue to be analyzed and utilized to develop targeted plans of instruction for students in Tier 2 and Tier 3.

**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.**

In order to address academic regression, extended-day tutoring services will be offered. The school has applied for Title III Tutoring Services in order to offer our at-risk ELL students with extended-day learning opportunities. Tutors have been secured and ELL students in grades 3-5 that would benefit and are able to come before school or stay after school have been identified. Students will be notified of this opportunity as soon as the funding is approved. In addition, students will be informed of the availability of free tutoring services through Nova Southeastern University. Selected parents will be encouraged to schedule tutoring appointments for their child.

## **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*

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

## **Access the SIP Dashboard:**

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

## **MID-YEAR DATA REVIEW**

January 4 - January 29, 2021

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

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

The SLT met to analyze various data sources including but not limited to PowerBi reports, i-Ready reports, Performance Matters reports and Attendance reports. Data from the i-Ready diagnostics from AP1 to AP2 were compared and all reports were analyzed across grade levels and core subject areas. These findings were shared with all stakeholders, including but not limited to EESAC, faculty and staff during meetings.

### **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.**

We are encouraged by the findings on the mid-year School Culture Survey where 82% of students agreed or strongly agreed that the school building is kept clean and in good condition compared to 75% of the 2019-2020 results, an increase of 7%. This demonstrates that our custodial staff is working above and beyond to ensure the cleanliness and sanitization of our school following CDC guidelines. In comparison, our School Culture goal of effective use of personnel has been the most concerning due to the inconsistency in staff member attendance because of exposure to COVID-19 and being placed in quarantine. This has affected our intervention groups because of the need to deliver instruction online. In addition, staff has been utilized to provide teacher coverage when substitutes are unavailable thus limiting their time on their assigned responsibilities.

### **3. In relation to your 2021 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

The SLT is encouraged by teachers' growth in analyzing and delivering data-driven instruction as evidenced during Data Chats and classroom walkthroughs. Teachers have used data to assign lessons that target students' deficiencies as indicated on i-Ready diagnostic assessments. The inconsistency of student participation in virtual intervention groups has caused concern to the SLT. These inconsistencies are attributed to the students' lack of attendance while in quarantine due to COVID-19. Students lack motivation and interest in attending virtual interventions. Efforts have been made by teachers and interventionists to increase attendance by having direct communication with parents via phone calls, emails and School Messenger messages.

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

When comparing students' growth from 2019-2020 to 2020-2021 using i-Ready Reading AP2 results, it is evident that the number of students in the Tier 3 level have increased. This increase ranges from three to nine percentage points in grades three through five. Students in grade four have decreased 23% in the Tier 1 category while increasing their percentage in Tier 2 category by 19% and Tier 3 category by 4%. This indicates a shift from Tier 1 to Tiers 2 and 3 with the majority of the change occurring with students who scored in the Tier 2

category. This is significant in the number of students being serviced in interventions and through extended learning opportunities.

**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?**

Tier 2/3 students schoolwide demonstrated progress in i-Ready Reading with Tier 3 students decreasing 4% from 14% in AP1 to 10% in AP2. In addition, Tier 2 students decreased 8% from 39% in AP1 to 31% in AP2. This shift in Tiers is reflected by a 13% increase of Tier 1 students. In addition, students in Tier 2/3 for Mathematics decreased 6% in tier 2 and 6% in tier 3 when comparing i-Ready AP 1 to AP2.

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

Based on data from our i-Ready Instructional Groupings of students participating in extended learning opportunities, we find that students have made minimal to moderate progress from AP1 to AP2 in Reading and Mathematics. Student data continues to be monitored and analyzed for these students to target their identified weaknesses during before and after school tutoring. In addition to i-Ready and classroom assessments, Pretests have been administered in their tutoring sessions as an additional source of data.

## **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.**

The effective implementation of CDC sanitation guidelines including classroom and building disinfection have surpassed our expectations. Our custodial team has worked diligently to address all areas in need of sanitation in a timely manner. This includes high traffic areas such as our cafeteria and communal bathrooms. Custodial staff maintain detailed logs of daily sanitation to ensure all areas are accounted for.

**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.**

Due to various classes and staff being placed under quarantine, we have not been able to utilize all of our staff in the most efficient manner. Staff who have been exposed to students who tested positive for COVID-19 have not been able to fully fulfill their obligations for interventions. The school has had to make alternate arrangements daily to substitute quarantined staff to ensure that students' instruction during interventions is not affected.

### **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.**

Data is consistently and effectively used to drive differentiated instruction to meet the needs of all students, specifically Tier 3 students and those who are high risk. I-Ready usage data is monitored and analyzed weekly by teachers. i-Ready lessons are assigned to target individual weaknesses as identified by AP1 and AP2. In addition, the Item Analysis report provided by Performance Matters for Reading and Mathematics is used by teachers to make instructional decisions.

**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.**

Interventions for students in need of academic support have been negatively impacted due to staff quarantines, distance learning and student attendance. Due to these factors, students have failed to attend interventions with fidelity. Various measures have been taken to ensure that students attend interventions as often as possible. Phone calls and parent communications have been made to engage these students. In addition, interventionists on quarantine have been substituted when allowable and/or groups have been merged together.

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

No

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

N/A

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

## **School Leadership Core Competencies**

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

The School Leadership Team will use the Commitment to Students competency in the School Improvement Process to establish action plans that force the entire team to remain consistent in setting and holding all students to high expectations and believing in all of our students' ability to learn regardless of their current circumstances.

**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 SLT has used the Commitment to Students competency by holding all students to high expectations and making them accountable for their academic success whether online or face-to-face. Students and teachers collaborate to formulate attainable student goals. Students enrolled in My School Online have been more inclined to resist meeting these goals due to a lack of interest and/or failure to attend class and/or tutoring as evidenced by school attendance and tutoring attendance logs.

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

The School Leadership Team will use Focusing on Sustainable Results competency to pursue opportunities to obtain measurable results. Students' academic progress will be consistently monitored. DI groups are fluid as per student needs and progress. Data Chats with administration will be held consistently to address any concerns in students' academics or behaviors.

**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 has used the Focusing on Sustainable Results competency by conducting quarterly Data Chats to analyze and discuss students' progress in DI groups. DI groups have been maintained with fluidity dependent on classroom assessment results as well as i-Ready data. At the present time there are no areas in need of improvement. The process has been implemented with fidelity as evidenced by Data Chats schedules and agendas.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process to establish action plans that promote professional learning and development. The SLT will ensure that the faculty is offered training to build capacity among staff as well as opportunities to provide turn-key training to others.

**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 has used the Developing Others competency by providing professional development opportunities to teachers during mandatory District Professional Development days as evidenced by MLP sign-in sheets. Teachers have provided turn-key training by presenting key ideas and information during SLT, faculty and grade level meetings. This year, due to the pandemic, there has been a limited number of professional development sessions throughout the year which has posed a challenge for teachers who wish to grow professionally and for administrators who would like to build capacity in their buildings.

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

The SLT will use the Engages the Team competency by providing teachers with PD's, Team Building, and timely feedback in order to improve the overall school culture and ultimately improve academic results.

**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 have used the Engages the Team competency by providing timely feedback during Data Chats upon completion of District assessments. Teachers have been engaged during virtual meetings through the use of interactive polls and surveys as well as working across grade levels in Zoom breakout rooms to foster team building. In addition, the school's administration have individually met with teachers to discuss any concerns pertaining to their safety and security while at school to ensure all CDC guidelines are followed without any challenges. This has allowed teachers to feel safe in their work environment and promote a positive school culture.

## **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 mid-year review findings and third and fourth quarter implementation steps of the School Improvement Plan will be discussed at the next EESAC meeting attended by parents, teachers, students and community representatives. In addition, Quarter 3/4 Implementation Steps will be presented and discussed at our next SLT and faculty meeting.

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

#### **School Culture Outcome Statement**

If we successfully implement the Primary Essential Practice of Effective Use of School and District Support Personnel in 2020-2021, then our teachers will feel that students will come better prepared academically to their classrooms. If we successfully implement the Secondary Essential Practice of Celebrating Successes in 2020-2021, then staff morale will remain the same or increase. If we successfully implement the Sustained Essential Practice of Maintaining a Clean and Welcoming School Environment in 2020-2021, we will create a clean and safe environment for optimal teaching and learning.

#### **Sustained Essential Practice**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

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

Our existing school-wide campaign, "Take Pride in your School," will be monitored and amended to include CDC guidelines.

Implementation	Implementation Steps	Person(s)	Expected	Monitoring
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Date(s)	(Include the action, the frequency of the action, and the purpose of the action.)	Responsible  (First & last name, position)	Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Students will continue to follow all CDC guidelines daily when moving throughout the school and classroom to ensure sanitary measures are taken.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Johanna Matus, Security Staff; Leyla Paiz, Security Staff	Flyers, signs and posters are posted throughout the school to ensure that expectations for a healthy environment are implemented using CDC guidelines.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal, Ms. Matus, Security Monitor and Ms. Paiz, Security Monitor will enforce CDC guidelines throughout the building.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Selected personnel will continue to be assigned to daily morning duties to welcome and greet students upon arrival.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal, Monica Leganoa, Teacher; Amy Giner, Teacher; Maria Bianca Alonso, Lead Teacher; Stella Tariche, Teacher	Selected personnel will be visible in the parent drop-off driveway and main entrance gate to greet students each morning.	Ms. Orth-Sanchez , Principal and Ms. Octala, Assistant Principal will select personnel and assign posts.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will continue to implement the "5 to Thrive" daily practice to encourage and promote proper hygienic practices during morning announcements and class shout-outs.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Classroom Teachers; Sonia Padron, Clerical Staff	"5 to Thrive" posters will be displayed in each classroom. A handwashing schedule will be followed at three intervals throughout the day.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Padron, Community Involvement Specialist will ensure that the handwashing procedure is followed.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Custodial staff will continue to deep clean and disinfect classrooms where a student has been identified as having possible COVID-19 symptoms on an as needed basis as communicated by administration.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Lazaro Gonzalez, Head Custodian; Rebeca Espinosa, Lead Custodian	A log of affected students and classrooms indicating that the classrooms have been sanitized will be maintained.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will maintain log and dispatch custodial staff to affected classroom.

### Primary Essential Practice

Effective Use of School and District Support Personnel

### Priority Actions for the Primary Essential Practice

School-site reading endorsed personnel will train and monitor support staff on effective practices for successful student interventions.

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Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The Reading and Mathematics teachers will use i-Ready AP2 data obtained from the i-Ready Reading and Mathematics Diagnostic Assessment and continue to provide targeted small group instruction.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Subject Area Classroom Teachers	Evidence of differentiated instruction within the classroom, lesson plans, and differentiated instruction rosters.	Ms. Orth-Sanchez, Principal, Ms. Del Castillo, Reading Liaison and Interventionists will utilize the i-Ready Instructional Grouping Reports to create and manage their differentiated instruction targeting skills those skills in which students are more than on year behind.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Reading, Mathematics, and Science teachers will analyze data obtained from topic assessments in the Performance Matters Platform, and use item analysis reports to identify standards in which the students are at an "approaching" and "progressing" level.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Subject Area Classroom Teachers	Evidence of data from Performance Matters class reports being used to provide differentiated instruction.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal will monitor the use of Performance Matters data being used to provide differentiated instruction through grade level data chats.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Feb 19	The Instructional Leadership Team and Reading Liaison will use data from the i-Ready Reading Diagnostic AP2 to revise intervention groups per grade level as needed to ensure fluidity in the intervention groups.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	Intervention rosters will be revised to identify students in K-5th grades in need of continued remediation.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will create, maintain and revise rosters to ensure accurate placement of students and fluidity of groups.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Thu, Apr 29	Administration will continue to conduct quarterly Data Chats with teachers to discuss and analyze student assessment results, review the interventionists' assignments and student rosters.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison; K-5 teachers	Schedule of Data Chats, sign-in sheets and recommendations will serve as evidence of these meetings.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will schedule and conduct Data Chats with grade level teachers.

## Secondary Essential Practice

Celebrate Successes

### Priority Actions for the Secondary Essential Practice

Staff will be recognized for their successful classroom practices, collaborative initiatives and leadership roles through our TOP Skeeters staff recognition.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & last name, position)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, May 28	Leadership Team members will continue to join the principal for cookies and coffee each month during Leadership Team meetings to appreciate their leadership and guidance throughout the school.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Bianca Alonso, Lead Teacher	Leadership Team meetings, schedule, agenda and sign-in sheets.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will schedule meetings and create agenda. Ms. Alonso will prepare cookies and coffee.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	During or after classroom walk-throughs, the administration will continue to leave a positive note or send an email highlighting a successful classroom practice they observed to appreciate teachers.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Notes and emails from administration.	Mrs. Orth-Sanchez, Principal and Mrs. Octala will maintain a log of teachers receiving notes or emails of appreciation.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The administrative team and staff will continue to nominate teachers weekly to be featured in a "Flying High This Week" Announcement on the Weekly Staff Bulletin to spotlight teachers.	Elena Octala, Assistant Principal	Weekly Staff Bulletin will include a section titled, Flying High This Week, in which select teachers will be recognized and mentioned.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will review nominations and determine the teacher(s) that will be included in the weekly announcement.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, May 28	The administrative team and staff will continue to nominate staff to receive the TOP Skeeter award monthly to recognize staff who went above and beyond.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	Showcasing of TOP Skeeters during faculty meetings, on the school's website, bulletin board and morning announcements.	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will review nominations and determine monthly recipients.

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

## Academic Programs Outcome Statement

If we successfully implement the Primary Essential Practice of Effective Questioning and Response Techniques during the 2020-2021 school year, student proficiency will increase in Comprehension: Informational Text for students in grade four. If we successfully implement the Secondary Essential Practice of Data-Driven Instruction during the 2020-2021 school year, the percentage of At-Risk, Tier 3 students will decrease. If we successfully implement the Sustained Essential Practice of Interventions/RtI during the 2020-2021 school year, learning gains in Numbers and Operations will continue to increase for third grade students.

### Sustained Essential Practice

Interventions/RtI

### Priority Actions for the Sustained Essential Practice

Ensure that all students that are required to, or would benefit from interventions are receiving said services with fidelity and that active monitoring of student performance is taking place, especially for those students whose academic proficiency may have been negatively impacted through distance 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 Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Classroom teachers will continue to monitor students' informal and formal assessments weekly to identify students who meet criteria for referral to the RtI process.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison; Maria Escoto, School Counselor; MTSS team	Referral packets and teacher checklists will serve as evidence of students need for the RtI process.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal, Maria Escoto, School Counselor will monitor and manage the referral process.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Interventionists will continue to provide students with daily interventions as prescribed to increase student achievement.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison	Student work folders, interactive notebooks, and/or bi-weekly checklists will serve to capture the academic progress of the students receiving interventions.	Ms. Del Castillo, Reading Liaison and Interventionists will monitor student work samples to provide feedback to the students' ELA and/or Math teachers.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Thu, Apr 29	The administrative team and ECL will identify English Language Learners in grades 3-5 that can participate in Title III before and after school tutorial services.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal; Maria Bianca Alonso, ESOL Compliance Liaison	Parent invitation letters and Title III Tutorial Academy attendance rosters	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal; Maria Bianca Alonso, ESOL Compliance Liaison
<b>Start:</b> Mon, Feb 1	The administrative team will identify students in	Marie Orth-Sanchez, Principal	Parent invitation letters, ESSER	Ms. Orth-Sanchez, Principal, Ms. Octala,

<b>End:</b> Wed, Jun 9	need of Reading and/or Math interventions to participate in ESSER extended learning opportunities and offer students timely remediation.	Elena Octala, Assistant Principal, Maria Del Castillo, Reading Liaison	attendance rosters and pre and post assessments.	Assistant Principal and Ms. Del Castillo, Reading Liaison will revise lists of students in intervention groups to ensure every student's needs are met.
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### Primary Essential Practice

Effective Questioning/Response Techniques

### Priority Actions for the Primary Essential Practice

Through observations during walk-throughs, administration will ensure that higher-order questioning is infused throughout lessons and that reflective feedback is provided by the teacher.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & Last Name, Postion)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Use of whole class collaborative conversations strategy, teachers will continue to scaffold Questioning and Response techniques across curriculum areas to increase the use of students' higher order thinking skills.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will look at teacher lesson plans to identify how QAR strategies are being integrated in lessons.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	During weekly informal assessments students will continue to use the QAR strategy effectively to demonstrate critical thinking skills.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans, student assessment samples	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will conduct classroom walkthroughs to assess the effectiveness of the QAR strategies being used. Classroom Teachers will evaluate student responses on assessments to monitor student success with the strategy.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	During weekly grade level meetings teachers will continue to identify the QAR strategies that were most effective to maximize student's understanding of text.	Marie Orth-Sanchez, Principal Elena Octala, Assistant Principal, Classroom Teachers K-5	Teacher lesson plans, Student work samples	Ms. Orth-Sanchez, Principal and Ms. Octala, Assistant Principal will attend grade level meetings to assess the effectiveness of the QAR strategies being used. Classroom Teachers will continue to evaluate student responses and work samples to monitor whether student are having

				success with the strategy across curriculum areas .
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Subject Area Classroom Teachers will use data from Item Analysis Reports on Performance Matters to debrief questions and correct answers in Reading, Mathematics and Science.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal; Maria Bianca Alonso, ESOL Compliance Liaison	Performance Matters Item Analysis reports for Reading and Mathematics Topic Assessments and Science mid-year assessments.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal will look at teacher lesson plans to identify how effective questioning/response is being integrated in lessons.

## Secondary Essential Practice

### Data-Driven Instruction

### Priority Actions for the Secondary Essential Practice

I-Ready data for at-risk, Tier 3 students will be monitored weekly. Students will be provided with on-going small-group remediation and individualized assigned lessons from i-Ready Math.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The Administrative Team will analyze and review the i-Ready Growth Monitoring Data monthly to determine which students are in need of additional assistance, need to continue remediation, be dismissed from interventions to sustain fluid groupings or participate in extended learning opportunities.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	i-Ready Progress Growth Data Reports, Intervention Rosters, and Individual Student Data will assist in the monthly analysis of student achievement.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will analyze i-Ready Progress Monitoring Data Reports to ensure that students are in Intervention groups and the groups are fluid.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The Administrative Team and Mathematics Classroom teachers will continue to analyze the data from the various reports provided on Performance Matters to analyze standards in which students should receive differentiated instruction weekly.	Marie Orth-Sanchez, Principal, Elena Octala, Assistant Principal, Subject Area Classroom Teachers	Performance Matters Standards Analysis Reports and At Risk Report for Mathematics Topic Assessments will assist in weekly analysis of	Ms. Orth-Sanchez, Principal, and Ms. Octala, Assistant Principal will monitor the use of Performance Matters Reports schedule during quarterly scheduled data chats.

			student achievement.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	During quarterly Data Chats, teachers will continue to present data to recommend students in need of assistance for intervention groupings, extended learning opportunities, or referral to the RtI process.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison; Classroom Teachers K-5	Performance Matters Reports, Topic Assessments, i-Ready Data, Weekly Benchmark Assessments and teacher observations will be used to identify students.	.Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will analyze all pertinent student data to determine placement in RtI or intervention groups.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The administrative team will continue to conduct quarterly Data Chats with teachers and interventionists to assure students' individualized instructional needs are being met.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Del Castillo, Reading Liaison	Data Chats agendas and minutes will indicate changes that need to be made to the intervention rosters.	Ms. Orth-Sanchez, Principal, Ms. Octala, Assistant Principal and Ms. Del Castillo, Reading Liaison will revise lists of students in intervention groups. Teachers will adjust instructional classroom groupings as needed to meet individual student needs

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

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

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

All students in the Schoolhouse or in My School Online (MSO) in grades Kindergarten through 5th grade will receive high quality grade level instruction alongside standards supports and services. Teachers in the Schoolhouse and MSO models are planning engaging and meaningful lessons during collaborative grade level meetings that follow District Pacing Guides. Using formative and assessment data sources, such as I-Ready Reading and Mathematics Diagnostics, Reading, Mathematics, and Science Topic Assessments in Performance Matters, as well as formative assessments provided in instructional materials and teacher-made classroom assessments, teachers identify gaps in learning and focus on the most critical gaps as grade-level content is covered during the school year. This ensures that students receive rigorous instruction through current grade level material while addressing gaps in pre-requisite skills. Strategies include: 1) Following master scheduling guidelines for elementary to properly place students in grade level courses and interventions, 2) Prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly, 3) Ensuring that teachers deliver strong Tier 1 core instruction in either the Schoolhouse or in the MSO environment to ensure equity regardless of modality, 4) Diagnosing students' unfinished learning and providing acceleration support using available data tools, 5) Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide teachers on developing next steps in instruction, and real-time micro-interventions that prevent further gaps, and 6) Continuously monitor students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary. Walk-throughs are being conducted physically and in on-line classes to ensure fidelity to the strategies outlined above.

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

Using progress monitoring tools inclusive of, but not limited to, early warning systems and decision trees, students are provided with Tier 2/3 interventions and support/services during the school day that are above and beyond Tier 1 instruction. School leaders and teachers will: 1. Identify what students know. A. In i-Ready Reading: 39% of students in grades K-5 scored one level below grade placement. The highest percentage of 60% was found in grade 1 and the lowest percentage of 22% was found in third grade. 14% of students in grades K-5 scored two or more levels below placement. The highest percentage of 25% was found in grade 3 and the lowest percentage of 2% was found in first grade. B. In i-Ready Mathematics 51% of students in grades K-5 scored one level below grade placement. The highest percentage of 57% was found in grade 2 and the lowest percentage of 38% was found in Kindergarten. 12% of students in grades K-5 scored two or more levels below placement. The highest percentage of 28% was found in grade 3 and the lowest percentage of 1% was found in first grade. 2. The Leadership Team and teachers will utilize the ESE Learning Loss Index, ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees to determine the most appropriate intervention plan and tiered instruction for students in order to mitigate learning losses. 3. Targeted, standards-based lessons and computer-assisted learning software such as i-Ready, Reflex Math and Imagine Learning will be used during differentiated, small-group instruction or individualized instruction to provide students with additional target-based learning. 4. Students in Tier 2 and Tier 3 have been identified and placed in daily interventions for Reading. Interventionists have been hired and are scheduled to deliver interventions using the i-Ready Toolkit in Reading and Mathematics to students in grade K-5. Schoolhouse and MSO Tier 2 students are receiving 30 minutes of daily interventions and Tier 3 students are receiving 60 minutes of daily interventions. 5. Assessments such as, but not limited to, Topic Assessments, Weekly Benchmark Assessments, I-Ready Growth Monitoring, informal and formal assessments, will continue to be analyzed and utilized to develop targeted plans of instruction for students in Tier 2 and Tier 3.

**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.**

In order to address academic regression, extended-day tutoring services will be offered. The school has received funding for Title III Tutoring Services in order to offer our at-risk ELL students with extended-day learning opportunities. Tutors have been secured and ELL students in grades 3-5 that would benefit and are able to come before school or stay after school have been identified. Students will be notified of this opportunity as soon as the funding is approved. In addition, students will be enrolled in free tutoring services through the ESSER grant to target Reading and Mathematics.

## **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***