

## Phase III & IV

### Mid-Year Review & Q3/Q4 Implementation

#### Reflect – Modify – Implement

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

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

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

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

#### Phase III: Mid-Year Review

*January 4 – January 29, 2021*

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

#### Phase IV: Quarter 3 & Quarter 4 Implementation

*February 1 – June 9, 2021*

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

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

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*

- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

## Mid-Year Data Map

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

### Access the SIP Dashboard:

*Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via [www.powerbi.com](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 process used by the School Leadership Team (SLT) to interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs included the SLT meeting first to analyze the data, specifically looking at what strategies and initiatives are working and brainstorm necessary modifications for those areas that remain a concern. Once the SLT met, administration and instructional coaches met with the teachers, by department, to share the findings. Teachers were asked to reflect on the data presented as well as their Mid-Year Assessment data. Teachers discussed trends, patterns, areas of growth, areas in need of improvement as well as their action plan moving forward. The next step is for teachers to have individual data chats with their students in order for the students to reflect on their progress and set academic goals.

### **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.**

In relation to the 2021 school grade goals and Outcome Statements for School Culture, the data findings that are most encouraging include teacher attendance and positive feedback from the Staff Mid-Year Survey. In terms of teacher attendance, 0% of the teachers have 10.5+ absences compared to 1% at the District level. Additionally, 43% of teachers have been absent 0 days, while the District is at 33%. Regarding the Staff Mid-Year Survey, 72% of the staff feels that the leadership team supports an innovative and collaborative culture. These positive trends in teacher attendance and attitude can be attributed to the initiatives we have put in place to celebrate

successes. The most concerning data finding is that students with 11+ absences has increased 4 percentage points from last school year. This is expected due to all the difficulties that have arisen from the pandemic; however, we need to come up with more student initiatives to improve on this component of attendance and ensure that both physical and online students have a positive attitude about coming to school.

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

In relation to the 2021 school grade goals and Outcome Statements for Academic Programs, the data findings that are most encouraging include Geometry MYA data and 9th grade ELA MYA data. In Geometry, our school is at 41% proficient compared to 33% for all other ETO schools. In addition, we are ranked number one among all ETO schools in Mathematics (Algebra 1 and Geometry combined). Regarding 9th grade ELA MYA data, our students were at 43% proficient compared to the North Region average of 42% and the ETO average of 40%. Moreover, our school's percent tested was much higher than both the North Region and the ETO percentage. These data findings indicate that the primary practice of collaborative data chats is working as well as the targeted focus on 21st century learning. The data findings that are most concerning include 10th grade ELA MYA data and Biology data, which is the same population of students (sophomore class). These students scored 44% proficient on the ELA MYA compared to 47% (ETO) and 49% (North Region). This is especially concerning because these students need to pass the FSA ELA in order to earn their graduation requirement. Based on a cumulative review of Biology Topic Assessment data, our students were at 52% proficient ranking number six out of the 13 ETO schools. This illustrates that the strategies we are currently employing specific to 21st century learning and accountable talk need to be addressed in order to ensure we meet our goals.

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

In terms of grade-levels, there is a clear indication that the 10th grade class is having difficulties, specifically with reading comprehension as reflected by the results of the ELA MYA and the Biology Topic Assessments. On the other hand, this class is outperforming both the North Region and ETO schools in Geometry. In terms of subgroups, the ELA MYA data for our L25s is concerning with only 28% proficient in 9th grade and 31% proficient in 10th grade. This indicates the need for a more structured plan when incorporating differentiated instruction, which we have already started working on through collaborative planning and coaching cycles.

**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?**

In terms of the MDCPS Levels of Support for Addressing Learning Loss the most evident pattern for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction is an issue with attendance, which has a direct correlation to a decline in academic performance. While we are providing remediation in the form of intensive classes, including an intensive writing class which we have never done in the past, students are not consistent with their attendance. Counselors and Administrators have been communicating with parents and encouraging them to switch instructional delivery models, but most parents want their children to remain MSO despite their grades. Our school has even conducted home visits for students with excessive absences and/or students not making adequate progress; however, many of the addresses are not correct.

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

In terms of the MDCPS Levels of Support for Addressing Learning Loss for students participating in extended learning opportunities, the most evident pattern is a lack of participation. We have made numerous parent phone calls and emails as well as social media blasts, but participation remains low. Administration has even popped into online sessions to promote our afterschool tutorials and send the message that assessments are still happening this year and are needed for graduation. Despite the efforts of the entire staff, participation remains low. We are now going to offer Saturday Success Academy and have several ideas on how to promote the program and increase participation. It is our hope that the Success Academy will help mitigate the learning losses that have occurred due to the pandemic.

## MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

## School Culture

**1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.**

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, the actions that led to the data surpassing expectations included the MVP Award and staff shout-outs at every faculty meeting. These actions truly made an impact in terms of faculty attendance data as well as the overall increase in staff morale. The feedback garnered from the Staff Mid-Year Survey illustrates that despite the challenges we are facing as a school, due to the effects of the pandemic, staff members still have positive attitudes towards communication, involvement, expectations and support. This is a true testament to the initiatives we have put in place to build relationships, celebrate successes, and increase morale.

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

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, the actions that led to the data falling short of expectations was the Mentoring Program. While all mentors have attempted to contact their mentees, the majority of their attempts have been unsuccessful because students are unresponsive or have poor attendance. As we prepare for Quarter 3, we are already brainstorming ways to improve the mentoring program to ensure that students are receiving the support they need.

## Academic Programs

**1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.**

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, the implementation of 21st century learning, specifically strategies related to technology that increase student engagement, has led to the data surpassing expectations in some accountable areas. While there is still room for improvement, the practice of having a different teacher share a 21st century learning best practice during our monthly Department Meetings and then administration selecting one best practice to showcase during our monthly faculty meetings, is proving effective. Based on administrative walk-throughs, it is evident that teachers across content areas are gathering effective strategies and applying them to their lessons in an effort to increase student outcomes.

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

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, the actions that led to the data falling short of expectations was collaborative data chats. While this is our sustained practice and something our school typically does very well, data chats have proven difficult this year. Since assessments were cancelled last school year, we are not analyzing current data. Additionally, it is difficult to conference with physical students due to social distancing guidelines and even more difficult to conduct individual data chats with MSO students during a 90-minute block. Despite the challenges, administration and instructional coaches continue to meet with teachers on a consistent basis to discuss data trends and plan for effective instruction.

**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 by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Commitment to Students. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC. In addition, teacher input will help us determine if further support should be offered and/or job-embedded professional development.

**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.**

In terms of the implementation of the Commitment to Students competency within the School Improvement Process, the School Leadership Team (SLT) shared and discussed the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting and explained how the data was used to create the SIP. Additionally, data from both the Staff and Student Mid-Year Surveys has been disseminated to the Instructional Coaches and the Department Chairs to share and discuss with their teachers. All completed phases of the SIP have been shared with EESAC members and some minor adjustments have been made. Moreover, the SIP has been shared with the staff throughout all phases and discussed at faculty meetings. The one area that could use improvement is providing teachers with more job-embedded PD that will assist with the Commitment to Students competency. We have been implementing the sharing of best practices during collaborative planning and monthly department and faculty meetings; however, we would like to implement an additional PD on 21st century learning before the end of the year.

### Competency 2: Focusing on Sustainable Results

The School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Focusing on Sustainable Results. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC. Specifically, the School Leadership Team will sustain the practice of collaborative data chats and incorporate new strategies in the SIP specific to setting high expectations and 21st century learning strategies.

**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.**

In terms of the implementation of the Focusing on Sustainable Results competency within the School Improvement Process, the School Leadership Team (SLT) is doing very well with the implementation process in regard to academics; however, in terms of culture, there is still work to be done in order to increase parental involvement. Our successes related to sustainable results when it comes to academics is due in large part to teacher data chats after every major assessment as well as coaching cycles on 21st century learning and using data to plan for DI. The focus on DI during collaborative planning, specifically in 9th and 10th grade ELA, is also proving effective. The sharing of best practices related to 21st century learning during department and faculty meetings is also going well. Due to the pandemic and the difficulties with conferencing with students one-on-one, student individual data chats have been a challenge, and this is an area in need of improvement. The SLT has already met with instructional coaches as well as departments to brainstorm ways in which student data chats can still take place in an effective yet safe manner. Where we still fall short is sharing this information with parents in an effort to increase parental involvement and make them part of the process. We will continue to brainstorm ideas to ensure that this component of Focusing on Sustainable Results improves.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Developing Others. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC.

**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.**

In terms of the implementation of the Developing Others competency within the School Improvement Process, the School Leadership Team (SLT) has taken the necessary steps to ensure that the implementation process is effectively occurring. Adding members inclusive of all departments to the PLST and merging the members with the Synergy team has truly had a positive impact on our ability to develop others. In addition, we have tasked each Department Chair with selecting a different teacher who will share a best practice related to 21st century learning at each department meeting. The SLT then selects one of those teachers to showcase their best practice at the monthly faculty meeting. This practice has really helped develop others who typically are not in leadership roles. Based on verbal feedback, various staff members have expressed that it is refreshing to have new faces sharing at faculty meetings. The Developing Others competency has also seen positive strides in terms of teacher morale. The implementation of staff shout-outs and the MVP award at faculty meetings has really had a positive impact on the school culture.

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

The School Leadership Team will use the Engages the Team competency in the School Improvement Process by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Engages the Team. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC. Specifically, the School Leadership Team will incorporate new strategies in the SIP, specific to celebrating successes, which is directly aligned to the competency Engages the Team.

**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.**

In terms of the implementation of the Engages the Team competency within the School Improvement Process, the School Leadership Team (SLT) has been working hard to improve this competency as the SLT believes it is one of our most deficient areas. We have been focusing on celebrating successes and highlighting teachers for their accomplishments on our website and via social media. We give staff shout-outs at every faculty meeting and honor an MVP, which has proven effective in increasing staff morale. In addition, we try to celebrate teachers with small gifts to show our appreciation. While there is still room for improvement in this area, we are moving in the right direction and have seen a change in teacher attitude, which we anticipate will be reflected on the 2020-2021 Staff Climate Survey.

## **MID-YEAR REVIEW COMMUNICATION**

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

The findings and next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders through teacher data chats, faculty meetings, our school website, and EESAC meetings. The process will include the School Leadership Team (SLT) interpreting the data first and then administration and instructional coaches will meet with the teachers, by department, to share the findings through data chats and gather feedback from the teachers. Once data chats have been conducted, the data findings will be shared with all EESAC committee members. If needed, modifications will be made to the SIP based on EESAC recommendations. The final SIP and data findings will be shared at the February faculty meeting and again, teachers will have an opportunity to provide their feedback. In addition, all faculty and staff will receive a copy of the SIP via email and the SIP will be posted on our school website for parents to view.

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

### School Culture Outcome Statement

If we successfully implement our sustained practice of setting high expectations, then we will continue to see growth in terms of our overall school culture, teaching, academic performance, and student achievement results. If we successfully implement our primary practice of celebrating successes, then our student and staff morale will increase. This, in turn, will improve our overall school culture, teaching, academic performance, and student achievement results. If we successfully implement our secondary practice of increasing family engagement, then positive relationships with all stakeholders will be formed. This, in turn, will positively impact student academic performance, attendance, and behavior.

### Sustained Essential Practice

Setting High Expectations

### Priority Actions for the Sustained Essential Practice

Actions to ensure that the practice of setting high expectations is sustained include the following: provide teachers with specific and timely feedback when utilizing innovative learning and video conferencing platforms; establish a school-wide mentoring program for our at-risk students; establish wellness checks during distance learning /pandemic; and cultivate cultural awareness among faculty and students by creating multicultural committees.

### Explain why you modified the Priority Actions for the Sustained Essential Practice

N/A

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	In an effort to continue to set high expectations, administration will provide teachers with specific and timely feedback during the implementation of innovative learning and video conferencing platforms. Instructional coaches will be available as needed to provide assistance with planning.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Carita Facey, Instructional Coach	Teacher and student success with the implementation of innovative learning and video conferencing platforms will serve to capture if the systems we have put in place to ensure that teachers are receiving ample feedback and support with the	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; and Carita Facey, Instructional Coach, will monitor that teachers are planning effective lessons for innovative learning and video conferencing platforms. After administrative walk-throughs, teachers will be provided with immediate, corrective feedback and instructional coaches will be available to provide support, if needed.

			new platforms are working.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	<p>Continue with the next steps for the mentoring program by soliciting feedback from mentors and mentees and ensuring that mentors are meeting with their mentees on a bi-weekly basis. At this point, mentors have already established contact and are working with their mentees to ensure academic and social success.</p>	<p>Jodie Jové, Assistant Principal;  Ginette Torres, Student Services Department Chair</p>	<p>Completion of the staff and student surveys will serve to capture if the initiative of creating a mentoring program is an effective way of setting high expectations.</p>	<p>Jodie Jové, Assistant Principal; and Ginette Torres, Student Services Department Chair, will monitor the implementation of the mentoring program by collecting mentor and mentee data via emails and progress monitoring the academic status of the students using Grade Book.</p>
<b>Start:</b> Tue, Feb 2 <b>End:</b> Wed, Jun 9	<p>On a bi-weekly basis, counselors will continue to call 10-20 students from their respective grade levels and establish wellness checks to ensure that students are adjusting to the social, behavioral, and cognitive changes brought about by this pandemic. In addition, select members from the leadership team will conduct home visits to check up on truant/disengaged students.</p>	<p>Ginette Torres, Student Services Department Chair/11th grade Counselor; Isis Arenas, 10th grade Counselor; Yvette Constant, 9th grade Counselor/Trust Counselor; Yixsi Palacio, 12th grade Counselor; Stephen Papp, Principal</p>	<p>Student and parent feedback during the weekly phone calls and home visits, will serve to capture that the wellness checks are an effective way to set high expectations.</p>	<p>Ginette Torres, Student Services Department Chair/11th grade Counselor; Isis Arenas, 10th grade Counselor; Yvette Constant, 9th grade Counselor/Trust Counselor; and Yixsi Palacio, 12th grade Counselor, will monitor the wellness checks by inputting the information received from the phone calls into the Case Management System. Stephen Papp, Principal, will monitor the home visits by establishing a team and ensuring that information is inputted into the Case Management System.</p>
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	<p>Continue to organize events that promote cultural awareness through the staff and student Multicultural Committees.</p>	<p>Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director</p>	<p>Participation in the committees, as well as in the planned events, will serve to capture if the practices put in place for cultivating school-wide cultural awareness are working.</p>	<p>Jodie Jové, Assistant Principal, will monitor the process of creating a Multicultural Committee and designate monthly meetings to ensure the staff is creating activities that promote cultural awareness. Isis Gonzalez, Activities Director, will do the same with the student body.</p>

### Primary Essential Practice

## Celebrate Successes

**Priority Actions for the Primary Essential Practice**

Actions to ensure that the primary essential practice of celebrating successes will be implemented include the following: implement the Staff Most Valuable Patriot (MVP) award at faculty meetings; give 2-5 staff "shout outs" at every faculty meeting to highlight staff accomplishments; implement the "Student of the Month" incentive program; and provide student incentives for honor roll and perfect attendance.

**Explain why you modified the Priority Actions for the Primary Essential Practice**

N/A

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	At every monthly faculty meeting, a staff MVP will be selected as a means of celebrating successes. This staff member will receive a gift card, VIP parking space, a trophy, and be featured on our school's Twitter, and IG.	Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director	Increased staff participation at school-related events will serve to capture the incentives we have put in place to celebrate successes and raise staff morale are working.	Staff MVP winners will be monitored monthly by Ursula Garbutt, Assistant Principal, using an Excel spreadsheet. Isis Gonzalez, Activities Director, will monitor the participation at each school event to gauge the correlation between celebrating successes and increasing staff morale.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	At every monthly faculty meeting, administration will give 2-5 staff "Shout-Outs" highlighting staff accomplishments.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	A noticeable increase in the implementation of successful/new teacher practices will serve to capture if the staff "Shout Outs" are working as a means of celebrating successes.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will gather staff accomplishments from classroom walk-throughs, conversations, notifications, etc. and select 2-5 staff members on a monthly basis to "shout out" at faculty meetings.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will submit monthly nominations for the Most Valuable Patriot (MVP) to their Department Chairpersons. The administration will then	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez,	An improvement in student performance and behavior will serve to	Jodie Jové, Assistant Principal will oversee the program; Isis Gonzalez, Activities Director, will keep track of the winners using a spreadsheet and will be

	vote for 4 students (one from each grade level) to be recognized on the school's IG, Twitter, and "Wall of Fame" as a means of celebrating student successes.	Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director	capture if the Student of the Month initiative is working as a means of celebrating successes.	responsible for posting MVPs on all the school's social media platforms and the Wall of Fame.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Award students for honor roll and perfect attendance in an effort to celebrate student successes.	Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director	An improvement in student performance and behavior will serve to capture if the incentives we have put in place for the honor roll and perfect attendance students are working.	Isis Gonzalez, Activities Director, will keep track of the students using school reports for honor roll and attendance. In addition, she will secure the student incentives (Wendy's frosty keychains and free scoop of Italian ice from local shop).

## Secondary Essential Practice

### Family Engagement

### Priority Actions for the Secondary Essential Practice

Actions to ensure that the secondary essential practice of promoting family engagement will be implemented include the following: increase PTSA & EESAC membership/support; host virtual Senior Parent Night; host virtual parent Cambridge meetings to build the Cambridge Program; and provide workshops for parents throughout the school year (e.g., innovative learning and video conferencing platforms, grade book, ELL, Cambridge, Magnet).

### Explain why you modified the Priority Actions for the Secondary Essential Practice

Orientations were conducted during the previous implementation period and new action steps have been put in place for the new quarter to increase family engagement.

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	Advertise and promote the PTSA and EESAC in an	Ursula Garbutt, Assistant Principal; Gaby Miralles, PTSA President; Jessica Baez, EESAC Chair	An increase in membership in both the PTSA and EESAC will	Ursula Garbutt, Assistant Principal; Gaby Millares, PTSA President; and Jessica

	effort to increase membership/support.		serve to capture if the promotional strategies utilized to increase membership were effective.	Baez, EESAC Chair, will monitor the participation at meetings through the sign-in sheets. PTSA membership will be monitored by PTSA President, Gaby Millares.
<b>Start:</b> Tue, Feb 16 <b>End:</b> Tue, Feb 16	Host virtual Senior Parent Informational Meeting to discuss all senior related topics, including but not limited to, testing, graduation, community service, activities, and scholarships.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director	Attendance during the parent meeting and feedback from the parents in the chat/follow-up emails will serve to capture if the practices put in place to organize this event were successful.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director will monitor the chat during the meeting and answer all questions. In addition, they will provide follow-up information to those parents who reach out via email.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Mar 19	Conduct in-person (following social distancing guidelines) and virtual Cambridge meetings and tours with potential AICE students who have expressed an interest in our school and are currently enrolled in the Pre-AICE program at their respective middle schools.	Jodie Jové, Assistant Principal; Ginette Torres, Student Services Department Chair/11th grade Counselor/Cambridge Counselor	An increase in Cambridge AICE enrollment for incoming freshman will serve to capture that the protocols in place for building our Cambridge Program are working.	Jodie Jové, Assistant Principal and Ginette Torres, Student Services Department Chair/11th grade Counselor/Cambridge Counselor will monitor parent interest and keep track of all meetings and tours using the Google Survey found on the school's website.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Promote parental participation in the Virtually Engaged Webinar Series offered by the Office of Community Engagement.	Ursula Garbutt, Assistant Principal; Jodie Jové, Assistant Principal; Ximena Molina; Community Involvement Specialist; Isis Gonzalez, Activities Director; Ginette Torres, Student Services Department Chair/11th grade Counselor; Isis Arenas, 10th grade Counselor; Yvette Constant, 9th grade Counselor/Trust Counselor; Yixsi Palacio, 12th grade Counselor	An increase in attendance at EESAC and PTSA meetings will demonstrate that we are working to increase parental and community involvement through initiatives such as the Virtually Engaged Webinar Series.	Ursula Garbutt, Assistant Principal; and Ximena Molina, Community Involvement Specialist, will monitor the success of the webinars based on attendance and feedback from parents.

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

### Academic Programs Outcome Statement

If we successfully implement our sustained practice of collaborative data chats, then we will continue to see growth with classroom practices, standards-based lessons, and state-wide assessments. If we successfully implement our primary practice of 21st century learning, then lessons will include more creativity, collaboration, communication, and critical thinking. This, in turn, will allow for an increase in learning gains and proficiency on state-wide assessments. If we successfully implement our secondary practice of accountable talk, then students will receive lessons that are more student-centered and collaborative, which will positively impact teaching, student learning, and overall academic achievement.

### Sustained Essential Practice

Collaborative Data Chats

### Priority Actions for the Sustained Essential Practice

Actions to ensure that the practice of collaborative data chats are sustained include the following: conduct data chats using available data to plan for instruction; implement student goal setting based on available data; analyze data during collaborative planning to plan for instruction, remediation, and enrichment; and monitor the implementation of data-driven instruction through administrative walk-throughs.

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	Conduct teacher-student data chats after MYA in all tested areas to ensure students are aware of their strengths and weaknesses.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Carita Facey, Instructional Coach; Dawn Pearce, Instructional Coach	Effective data-driven practices observed in the classrooms will serve to capture that the process of conducting teacher-student data chats is effective.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor the data chat process and ensure that data is being used to drive instruction as evidenced by daily walk-throughs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	After administrative-teacher and teacher-student data chats are conducted, students will use	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula	An increase in student performance data will serve to capture if students are setting attainable goals, monitoring their individual	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that teachers are reviewing data with students and having students set goals by conducting weekly

	various goal setting/data tracking tools to set individual goals and progress monitor.	Garbutt, Assistant Principal; Carita Facey, Instructional Coach; Dawn Pearce, Instructional Coach	progress, and promoting a growth mindset.	walk-throughs with this specific "look-for."
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Instructional coaches will assist teachers, on a needs-basis, with analyzing their data and creating small groups for DI for both physical and MSO students.	Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Carita Facey, Instructional Coach	Coaching cycles specific to assisting teachers with analyzing data to create small groups for DI with both physical and MSO students will serve to capture that instructional coaches are working with teachers to facilitate the process of data analysis.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that instructional coaches are effectively implementing coaching cycles on data analysis and grouping. In addition, they will meet with coaches on a weekly basis to discuss coaching cycles.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Conduct daily walk-throughs looking for effective data-driven instruction.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	Teacher lesson plans, coaching cycles on data-driven instruction, and immediate, corrective feedback after walk-throughs, will be used to capture the implementation of effective data-driven instruction.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor that teachers are planning for data-driven instruction and will ensure that immediate, corrective feedback is shared with teachers after each walk-through. In addition, they will meet with coaches on a weekly basis to discuss coaching cycles.

**Primary Essential Practice**

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

**Priority Actions for the Primary Essential Practice**

Actions to ensure the implementation of 21st century learning as a primary essential practice include the following: provide PD on 21st century learning; conduct monthly departmental best practices mini sessions on 21st century learning; share one 21st century learning best practice at each faculty meeting; and monitor the implementation of 21st century learning through administrative walk-throughs.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the	Person(s) Responsible  (First & Last Name, Postion)	Expected Evidence  (What evidence would	Monitoring  (How and who?)
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	action, and the purpose of the action.)		demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	<p>During collaborative planning, teachers in the areas of Algebra I, Geometry, ELA, Reading and Biology, will explore Padlet and how to incorporate it in order to assist in digitizing the classroom.</p>	<p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Tehamana Tarallo, Science Dept. Chair; Carita Facey, Instructional Coach</p>	<p>Effective implementation of 21st century innovative learning, specifically the use of Padlet, observed during daily administrative walk-throughs, will serve to capture the effectiveness of this initiative.</p>	<p>Assistant Principals Jodie Jové and Ursula Garbutt, will monitor that instructional coaches/Science Dept. Chair are effectively implementing Padlet during collaborative planning. In addition, administration will conduct weekly walk-throughs with this specific "look-for."</p>
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	<p>Provide monthly departmental best practices mini sessions on 21st century learning.</p>	<p>Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Instructional Coach; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Science; Victor Wisniski, Social Studies</p>	<p>Weekly lesson plans, daily walk-through feedback, and an observance of commonalities in teachers' lessons, will serve to capture if the shared best practices on 21st century learning are being implemented.</p>	<p>The implementation of 21st century learning best practices will be monitored monthly by the attendance and active participation of administrators (Jodie Jové; Alex Gonzalez; Ursula Garbutt) at department meetings. Additionally, daily walk-throughs will serve as a monitoring tool to ensure the implementation of shared best practices.</p>
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	<p>At each monthly faculty meeting, a different teacher will be selected to share a 21st century learning best practice.</p>	<p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal</p>	<p>The implementation of 21st century learning best practices in the classrooms will serve to capture if the initiative of sharing a practice at each faculty meeting is proving effective.</p>	<p>Ursula Garbutt, Assistant Principal, will keep a record of the teacher and 21st century best practice shared at each faculty meeting. Stephen Papp, Principal and Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that effective 21st century learning best practices are being implemented by conducting weekly walk-throughs with this specific "look-for."</p>
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	<p>Conduct daily walk-throughs including our</p>	<p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez,</p>	<p>Immediate, corrective feedback in the</p>	<p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez,</p>

	Students with Disabilities (SWD) subgroup looking for 21st century learning strategies.	Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Carita Facey, Instructional Coach	form of an email will be used to capture that daily walk-throughs are being conducted with fidelity, with the specific look-for of 21st century learning.	Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor walk-throughs by keeping a log of classrooms visited and sending immediate, corrective feedback to teachers, via email, after each visit. In addition, coaching cycles on effective 21st century learning will be made available to teachers.
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## Secondary Essential Practice

Accountable Talk

### Priority Actions for the Secondary Essential Practice

Actions to ensure the implementation of accountable talk as a secondary essential practice include the following: target expert teachers in the area of accountable talk and conduct virtual learning walks; share, discuss, and plan how to effectively utilize accountable talk poster at monthly department meetings; conduct coaching cycles on accountable talk; and monitor the implementation of accountable talk through administrative walk-throughs.

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	Continue to implement monthly virtual learning walks targeting expert teachers in the area of accountable talk.	Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	A schedule for monthly learning walks and daily administrative walk-throughs will serve to capture that effective accountable talk strategies are taking place in the classroom.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that effective accountable talk strategies are taking place by conducting weekly walk-throughs with this specific “look-for.” Teacher feedback from the learning walks will also serve as a monitoring tool.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	During collaborative planning, teachers in the areas of Algebra I, Geometry, ELA, Reading and Biology, will explore Padlet and how to incorporate it in order to increase student engagement and accountable talk.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Tehamana Tarallo, Science Dept. Chair; Carita Facey, Instructional Coach	Effective implementation of accountable talk, specifically through the use of Padlet, observed during daily administrative walk-throughs, will serve to capture the	Assistant Principals Jodie Jové and Ursula Garbutt, will monitor that instructional coaches/Science Dept. Chair are effectively implementing Padlet during collaborative planning. In addition, administration will conduct weekly walk-throughs with this specific “look-for.”

			effectiveness of this initiative.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	To help increase student engagement, instructional coaches will assist teachers, on a needs-basis, with incorporating accountable talk strategies into their lessons during collaborative planning and coaching cycles.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Carita Facey, Instructional Coach	Lesson plans and coaching cycles specific to accountable talk will serve to capture that instructional coaches are working with teachers to increase student engagement.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that instructional coaches are effectively implementing coaching cycles on accountable talk. In addition, they will meet with coaches on a weekly basis to discuss coaching cycles.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Conduct daily walk-throughs looking for accountable talk strategies.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	Immediate, corrective feedback in the form of an email will be used to capture that daily walk-throughs are being conducted with fidelity, with the specific look-for of accountable talk.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal, will monitor walk-throughs by keeping a log of classrooms visited and sending immediate, corrective feedback to teachers, via email, after each visit.

### 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).**

Steps to ensure that we are accelerating student learning include: 1. Providing teachers with meaningful professional development on 21st century learning and accountable talk to increase student engagement 2. Sharing best practices on Microsoft Teams, Zoom, Google Classroom, Padlet, and other innovative learning platforms during collaborative planning and department meetings 3. Administrators are conducting both schoolhouse and MSO daily walk-throughs to ensure teachers are providing students with high-quality instruction 4. Selecting a teacher from each department to share a best practice, observed by an administrator during a walk-through, at monthly department meetings 5. Selecting a teacher from one department to share a best practice, observed by an administrator during department meetings, at monthly faculty meetings 6. Conducting ongoing coaching cycles to provide teachers with support on high-quality instruction 7. Conducting administrative-teacher and teacher-student data chats based on available data 8. Prioritizing the most critical skills and knowledge for each subject and grade level and adjusting the Pacing Guides accordingly

#### **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.**

Actions to ensure that we are assessing and addressing student learning gaps include: 1. Students are monitoring their own growth using goal setting/data tracking tools 2. Administration is using truancy and learning loss reports from Powerbi and the Reports Tab to contact parents and conduct home visits 3. Utilizing breakout rooms and channels on Microsoft Teams to conduct differentiated instruction 4. Providing a writing class for

10th graders in need of additional support 5. Providing an intensive geometry class for 10th graders in need of additional support 6. Providing an intensive biology research class for 10th graders in need of additional support 7. Providing an intensive reading class for 11th and 12th graders with a focus on SAT/ACT prep 8. Incorporating supplemental technology programs (i.e., Edgenuity, USA Test Prep, Mastery Prep) that meet the individual needs of students 9. In-house 2-week Senior SAT Bootcamp for 83 seniors missing FSA ELA or concordant score

**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.**

Action to ensure that we are providing extended learning opportunities to our students include: 1. Offering Title I after school tutoring in the core subject areas 2. Offering Title III after school tutoring for our ESOL students 3. Offering Saturday School Success Academy through the ESSER Grant