

MIAMI DADE COUNTY PUBLIC SCHOOLS**School Improvement Process****School Information****Name of School (School Number - School Name)**

7011 - American Senior High School

Principal (Last Name, First Name)

Papp, Stephen

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

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MTSS Coordinator (Last Name, First Name)

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Demographic Overview

American Senior High School (ASHS) is a diverse high school comprised of approximately 1,823 students - 65.8% Hispanic; 30% Black; 2% White; .82% Asian; and 2% Other. Approximately 13.2% of our student body are Students with Disabilities (SWD) and 14.2% are English Language Learners (ELL). Additionally, ASHS's graduation rate is 93% and 80.8% of our students are on free or reduced lunch.

Current School Status**a. Provide the School's Mission Statement**

The mission of American Senior High School is to partner with business and community members, parents, and students to provide a safe and quality learning environment. We promote academic, intellectual, personal, and social development of our diverse population in preparation for college and career pathways.

b. Provide the School's Vision Statement

The vision of American Senior High School is to inspire and prepare our students for a competitive global community. We will instill in them critical thinking skills, a desire for learning, and a respect for the core values of integrity, compassion, and perseverance.

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.**

American Senior High School (ASHS) is located in an urban community within Miami-Dade County, the fourth largest school district in the country. The community is predominately Hispanic and considered to be moderately low in terms of socioeconomic status. We offer an array of advanced academic opportunities such as Dual Enrollment, Advanced Placement, and our biggest program, Cambridge. We have various Cambridge AICE course offerings that afford our students the opportunity to graduate with an AICE diploma. In addition to advanced academics, we also have a strong CTE program with industry certification opportunities in the areas of Biomedical, Culinary Arts, Early Childhood, Engineering, Hospitality & Tourism, Information Technology, and Law Studies. Aside from these academies that offer certification, we also have a Fine Art Academy, which includes art, dance, drama, band, and chorus. Our JROTC program is extremely successful for those students interested in the military. We also offer a phenomenal Bio-Medical Magnet program that provides students three medical certification tracks: EMR, RKG, and nursing. American also offers its students a multitude of clubs including, but not limited to, National Honors Society, Culinary Club, Gaming Club, Key Club, Student

Government, and HOSA. We also provide our students with resources such as HIP, Project Up-Start and SAFE Network Services. Finally, students at American have the opportunity to partake in a wide-array of athletic sports such as baseball and softball and boys and girls basketball, football, soccer, volleyball, swimming, golf, bowling, and track.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.
 4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed most to the data findings? |
|---|---|--|--|
| Significantly Improved Data Findings | According to the 2019-2020 School Climate Survey, 82% of students responded in agreement to the statement: "My teachers require that I work very hard for the grades that I get" compared to 74% on the 2018-2019 School Climate Survey, resulting in an 8-percentage point increase. | This data finding was selected as being most impactful because it solidifies that students are held to high expectations by teachers to earn grades for rigorous coursework. | other Setting High Expectations |
| | According to the 2019-2020 School Climate Survey, 73% of students responded in agreement to the statement: "My teachers know a lot about the subjects they teach" compared to 62% on the 2018-2019 School Climate Survey, resulting in an 11-percentage point increase. | This data finding was selected as being most impactful because it demonstrates that students are able to observe teachers being held to high expectations with regards to being expert practitioners in the courses they instruct. | other Setting High Expectations |
| | According to the 2019-2020 School Climate Survey, 61% of staff responded in agreement to the statement: "I feel staff morale is high at my school" compared to 54% on the 2018-2019 School Climate Survey, resulting in a 7-percentage point increase. | This data finding was selected as being most impactful because it shows the direct correlation between setting high expectations for teaching and learning and how those expectations lead to an increase in staff morale. | other Setting High Expectations Empower Teachers And Staff |

Essential Practice for Significantly Improved Data Findings (Sustained)

Setting High Expectations

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed most to the data findings? |
|------------------------------|--|---|--|
| Neutral Data Findings | According to the 2019-2020 School Climate Survey, 23% of staff responded "disagree"/"strongly disagree" to the statement: "I feel lack of concern/support from parents" compared to 22% on the 2018-2019 School Climate Survey. | This data finding was selected as being most impactful because it shows that while we are working to increase parental involvement, there is still a great deal of room for improvement. | Family Engagement |
| | According to the 2019-2020 School Climate Survey, 21% of staff responded "agree" to the statement: "I frequently feel overloaded and overwhelmed at my job" compared to 23% on the 2018-2019 School Climate Survey. | This data finding was selected as being most impactful because it demonstrates that an increase in parental involvement would alleviate some of the pressure felt by the staff. An increase in family engagement could also help reduce some of the academic, social, and emotional issues students often face. | Family Engagement |
| | According to the 2019-2020 Attendance Dashboard, 22% of students had between 6-10 absences, compared to 25% in 2018-2019. This 3-percentage point difference illustrates how we have remained fairly neutral in terms of student attendance. | This data finding was selected as being most impactful because it shows the correlation between student attendance and parental involvement. If we raise awareness with parents on the importance of students being in school, then truancy issues would improve. | Family Engagement |

Essential Practice for Neutral Data Findings (Secondary)

Family Engagement

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed most to the data findings? |
|--|---|--|--|
| Significantly Decreased Data Findings | According to the 2019- 2020 School Climate Survey, 38% of staff responded "strongly agree" to the statement: "I feel my ideas are listened to and considered." This was a 5-percentage point decrease from the 2018-2019 School Climate Survey (43%). | This data finding was selected as being most impactful because it demonstrates the need to increase school morale and show staff members that their ideas are not only important but considered. | Celebrate Successes Empower Teachers And Staff |
| | According to the 2019- 2020 School | This data finding was selected as | Celebrate |

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| | Climate Survey, 32% of staff responded, "strongly agree" to the statement: "I feel satisfied concerning my career at this school." This was a 7-percentage point decrease from the 2018-2019 School Climate Survey (39%). | being most impactful because it illustrates a drop in staff satisfaction with the school, thus having a negative impact on school culture and highlighting the need to celebrate staff successes. | Successes |
| | According to the 2019- 2020 School Climate Survey, 7% of students reported "strongly agree" to the statement: "I like coming to school" compared to 14% on the 2018-2019 School Climate Survey, resulting in a 7-percentage point decrease. | This data finding was selected as being most impactful because it shows a 7- percentage point drop in one calendar year. The school and its staff can do a better job at celebrating student successes. | Celebrate Successes Rewards/Incentives |

Essential Practice for Significantly Decreased Data Findings (Primary)

Celebrate Successes

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed most to the data findings? |
|---|---|---|--|
| Significantly Improved Data Findings | According to the 2019-2020 SIP Survey, only 9% of staff responded, "never" when asked the question: "How often do you participate in data chats with your administrator?" compared to 14% responding "never" on the 2018-2019 SIP Survey. | This data finding was selected as being most impactful because it illustrates the impact of collaborative data chats and how they contribute to student and teacher growth. | Collaborative Data Chats |
| | According to the 2019-2020 SIP Survey, only 8% of staff responded, "never" when asked the question: "How often do you receive guidance in using data to plan your instruction?" compared to 9% responding "never" on the 2018-2019 SIP Survey. Additionally, there was an increase of 12-percentage points on the SIP Survey, from 23% in 2018-2019 to 35% in 2019-2020, specifically with staff receiving guidance with data on a monthly basis to plan for instruction. | This data finding was selected as being most impactful because it solidifies the effectiveness of the current practices we have in place of reviewing and analyzing data to plan for instruction after every Topic Assessment and conducting administrative data chats after the MYA. | Collaborative Data Chats Data-Driven Instruction |
| | FSA-ELA overall proficiency increased one-percentage point from 36% in 2018 to 37% in 2019. There was also an increase in Math | This data finding was selected as being most impactful because it shows how conducting data chats and using data to plan for | Collaborative Data Chats |

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| | of 3-percentage points from 32% in 2018 to 35% in 2019. | instruction has a positive impact on student performance. Although students were unable to test this school year, we were hopeful that the practices we had in place specific to data would have led to an increase in proficiency in all tested areas. | Data-Driven Decision Making Data-Driven Instruction |
|--|---|---|--|

Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Data Chats

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed most to the data findings? |
|------------------------------|--|---|--|
| Neutral Data Findings | According to the 2019-2020 School Climate Survey, 46% of students responded in agreement to the statement: "My teachers make learning fun and interesting" compared to 44% on the 2018-2019 School Climate Survey. | This data finding was selected as being most impactful because it is a neutral data point that should be increasing from one year to the next. In order for more students to feel that learning is fun and interesting, perhaps a shift in practices is necessary. Specifically, increasing the use of collaborative structures could truly enhance the learning experience for students. | Accountable Talk |
| | According to the 2019-2020 School Climate Survey, 41% of students responded in agreement to the statement: "My teachers want me to learn" compared to 45% on the 2018-2019 School Climate Survey. | This data finding was selected as being most impactful because it demonstrates a neutralized data point, which indicates that perhaps a change in the way students learn may be needed (i.e., collaborative structures). | Accountable Talk Collaborative Learning / Structures |
| | Overall learning gains in mathematics remained the same at 48% when comparing the 2018 Algebra I/Geometry EOC and the 2019 Algebra I/Geometry EOC. | This data finding was selected as being most impactful because it demonstrates a neutralized data point, which indicates that perhaps a change in the way students learn may be needed (i.e., collaborative structures, accountable talk, student-centered learning). | Accountable Talk Collaborative Learning / Structures |

Essential Practice for Neutral Data Findings (Secondary)

Accountable Talk

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed |
|--------------------|---|---|---|
| | | | |

| | | | most to the data findings? |
|--|--|---|---|
| Significantly Decreased Data Findings | According to the 2019-2020 School Climate Survey, only 7% of students responded, "strongly agree" to the statement: "What I learn in class helps me outside the school." | This data finding was selected as being most impactful because it illustrates the disconnect our students are having in making real-world connections with what they learn in the classroom. | 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) |
| | According to the 2019-2020 School Climate Survey, only 10% of students responded, "strongly agree" to the statement: "My classes prepare me for secondary/post-secondary education." | This data finding was selected as being most impactful because it illustrates how students feel regarding preparedness for the next step on their educational journey. It highlights the need for a more rigorous and competitive curriculum and style of learning. | 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) |
| | There was an 8-percentage point decrease in the area of overall proficiency from 2018 (62%) to 2019 (54%) on the US History EOC. | This data finding was selected as being most impactful because shows how employing 21st century strategies are essential for student growth and achievement. It clearly demonstrates a need for a shift in instruction to incorporate more creativity, collaboration, communication, and critical thinking. | 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) Collaborative Learning / Structures |

Essential Practice for Significantly Decreased Data Findings (Primary)

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

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

Setting High Expectations

Primary Essential Practice

Celebrate Successes

Secondary Essential Practice

Family Engagement

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Data Chats

Primary Essential Practice

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

Secondary Essential Practice

Accountable Talk

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 School Leadership Team's current reality as it pertains to Commitment to Students is progressively improving. The majority of staff members feel adequate resources are supplied to students, collaboration occurs with colleagues to enhance student learning outcomes, and appropriate interventions are provided for students exhibiting early warning indicators.

As evidenced by:

This is evidenced by a 2-percentage point increases on the 2019-2020 SIP Survey in comparison to the 2018-2019 SIP Survey, specifically in the area of providing adequate resources for all students. In addition, when comparing the 2019-2020 SIP Survey data to the 2018-2019 SIP Survey, there was a 4-percentage point increase and a 2-percentage point increase, respectively, in the areas of collaborative planning and providing interventions for students.

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 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.

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 as it pertains to Focusing on Sustainable Results is progressively improving. There is a positive trend in the data suggesting a notable increase in data chats, progress monitoring, and administrative walk-throughs.

As evidenced by:

This is evidenced by a 7-percentage point increases on the 2019-2020 SIP Survey in comparison to the 2018-2019 SIP Survey, specifically in the area of conducting administrative data chats. In addition, when comparing the 2019-2020 SIP Survey data to the 2018-2019 SIP Survey, there was a 2-percentage point increase and a 1-percentage point increase, respectively, in the areas of administrative walk-throughs and utilizing progress monitoring data to provide remediation and instruction.

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 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.

Competency 3: Developing Others

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

The School Leadership Team's current reality regarding Developing Others is extremely positive. More than half of the staff feels that the School Leadership Team supports teachers. Additionally, professional development takes place on a consistent basis to ensure the development of teachers.

As evidenced by:

This is evidenced by the 2019-2020 SIP Survey where 66% of the staff indicated that they are "supported by teacher leaders all the time" compared to 53% in 2018-2019. In addition, new teachers always receive a mentor and instructional coaches are always available to assist teachers in need of professional growth and development.

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 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.

Competency 4: Engages the Team

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

The School Leadership Team's current reality regarding engaging the team is extremely positive. As a school, we strive to work as a team and constantly garner input from staff members outside of the Leadership Team. Additionally, the Leadership Team strives to raise staff morale by expressing confidence in the staff, celebrating successes, and creating opportunities for team building exercises.

As evidenced by:

This is evidenced by the 2019-2020 SIP Survey where 84% of the staff indicated that they were "provided the opportunity to actively participate in establishing Implementation steps for the School Improvement Process." Additionally, during monthly staff meetings set time aside to recognize a deserving staff member with the "Most Valuable Patriot" (MVP) trophy. We also provide opportunities for team building exercises during professional development sessions. Finally, while we work as a team to celebrate success, we need to do a better job with this practice and are brainstorming additional ways to do so in this year's SIP.

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

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.

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

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.

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 host a Welcome Back Teacher Drive-Thru.

Secondary Essential Practice

Family Engagement

Priority Actions to Enhance 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 a Freshman/New Student Orientation Drive-Thru; host virtual parent orientation nights by grade-level; and provide workshops for parents throughout the school year (e.g., innovative learning and video conferencing platforms, grade book, ELL, Cambridge, Magnet, etc.).

ACADEMIC PROGRAMS

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.

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 follow-up PD on innovative learning platforms; conduct monthly departmental best practices mini sessions on innovative learning and video conferencing platforms; share one 21st century learning best practice at each faculty meeting; and monitor the implementation of 21st century learning through administrative walk-throughs.

Secondary Essential Practice

Accountable Talk

Priority Actions to Enhance 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 best practices on promoting accountable talk during collaborative planning; conduct coaching cycles on accountable talk; and monitor the implementation of accountable talk through administrative walk-throughs.

OUTCOME STATEMENTS

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

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

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

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement our sustained 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.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

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.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

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

The professional development should include a summary of the:

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

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

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

Opening of School Professional Development Agenda

| Opening | Process Description | Activity Lead |
|---------|---------------------|---------------|
|---------|---------------------|---------------|

| of School Date | Phase I Topic <i>What topic will be shared?</i> | What process/protocol will be used to share the topic and garner feedback from all stakeholders? | Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic? |
|-----------------------|--|---|--|
| (08/20/20) AM-PM | <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> | | |
| (08/19/20) AM-PM | Synergy/SIP Process (practices, priority actions & outcome statements) | Discuss highlights from Synergy 2020, with a specific focus on virtual teaching and learning. Share in-house SIP Survey results with the staff as well as the sustained, primary, and secondary practices, priority actions and outcome statements, which will be implemented in the 2020-2021 SIP. | Synergy Team: Stephen Papp, Principal; Jodie Jové, Assistant Principal; Isis Gonzalez, PD Liaison; Bertine Triche, Mathematics Instructional Coach; Dawn Pearce, Literacy Instructional Coach; Tehamana Tarallo, science teacher |
| 08/19/20 AM | Data Reflection/Looking Ahead | Using a visual presentation, we will share the 2019-2020 school-wide data (i.e., SIP Survey, School Climate Survey, PD Survey, Attendance/EWI Dashboard) and engage staff in a dialogue about the school's vision and expectations for the 2020-2021 school year. | Stephen Papp, Principal |
| 08/27/20 AM-PM | School Operations and Human Resources | Using Zoom through Microsoft Teams, we will conduct a school-wide PD on COVID-19 Reporting Procedures, Supporting Mental Health, Effective Family Communication Strategies, Personal Protective Equipment/School Readiness, and School Site | Stephen Papp, Principal; Ursula Garbutt, Assistant Principal; Alex Gonzalez, Assistant Principal; Jodie Jové, Assistant Principal |

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|-------------------|-----------------------------------|--|--|
| | | Sanitation Protocols and Facilities Updates. | |
| 08/27/20 AM-PM | My School Online K-12 Planning | Using Zoom through Microsoft Teams, we will facilitate departmental planning sessions to effectively plan for My School Online K-12. | Stephen Papp, Principal; Ursula Garbutt, Assistant Principal; Alex Gonzalez, Assistant Principal; Jodie Jové, Assistant Principal; Department Chairs: Stanley Brown; Carita Facey; Patrice Degraff; Tabitha Milfort; Dawn Pearce; Ricardo Pelaez; Candace Rodriguez; Ginette Torres; Tehemana Tarallo; Bertine Triche; and Victor Wisniski |
| | | | |
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Phase II

Action Planning

Consensus – Define – Implement

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

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

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

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

Implementation Steps Requirements:

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

Quarter 1 Implementation

August 31 – October 16, 2020

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

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

Every Student Succeeds Act (ESSA) Data Incorporation

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

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

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

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

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

Quarter 2 Implementation

November 2 – December 18, 2020

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

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

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

School Culture Outcome Statement

If we successfully implement 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.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|--|---|--|--|---|
| Start: Mon, Aug 31 End: Fri, Oct 16 | In an effort to continue to set high expectations, teachers will be provided with specific and timely feedback during the implementation of innovative learning and video conferencing platforms. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine | 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 | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; and Bertine Triche, 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, |

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| | | Triche, Instructional Coach | teachers are receiving ample support with the new platforms are working. | corrective feedback and instructional coaches will be available to provide support, if needed. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Implement a mentoring program by identifying 75 at-risk students in grades 9-12 and pairing them up with a staff member. During this implementation window, student mentees will be identified, staff mentors will be identified, and an interest survey will be conducted to pair students and staff. | Jodie Jové, Assistant Principal; Ginette Torres, Student Services Department Chair | Staff volunteers to be mentors for our at-risk students, will serve to capture if the initiative of creating a mentoring program is an effective way to set high expectations. | Jodie Jové, Assistant Principal; and Ginette Torres, Student Services Department Chair, will monitor the implementation of the mentoring program by collecting mentor and mentee interest surveys. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | On a weekly basis, counselors will 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. | 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 | Student and parent feedback during the weekly phone calls, will serve to capture that the wellness checks are an effective way to set high expectations. | 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. |
| Start: Tue, Sept 1 End: Wed, Sept 30 | Create Multicultural Committees, for both staff and students, during the month of September, to cultivate cultural awareness among the staff and students. | Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director | 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. | 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. |

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 host a Welcome Back Teacher Drive-Thru.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|--|---|---|--|---|
| Start: Mon, Aug 31 End: Fri, Oct 16 | 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, trophy, and be featured on our school's website, 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. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | 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. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Teachers will submit monthly nominations for the Most Valuable Patriot (MVP) by grade level. The administration will | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, | An improvement in student performance and behavior | Jodie Jové, Assistant Principal will monitor the program by keeping track of MVPs using an Excel spreadsheet. Isis Gonzalez, |

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| | then vote for 4 students (one from each grade level) to be recognized on the school's website, IG, Twitter, and "Wall of Fame" as a means of celebrating student successes. | Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director | will serve to capture if the Student of the Month initiative is working as a means of celebrating successes. | Activities Director, will be responsible for posting MVPs on all the school's social media platforms. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Host a Welcome Back Teacher Drive-Thru on 8/19 with music, gift bags, and treats from the Sunshine Committee to celebrate successes and welcome teachers into the new school year. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director; Janette Romero, Sunshine Committee President | An increase in Sunshine Committee staff membership for the 2020-2021 school year will indicate if this event, aimed at celebrating successes, was effective. | Janette Romero, Sunshine Committee President will monitor 2020-2021 staff participation using an Excel spreadsheet. |

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 a Freshman/New Student Orientation Drive-Thru; host virtual parent orientation nights by grade-level; and provide workshops for parents throughout the school year (e.g., innovative learning and video conferencing platforms, grade book, ELL, Cambridge, Magnet, etc.).

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|---|--|---|--|---|
| Start: Tue, Sept 1 End: Wed, Sept 30 | During the month of September, advertise and promote the PTSA and EESAC in an effort to increase membership/support. | Ursula Garbutt, Assistant Principal; Gaby Miralles, PTSA President; Jessica | An increase in membership in both the PTSA and EESAC will serve to capture if the promotional | Ursula Garbutt, Assistant Principal; Gaby Millares, PTSA President; and Jessica Baez, EESAC Chair, will monitor the participation at meetings through the sign-in |

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| | | Baez, EESAC Chair | strategies utilized during the month of September were effective. | sheets. PTSA membership will be monitored by PTSA President, Gaby Millares. |
| Start: Mon, Aug 31 End: Mon, Aug 31 | Host a Freshman/New Student Drive-Thru Orientation with music, gift bags, and information for parents to celebrate successes welcome new Patriots and increase family engagement. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director | Success of the Freshman/New Student Orientation Drive-Thru, in terms of participation, will demonstrate that we are working to promote family engagement. | Isis Gonzalez, Activities Director, will monitor participation based on the number of attendees. |
| Start: Mon, Sept 14 End: Fri, Oct 16 | Plan and host virtual parent orientation nights, by grade-level, via Zoom or YouTube to give parents an overview of American Senior High School and pertinent information relevant to distance learning. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director | Success of the virtual orientations, in terms of participation, will demonstrate that we are working to promote family engagement. | Isis Gonzalez, Activities Director, will monitor participation based on the number of attendees as well as the number of followers we gain after the event on our school's IG and Twitter. |
| Start: Tue, Sept 1 End: Wed, Sept 30 | During the month of September, plan and execute a parent workshop via Zoom or YouTube to promote family engagement. | Ursula Garbutt, Assistant Principal; L'Tosha Smith; Community Involvement Specialist; Isis Gonzalez, Activities Director | An increase in attendance at EESAC and PTSA meetings will demonstrate that we are working to increase parental and community involvement. | Ursula Garbutt, Assistant Principal; and L'Tosha Smith, Community Involvement Specialist, will monitor the success of the workshops based on parental participation from sign-in sheets. |

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

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 | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|---|---|---|---|--|
| Start: Mon, Aug 31 End: Fri, Sept 25 | Conduct administrative-teacher data chats to analyze and reflect upon available 2020-2021 data. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal | Effective data-driven practices observed in the classrooms will serve to capture that the process of conducting administrative-teacher and 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. |
| Start: Mon, Sept 28 End: Fri, Oct 16 | After administrative-teacher data chats are conducted, teachers will ensure that all students have set individual goals. | Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach | An increase in student performance data will serve to capture if students are setting attainable goals, monitoring their individual progress, and promoting a growth mindset. | 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 walk-throughs with this specific “look-for.” |
| Start: Mon, Sept 28 End: Fri, Oct 16 | After administrative-teacher data chats, instructional coaches will assist teachers, on a needs-basis, with analyzing their data and creating small groups for both | Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, | Coaching cycles specific to assisting teachers with analyzing data to create small groups for remediation and enrichment 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. |

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| | remediation and enrichment. | Instructional Coach | | |
| Start: Mon, Aug 31 End: Fri, Oct 16 | 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 follow-up PD on innovative learning platforms; conduct monthly departmental best practices mini sessions on innovative learning and video conferencing platforms; 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 | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|--|---|--|--|---|
| Start: Mon, Aug 31 End: Mon, Aug 31 | On 8/27, Provide all instructional staff with a 2-hour refresher PD on the My School Online (MSO) K-12 platform, by department, allowing teachers to plan for the first week of school. | Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Math; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Tehamana Tarallo, Science; Victor Wisniski, Social Studies; Bertine Triche, Instructional Coach | Effective implementation of innovative learning and video conferencing platforms, observed during daily administrative walk-throughs, will serve to capture the effectiveness of the follow-up PD. | Isis Gonzalez, PD Liaison, will monitor the entire PD process. In addition, Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor the implementation of innovative learning and video conferencing platforms during daily walk-throughs. |

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| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>Provide monthly departmental best practices mini sessions on innovative learning and video conferencing platforms.</p> | <p>Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Math; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Tehamana Tarallo, Science; Victor Wisniski, Social Studies; Bertine Triche, Instructional Coach</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 innovative learning and video conferencing platforms are being implemented.</p> | <p>The implementation of best practices on innovative learning and video conferencing platforms 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> |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <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> |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>Conduct daily walk-throughs including our Students with Disabilities (SWD) subgroup looking for 21st century learning strategies.</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach</p> | <p>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 21st century learning.</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, 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.</p> |

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).

Students with Disabilities

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

According to 2019 school-wide assessment data, the subgroup Students with Disabilities (SWD) did not meet the 41% threshold; SWD fell short by 8-percentage points (33%). Despite instructional resources and support, assessment data indicates that students in the SWD subgroup struggle across all content areas. In an effort to bridge this achievement gap, more strategic intervention will take place and the current practices we have in place will be modified to meet the specific academic needs of the students. The Leadership Team and Instructional Coaches will develop, lead, and evaluate the school's core content standards and research best practices specific to the cognitive and behavioral needs of students with disabilities. Teachers, support staff, and administration will work collaboratively with district personnel to select evidenced-based intervention strategies that promote academic growth. Progress monitoring, data collection, and data analysis, along with the participation and implementation of professional development, will also take place for this specific subgroup in order to reach the 41% threshold.

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

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 best practices on promoting accountable talk during collaborative planning; conduct coaching cycles on accountable talk; and monitor the implementation of accountable talk through administrative walk-throughs.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|--|---|---|--|---|
| Start: Mon, Aug 31 End: Fri, Oct 16 | 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 | 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 |

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| | | | place in the classroom. | walks will also serve as a monitoring tool. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Once a week, teachers will take turns sharing a best practice related to accountable talk during collaborative planning. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal | Weekly lesson plans, daily walk-through feedback, and an observance of commonalities in teachers' lessons, will serve to capture if effective accountable talk strategies are being implemented in the classrooms. | The implementation of best practices on accountable talk will be monitored on a weekly basis by the attendance and active participation of administrators (Jodie Jové; Alex Gonzalez; Ursula Garbutt) at collaborative planning. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | 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; Bertine Triche, 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. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | 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. |

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

If we successfully implement our sustained 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

The action steps listed in Q2 are from our 2019-2020 SIP. There was a glitch with our SIP, which caused all of last year's data to prepopulate into all the fields of Q2.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|---|---|--|--|--|
| Start: Mon, Nov 2 End: Fri, Dec 18 | 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; Bertine Triche, 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 new platforms are working. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; and Bertine Triche, 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. |
| Start: Mon, Nov 2 | Continue with the next steps for the mentoring program by providing | Jodie Jové, Assistant Principal; | Completion of the staff and student surveys | Jodie Jové, Assistant Principal; and Ginette Torres, Student Services Department Chair, will |

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| <p>End: Fri, Dec 18</p> | <p>an interest survey to the 40 at-risk students in grades 9-12 selected and the 40 staff volunteers. Based on the survey results, each student will be paired with a mentor and the mentor will be responsible for organizing the first meeting.</p> | <p>Ginette Torres, Student Services Department Chair</p> | <p>will serve to capture if the initiative of creating a mentoring program is an effective way of setting high expectations.</p> | <p>monitor the implementation of the mentoring program by collecting mentor and mentee interest surveys.</p> |
| <p>Start: Mon, Nov 2 End: Fri, Dec 18</p> | <p>On a 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> |
| <p>Start: Mon, Nov 2 End: Fri, Dec 18</p> | <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

The action steps listed in Q2 are from our 2019-2020 SIP. There was a glitch with our SIP, which caused all of last year's data to prepopulate into all the fields of Q2.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
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| Start: Mon, Nov 2 End: Fri, Dec 18 | 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. |
| Start: Mon, Nov 2 End: Fri, Dec 18 | 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. |
| Start: Mon, Nov 2 End: Fri, Dec 18 | Teachers will submit monthly nominations for the Most Valuable Patriot (MVP) to their Department Chairpersons. The administration will then vote for 4 students (one from each grade level) to be | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; | An improvement in student performance and behavior will serve to capture if the Student of the | Jodie Jové, Assistant Principal will oversee the program; Isis Gonzalez, Activities Director, will keep track of the winners using a spreadsheet and will be responsible for posting MVPs on all the school's social |

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| | recognized on the school's IG, Twitter, and "Wall of Fame" as a means of celebrating student successes. | Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director | Month initiative is working as a means of celebrating successes. | media platforms and the Wall of Fame. |
| Start: Mon, Nov 2 End: Fri, Dec 18 | Award students for honor roll and perfect attendance in an effort to celebrate student successes. | 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 student grade-level orientations; host virtual parent orientation nights by grade-level; 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

The action steps listed in Q2 are from our 2019-2020 SIP. There was a glitch with our SIP, which caused all of last year's data to populate into all the fields of Q2.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
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| Start: Mon, Nov 2 | During the months of November and December, advertise and promote the | 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; |

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| <p>End: Fri, Dec 18</p> | <p>PTSA and EESAC in an effort to increase membership/support.</p> | | <p>serve to capture if the promotional strategies utilized during the month of September were effective.</p> | <p>and Jessica Baez, EESAC Chair, will monitor the participation at meetings through the sign-in sheets. PTSA membership will be monitored by PTSA President, Gaby Millares.</p> |
| <p>Start: Mon, Nov 9 End: Mon, Nov 30</p> | <p>Counselors and grade-level administrators will host virtual student grade-level orientations during the month of November to share pertinent information on grade-level expectations, academics, athletics, and activities.</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; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director</p> | <p>An improvement in student performance and behavior will serve to capture if the grade-level student orientations were successful in promoting family engagement.</p> | <p>Isis Gonzalez, Activities Director, will monitor participation based on the number of attendees.</p> |
| <p>Start: Mon, Nov 9 End: Mon, Nov 30</p> | <p>Grade-level administrators and counselors will host virtual parent orientations during the month of November to share pertinent information on overall student expectations, testing, attendance, graduation requirements, academics, athletics, and activities.</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; 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</p> | <p>An improvement in student performance and behavior will serve to capture if the parent orientations were successful in promoting family engagement.</p> | <p>Isis Gonzalez, Activities Director, will monitor participation based on the number of attendees.</p> |
| <p>Start: Tue, Nov 10 End: Tue, Nov 10</p> | <p>Promote parental participation in the Virtually Engaged Webinar Series offered by the Office of Community Engagement.</p> | <p>Ursula Garbutt, Assistant Principal; Jodie Jové, Assistant Principal; L'Tosha Smith; 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</p> | <p>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</p> | <p>Ursula Garbutt, Assistant Principal; and L'Tosha Smith, Community Involvement Specialist, will monitor the success of the webinars based on attendance and feedback from parents.</p> |

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

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.

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

The action steps listed in Q2 are from our 2019-2020 SIP. There was a glitch with our SIP, which caused all of last year's data to prepopulate into all the fields of Q2.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
|---|--|--|--|--|
| Start: Mon, Nov 2 End: Fri, Dec 18 | Conduct teacher-student data chats 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; Bertine Triche, Instructional Coach; Dawn | 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. |

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| | | Pearce, Instructional Coach | | |
| Start: Mon, Nov 2 End: Fri, Dec 18 | After administrative-teacher and teacher-student data chats are conducted, students will use various goal setting/data tracking tools to set individual goals and progress monitor. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Bertine Triche, Instructional Coach; Dawn Pearce, Instructional Coach | An increase in student performance data will serve to capture if students are setting attainable goals, monitoring their individual progress, and promoting a growth mindset. | 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 walk-throughs with this specific “look-for.” |
| Start: Mon, Nov 2 End: Fri, Dec 18 | Instructional coaches will assist teachers, on a needs-basis, with analyzing their data and creating small groups for both remediation and enrichment. | Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach | Coaching cycles specific to assisting teachers with analyzing data to create small groups for remediation and enrichment 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. |
| Start: Mon, Nov 2 End: Fri, Dec 18 | 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.

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

The action steps listed in Q2 are from our 2019-2020 SIP. There was a glitch with our SIP, which caused all of last year's data to prepopulate into all the fields of Q2.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
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| Start: Tue, Nov 3 End: Tue, Nov 3 | On 11/3, provide teachers with a PD on 21st century learning that includes literature/research on 21st century learning, SAMR Model, and various 21st century strategies that promote student engagement. | Latrikia Adams, Social Studies teacher; Carita Facey, Math Dept. Chair; Isis Gonzalez, PD Liaison; Jodie Jové, Assistant Principal; Dawn Pearce, Instructional Coach; Bastola Storr, Reading teacher; Tehamana Tarallo, Science Dept. Chair; Bertine Triche, Instructional Coach | Effective implementation of 21st century innovative learning and video conferencing platforms, observed during daily administrative walk-throughs, will serve to capture the effectiveness of the PD on 21st century learning. | Isis Gonzalez, PD Liaison, will monitor the entire PD process. In addition, Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor the implementation of 21st century innovative learning and video conferencing platforms during daily walk-throughs. |
| Start: Mon, Nov 2 End: Fri, Dec 18 | Provide monthly departmental best practices mini sessions on 21st century learning. | Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Math; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Tehamana Tarallo, Science; Victor Wisniski, Social Studies; Bertine Triche, Instructional Coach | 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. | 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. |

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| <p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p> | <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> |
| <p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p> | <p>Conduct daily walk-throughs including our Students with Disabilities (SWD) subgroup looking for 21st century learning strategies.</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach</p> | <p>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 21st century learning.</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, 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.</p> |

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.

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

The action steps listed in Q2 are from our 2019-2020 SIP. There was a glitch with our SIP, which caused all of last year's data to populate into all the fields of Q2.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was | Monitoring (How and Who?) |
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| | | | successfully executed?) | |
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| <p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p> | <p>Implement monthly virtual learning walks targeting expert teachers in the area of accountable talk.</p> | <p>Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal</p> | <p>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.</p> | <p>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.</p> |
| <p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p> | <p>At monthly department meetings, share, discuss, and plan how to effectively utilize accountable talk poster.</p> | <p>Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Math; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Tehamana Tarallo, Science; Victor Wisniski, Social Studies; Bertine Triche, Instructional Coach</p> | <p>Weekly lesson plans, daily walk-through feedback, and an observance of teacher effectively utilizing the accountable talk poster, will serve to capture if effective accountable talk strategies are being implemented in the classrooms.</p> | <p>The implementation of best practices on accountable talk and the use of the accountable talk poster will be monitored on a weekly basis by the attendance and active participation of administrators (Jodie Jové; Alex Gonzalez; Ursula Garbutt) at collaborative planning.</p> |
| <p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p> | <p>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.</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach</p> | <p>Lesson plans and coaching cycles specific to accountable talk will serve to capture that instructional coaches are working with teachers to increase student engagement.</p> | <p>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.</p> |
| <p>Start: Mon, Nov 2</p> | <p>Conduct daily walk-throughs looking for</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez,</p> | <p>Immediate, corrective feedback in the form of an email</p> | <p>Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez,</p> |

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| End: Fri, Dec 18 | accountable talk strategies. | Assistant Principal; Ursula Garbutt, Assistant Principal | will be used to capture that daily walk-throughs are being conducted with fidelity, with the specific look-for of accountable talk. | 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. |
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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 2. Sharing best practices on Microsoft Teams and other innovative learning platforms during collaborative planning 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. Conducting ongoing coaching cycles to provide teachers with support on high-quality instruction 6. Conducting administrative-teacher and teacher-student data chats based on available data 7. 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. Using the Powerbi District Student Engagement Tool (DSET) report 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. Incorporating supplemental technology programs that meet the individual needs of students

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

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

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

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

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

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

Phase III: Mid-Year Review

January 4 – January 29, 2021

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

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

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

Implementation Steps Requirements:

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

Mid-Year Data Map

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

Access the SIP Dashboard:

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

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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

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

The 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?) |
|--|---|--|--|--|
| Start: Mon, Feb 1 End: 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 new platforms are working. | 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. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Continue with the next steps for the mentoring program by soliciting feedback from mentors | Jodie Jové, Assistant Principal; Ginette Torres, | Completion of the staff and student surveys will serve to | Jodie Jové, Assistant Principal; and Ginette Torres, Student Services Department Chair, will monitor the implementation of |

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| | 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. | Student Services Department Chair | capture if the initiative of creating a mentoring program is an effective way of setting high expectations. | the mentoring program by collecting mentor and mentee data via emails and progress monitoring the academic status of the students using Grade Book. |
| Start: Tue, Feb 2 End: Wed, Jun 9 | 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. | 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 | 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. | 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. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Continue to organize events that promote cultural awareness through the staff and student Multicultural Committees. | Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director | 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. | 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. |

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?) |
|--|--|---|--|---|
| Start: Mon, Feb 1 End: 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. |
| Start: Mon, Feb 1 End: 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. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Teachers will submit monthly nominations for the Most Valuable Patriot (MVP) to their Department Chairpersons. The administration will then 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 | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant | An improvement in student performance and behavior will serve to capture if the Student of the Month initiative is working as a means of | Jodie Jové, Assistant Principal will oversee the program; Isis Gonzalez, Activities Director, will keep track of the winners using a spreadsheet and will be responsible for posting MVPs on all the school's social media platforms and the Wall of Fame. |

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| | celebrating student successes. | Principal; Isis Gonzalez, Activities Director | celebrating successes. | |
| Start: Mon, Feb 1 End: 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?) |
|--|---|---|--|--|
| Start: Mon, Feb 1 End: Wed, Jun 9 | Advertise and promote the PTSA and EESAC in an effort to increase membership/support. | Ursula Garbutt, Assistant Principal; Gaby Miralles, PTSA President; Jessica Baez, EESAC Chair | An increase in membership in both the PTSA and EESAC will serve to capture if the promotional strategies utilized to | Ursula Garbutt, Assistant Principal; Gaby Millares, PTSA President; and Jessica Baez, EESAC Chair, will monitor the participation at meetings through the sign-in sheets. PTSA |

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| | | | increase membership were effective. | membership will be monitored by PTSA President, Gaby Millares. |
| Start: Tue, Feb 16 End: 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. |
| Start: Mon, Feb 1 End: 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. |
| Start: Mon, Feb 1 End: 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?) |
|--|---|--|---|--|
| Start: Mon, Feb 1 End: 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. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | After administrative-teacher and teacher-student data chats are conducted, students will use various goal setting/data tracking tools to set individual goals and progress monitor. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Carita Facey, Instructional Coach; Dawn | An increase in student performance data will serve to capture if students are setting attainable goals, monitoring their individual progress, and promoting a growth mindset. | 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 walk-throughs with this specific "look-for." |

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| | | Pearce, Instructional Coach | | |
| Start: Mon, Feb 1 End: 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. |
| Start: Mon, Feb 1 End: 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 action, and the purpose of the action.) | Person(s) Responsible (First & Last Name, Postion) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and who?) |
|--------------------------|---|---|---|--|
| Start: Mon, Feb 1 | During collaborative | Stephen Papp, Principal; Jodie Jové, Assistant | Effective implementation | Assistant Principals Jodie Jové and Ursula Garbutt, will |

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| End: Wed, Jun 9 | 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. | Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Tehamana Tarallo, Science Dept. Chair; Carita Facey, Instructional Coach | 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. | 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." |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Provide monthly departmental best practices mini sessions on 21st century learning. | 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 Tehamana Tarallo, Science; Victor Wisniski, Social Studies | 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. | 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. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | At each monthly faculty meeting, a different teacher will be selected to share a 21st century learning best practice. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal | 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. | 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." |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Conduct daily walk-throughs including our Students with Disabilities (SWD) subgroup looking for 21st century learning strategies. | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Carita Facey, Instructional Coach | Immediate, corrective feedback in the form of an email will be used to capture that daily walk-throughs are being conducted with | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, 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 |

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| | | | fidelity, with the specific look-for of 21st century learning. | 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, Position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and who?) |
|--|--|---|---|---|
| Start: Mon, Feb 1 End: 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. |
| Start: Mon, Feb 1 End: 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 effectiveness of this initiative. | 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." |
| Start: Mon, Feb 1 End: Wed, Jun 9 | To help increase student engagement, instructional coaches will assist teachers, on a needs-basis, | Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant | Lesson plans and coaching cycles specific to accountable talk will serve to | Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that instructional coaches are effectively implementing |

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| | with incorporating accountable talk strategies into their lessons during collaborative planning and coaching cycles. | Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Carita Facey, Instructional Coach | capture that instructional coaches are working with teachers to increase student engagement. | coaching cycles on accountable talk. In addition, they will meet with coaches on a weekly basis to discuss coaching cycles. |
| Start: Mon, Feb 1 End: 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

Phase V

End of Year Reflection

Input – Feedback – Outcome Analysis

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

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

Phase V Stakeholder Feedback and Reflection

May 3 – June 9, 2021

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

2020-2021 Continuous Improvement Reflection Worksheet

School Culture

May 3 – June 9, 2021

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

School Culture Outcome Statement

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.

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

In reviewing Phase I, II, and III of the School Improvement Process, American SHS somewhat met the intended Outcome Statement in School Culture. The constant switching of students from delivery model as well as the continuous quarantines, both among students and staff, made it extremely difficult to execute the practices set forth in our SIP. While we successfully implemented the practice of setting high expectations, we struggled with celebrating successes - especially when it came to students - and we also fell short in increasing family engagement due to the pandemic.

Sustained Essential Practice

Setting High Expectations

Primary Essential Practice

Celebrate Successes

Secondary Essential Practice

Family Engagement

End of Year Implementation Plan Reflection

Strengths

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

In reviewing the Implementation Steps executed during the 2020-2021 school year, the steps below led to the successful implementation of the Sustained Essential Practice Setting High Expectations: • Administration set high expectations in collaborative planning • Mentors helped new teachers • Coaches encouraged and supported teachers • Implemented innovative learning and video conferencing platforms • Multicultural committee helped organize events for students and staff • Staff members made phone calls to inform about excessive absences/wellness checks • Hispanic Heritage/Black History Month performances to promote community •

Opportunity for Improvement

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

In reviewing the Implementation Steps implemented during the 2020-2021 school year, the mentoring program for at-risk students was the step for the Sustained Essential Practice of setting high expectations that was not implemented with success. The majority of the at-risk students identified for the mentoring program had excessive absences and it was very difficult to make contact. In addition, with most of the students being MSO, it was not easy to mentor students because they were not easily accessible. Attempts were made to do so virtually, but in many cases the students would not commit to the program.

Cambridge meetings held with students • Virtual and in-person articulation to increase enrollment

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

In reviewing the Implementation Steps executed during the 2020-2021 school year, the steps below led to the successful implementation of the Primary Essential Practice Celebrating Successes: • MVP award – students and staff • Staff shout-outs at faculty meetings • Creation of the Patriot Insight videos to highlight school and student successes • Successes posted on social media - Twitter, IG, and school website • Students recognized for honor roll/perfect attendance • Wall of Fame pictures changed monthly

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

In reviewing the Implementation Steps executed during the 2020-2021 school year, the steps below led to the successful implementation of the Secondary Essential Practice Increasing Family Engagement: • In-person and virtual Cambridge meetings/tours for potential AICE students and parents • Virtually Engaged webinar series for parents • Winter Voter Registration Drive • CAP Advisor kept students and parents informed about graduation through

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

In reviewing the Implementation Steps implemented during the 2020-2021 school year, in-person celebrations and getting incentives to students were the steps for the Primary Essential Practice of celebrating successes that were not implemented with success due to the pandemic. In-person celebrations for both students and staff were not allowed due to the pandemic. As a result, morale was down this year. Additionally, with so many families opting for the delivery model of MSO, it was nearly impossible to get online students into the building to even pick-up their incentive.

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

In reviewing the Implementation Steps implemented during the 2020-2021 school year, increasing enrollment with the PTSA was the step for the Secondary Essential Practice of increasing family engagement that was not implemented with success. This was due in part to the pandemic and not having face-to-face interactions with parents. We did not get to promote enrollment and recruit for new memberships either because there was no Open House and grade-level meetings were limited. Although the pandemic was a hinderance, it is evident that the PTSA at American has been a struggle for some time now and we have determined the need to completely restructure the leadership of the PTSA in order to increase family involvement, enrollment, and create a more functioning and successful PTSA.

School Culture Prediction

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

We predict that the School Culture results for the 2020-2021 school year will slightly decrease compared to last school year due to the pandemic and all the hurdles it has caused. As a result of the pandemic, students have experienced loss, mental health issues, and isolation. Morale is down for both students and staff since we were unable to fully execute incentive programs and in-person events. Despite the expected decrease on the SIP EOY Survey results for school culture, we are hopeful that next year will provide the opportunity to create new incentives, programs, and events that will help increase morale in the building.

2020-2021 Continuous Improvement Reflection Worksheet

Academic Programs

May 3 – June 9, 2021

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

Academic Programs Outcome Statement

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.

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

In reviewing Phase I, II, and III of the School Improvement Process, American SHS somewhat met the intended Outcome Statement in Academic Programs. The constant switching of students from delivery model as well as the continuous quarantines, both among students and staff, made it extremely difficult to execute the practices set forth in our SIP. While we successfully implemented the primary practice of 21st century learning, we struggled with collaborative data chats and accountable talk this year due to the effects of the pandemic. Teachers had a hard time keeping track of their students with all the schedule changes/delivery model changes, which made data chats very difficult. In addition, accountable talk was extremely limited because MSO students were very disengaged and did not want to participate or even have their cameras turned on.

Sustained Essential Practice

Collaborative Data Chats

Primary Essential Practice

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

Secondary Essential Practice

Accountable Talk

End of Year Implementation Plan Reflection

Strengths

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

- DI groups based on data
- Students tracked their own data/set goals

Opportunity for Improvement

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

In reviewing the Implementation Steps implemented during the 2020-2021 school year, conducting data chats with all students was the step for the Sustained Essential Practice of collaborative data chats that was not implemented with success. Although teachers tried to conduct data chats individually with all their students, it was extremely difficult due to constant changes in student schedules and the loss of

Pull-out interventions in core areas • Instructional coaches assisted with data analysis and grouping

data/grade/assignments when students were switched to a new modality and/or quarantined.

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

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

• Microsoft Teams trainings • Introduction of new technology/programs • 21st century learning best practices were shared monthly • Communication increased due to the various platforms (REMIND, Google Voice, TEAMS)

In reviewing the Implementation Steps implemented during the 2020-2021 school year, virtual learning walks targeting expert teachers was the step for the Primary Essential Practice of 21st century learning that was not implemented with success. While there was an attempt, this year was extremely challenging and stressful and we could have done a better job at implementing this practice.

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

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

• Effective coaching on accountable talk • Shared and used accountable talk poster • Accountable talk best practices were shared monthly

In reviewing the Implementation Steps implemented during the 2020-2021 school year, getting students engaged in accountable talk was the step for the Secondary Essential Practice of accountable talk that was not implemented with success. Despite the efforts of the teachers to increase student engagement and create breakout rooms in TEAMS, many students were disengaged and in many cases did not even turn their cameras on.

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

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

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, the strategic steps we implemented as a school that successfully helped to mitigate the loss of learning due to COVID-19 were: • Pull-out/push-in interventions in the core assessed areas • Implementation of truancy teams to address excessive absences/tardies • Title I academic advisement/mental health checks for students demonstrating inadequate progress • Enrollment of students in the Summer305 program for credit recovery • The creation of a summer reading and math assignment for all students

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

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, the strategic steps we implemented as a school that did not yield desired results were: • Pull-out/push-in interventions in the core assessed areas did not start early enough in the school year • Saturday Success Academy, Spring Break Academy and After-School Interventions had very low student participation

Academic Programs Prediction

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

We predict that the Academic Program results for the 2020-2021 school year will either remain the same or slightly decrease in comparison to the last year our school had data points (2018-2019 school year). As a result of the pandemic, students have experienced isolation, mental health issues, and even loss. In addition, the constant quarantines and changes in instructional delivery models and schedules caused a disruption in teaching and learning. We are hopeful that academic student outcomes will increase next school year since students will be returning to the schoolhouse and we will be offering interventions and remedial courses to bridge the achievement gaps caused by the pandemic.