

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

6631-North Miami Middle

Principal (Last Name, First Name)

Stewart, Miriam

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

Robles, Maite; Brantley, Chantil

MTSS Coordinator (Last Name, First Name)

Bertrand, Jean

Demographic Overview

North Miami Middle School is a comprehensive middle school located in North Miami. North Miami Middle School serves approximately 915 students in grades 6-8, comprised of 49% female and 51% male students. Enrollment of the student body is as follows: 84% African-American, 14% Hispanic, 1% Caucasian and 1% Other. The community that the school serves is comprised of people predominantly of Haitian descent. More than 93% of students receive Free or Reduced Lunch. North Miami Middle School has identified several issues that challenge student learning and achievement. Among those issues, the most prevalent are high mobility rates, a large LEP population, and a high percentage of students reading below state standard expectations. The majority of our students come from families where English is not spoken and parent literacy is limited. Additionally, visits to the home by the Community Involvement Specialist, as well as the school social worker, indicate that long working hours preclude parents from spending quality time with their children. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. While the majority of our students speak English, they are limited in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural understanding. There are 44 classroom teachers, 6 SPED teachers, 2 guidance counselors, 1 Success Coach, 1 Reading Coach, 1 Math Coach, and 5 paraprofessionals. There are 3 administrators--1 principal, and 2 assistant principals who supervise all school operation, including activities and functions.

Current School Status

a. Provide the School's Mission Statement

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to the excellence and to the achievement of our goals.

b. Provide the School's Vision Statement

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a challenging and dynamic world.

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.

North Miami Middle school serves the community of North Miami east of I-95 on 135th Avenue. We are a magnet school designed to foster student achievement within three academies: Museum, International Baccalaureate, and Communications. Our magnet program offers students choices in Broadcasting, International Baccalaureate, and Visual & Performing Arts. Our students are exposed to object, inquiry, and project-based learning. North Miami Middle School provides additional opportunities to enhance student achievement. These include an after-school tutorial program emphasizing intensive instruction in math and reading, in addition to an early-bird and after school tutorial program. SPED students learn along-side their peers through an inclusion program across all grade levels and exceptionalities.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

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

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

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	When comparing the Climate Surveys, the data revealed that only 29% of teachers felt that there was a school violence problem in 2020, in comparison to 53% in 2019, a decrease of 24 percentage points.	A healthy and safe physical school environment is related to increased job performance and student achievement.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	When comparing the Climate Surveys, the data revealed that 48% of students felt that they liked the choice of classes they had at our school, in comparison to 35% in 2019, an increase of 13 percentage points.	When students are given the options and resources to approach new subjects or activities, they are more motivated, productive and successful.	Student Voice
	When comparing the Climate Surveys, the data revealed that 87% of teachers agreed that they felt they had job security, in comparison to 62% in 2019, an increase of 25 percentage points.	Creating a safe and desirable environment for teachers allows for building community within the school.	Empower Teachers And Staff

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

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	When comparing the Student Climate Surveys, 17% of students find their teachers are friendly and easy to talk to in 2020, compared to 18% in 2019, a decrease of 1 percentage point.	Establishing a rapport and positive relationship with the teachers allows students to feel more comfortable about addressing concerns in/out of their classroom. As a result, students' participation increases and they become more engaged with classroom activities.	Social and Emotional Learning (SEL)
	According to the 2020 Data Map, 9% of the students have one referral compared to the average of the T1W/T2/T3 schools at 10%, a difference of 1 percentage point.	When behavioral protocols are being implemented, fewer referrals are written and more students continue to remain in their academic environment.	Positive Behavior Support (PBS)
	When comparing the Staff Climate Surveys, 54% of teachers disagreed that adequate disciplinary methods are used at our school in 2020, compared to 59% in 2019, a minimal increase of 5 percentage points.	When teachers give the same high expectations to all students across the board and establish consistency on how to respond to certain behavior, this balanced environment creates a stronger disciplinary method where all teachers and students understand expectations.	Consistent Protocols to Maintain a Healthy and Safe School Environment

Essential Practice for Neutral Data Findings (Secondary)

Positive Behavior Support (PBS)

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	When comparing the Staff Climate Surveys, 38% of teachers strongly agreed they like working at the school in 2020, compared to 47% of teachers in 2019, a decrease of 9 percentage points.	When teachers enjoy coming to work and educating students, the academic lessons become more engaging and allow students to enjoy learning in their classrooms.	Rewards/Incentives
	When comparing the Student Climate Surveys, 44% of students felt that adults at our school care about them as an individual in 2020,	When students are comfortable and feel supported by their school's faculty and staff, it enhances the students' ability to succeed in school, careers,	Social and Emotional Learning (SEL)

	compared to 50% in 2019, a decrease of 6 percentage points.	and life, as well as improve collaboration with other students.	
	According to the 2020 Staff Climate Survey, 42% of staff felt the morale was high, compared to 56% in 2019, a decrease of 14% percentage points.	Establishing a positive staff morale will significantly help the performance and environment of staff. As a result, staff is more likely to go beyond their required daily routines.	Shared Vision/Mission

Essential Practice for Significantly Decreased Data Findings (Primary)

Social and Emotional Learning (SEL)

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 Data Map, 6th Grade FSA ELA proficiency is higher in 2019 as compared to 2018, with gains from 28% to 37%, a difference of 9 percentage points.	When teachers and staff meet students' academic needs by providing targeted instruction for prerequisite skills, students are more prepared and less likely to experience a drop off in performance between elementary and middle school.	Standards-Aligned Instruction
	According to the 2019 Data Map, the results for 6th Grade FSA Math proficiency are higher as compared to other TW1/T2/T3 schools. The school's FSA Math proficiency was at 35% v. 23% for TW1/T2/T3 schools, a difference of 12 percentage points.	By meeting students' academic needs more effectively, the transition from elementary to middle school supports success and achievement for incoming 6th graders, and the typical drop in performance is reduced.	Standards-Based Collaborative Planning
	According to the 2019 Data Map, 8th Grade FSA Math proficiency is higher in 2019 as compared to 2018, with gains from 9% to 25%, a difference of 16 percentage points.	When teachers and staff meet students' academic needs by providing targeted instruction for prerequisite skills, students are more prepared when articulating to high school.	Effective Curriculum and Resource Utilization

Essential Practice for Significantly Improved Data Findings (Sustained)

Standards-Based Collaborative Planning

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 Three-Year Trend Data from 2017-2019, school-wide proficiency on FCAT Science has remained stable throughout the period (51%, 45%, and 51% respectively), an average difference of 6 percentage points.	Comparing year trend results support evaluation of effectiveness of instructional strategies in Science, which may result in changes in implementation the following year to achieve gains in proficiency.	Standards-Aligned Instruction
	According to Three-Year Trend Data from 2017-2019, school-wide proficiency on FSA ELA has remained stable throughout the period (33%, 30%, 34% respectively), an average difference of 3 percentage points.	Comparing year trend results support evaluation of effectiveness of instructional strategies in ELA, which may result in changes in implementation and in Collaborative Planning the following year to achieve gains in proficiency.	Standards-Based Collaborative Planning
	According to Three-Year Trend Data from 2017-2019, school-wide proficiency on the FSA Math has remained stable throughout the period (27%, 23%, 29% respectively), an average difference of 5 percentage points.	Comparing year trend results support evaluation of effectiveness of instructional strategies in Math, which may result in changes in implementation and in Collaborative Planning the following year to achieve gains in proficiency.	Effective Curriculum and Resource Utilization

Essential Practice for Neutral Data Findings (Secondary)

Standards-Aligned Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019 FSA Math Data, the overall school learning gains were significantly lower as compared to schools district-wide. The school's learning gains were at 42% v. 57% for for schools district-wide, a difference of 15 percentage points.	There is significant opportunity to prevent further regression and a need to re-evaluate instructional strategies for DI in all Math classes.	Data-Driven Decision Making
	According to the 2019 FSA ELA Data, the learning gains were significantly lower as compared to schools district-wide. The school's learning gains were at 45% v. 59% for for schools district-wide, a difference of 14 percentage points.	There is a significant opportunity to prevent further regression and a need to re-evaluate instructional programs for small group lessons to be utilized in ELA and Reading classes.	Data-Driven Instruction
	According to the 2019 6th Grade FSA Math Data, the learning gains were significantly lower as compared to schools district-wide. The school's learning gains were at 39% v.	There is significant opportunity to prevent further regression and a need to re-evaluate instructional	Differentiated Instruction

61% for for schools district-wide, a difference of 22 percentage points.	strategies for DI in all Math classes.
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Essential Practice for Significantly Decreased Data Findings (Primary)

Differentiated Instruction

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

Empower Teachers And Staff

Primary Essential Practice

Social and Emotional Learning (SEL)

Secondary Essential Practice

Positive Behavior Support (PBS)

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Based Collaborative Planning

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice

Standards-Aligned Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

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

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

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

Commitment to Students includes certain behaviors such as:

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

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

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

A Focus on Sustainable Results includes certain behaviors such as:

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

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

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

Developing Others includes certain behaviors such as:

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

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

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

Engaging the Team includes certain behaviors such as:

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

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

Competency 1: Commitment to Students

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

According to the Core Leadership Competency Descriptors, our School Leadership Team is a level 4 in Commitment to Students. Our school currently addresses students' needs by providing a good education, in a clean safe environment, while ensuring collaborative structures and academic feedback is provided to students.

As evidenced by:

According to the results of the 2020 Student Climate Surveys, 71% of students feel that they receive feedback from their teachers about how they are doing on school work.

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

Our School Leadership Team will continue to meet and collaborate with stakeholders (students, parents, teachers and school leaders) to create strategic student-centered plans, implement plans with fidelity and ensure feedback practices are implemented with students.

Competency 2: Focusing on Sustainable Results

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

According to the Core Leadership Competency Descriptors, our School Leadership Team is a level 3, in Focusing on Sustainable Results. Our school needs improvement in tracking student progress with fidelity.

As evidenced by:

In reviewing Academic Data Reports by Grade Level, results showed inconsistency with learning gains of all students, by grade level in both ELA and Math, with 6th and 7th Grade scoring significantly lower than 8th grade students: ELA: 6th Grade-39%, 7th Grade-39%, 8th Grade-55%; Math: 6th Grade-26%, 7th Grade-38%, 8th Grade-62%.

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

We plan to focus on sustaining results by continuing to utilize an ongoing progress monitoring system to track data for student progress in the areas of ELA and Math. We will review mini-assessment data to monitor fidelity of small group instruction and provide feedback for changes to processes.

Competency 3: Developing Others

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

According to the Core Leadership Competency Descriptors, our School Leadership Team is a level 3 in Developing Others. The school leadership team currently provides opportunities for teachers and staff to take on leadership roles. Our school needs to ensure professional developments are done through a school-wide lens.

As evidenced by:

According to 2020 School Improvement Survey, 95% of staff members feel that they have the opportunity to be considered for leadership roles at the school.

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

We will survey the staff in the areas of their strength. We plan on developing others by providing developmental feedback and allowing personnel to provide professional development to staff on areas of strength.

Competency 4: Engages the Team

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

According to the Core Leadership Competency Descriptors, our School Leadership Team is a level 4. Our school works collaboratively to keep others informed, include others in the decision-making process, and solicit input from others. During various meetings held regularly, Grade Level Team meetings, Collaborative Planning and Departments meetings serve to support in garnering feedback from all stakeholders.

As evidenced by:

Our School Leadership Team conducts weekly team and department meetings, facilitates collaborative planning, reviews the SIP Action Steps and Essential Practices regularly and shares information via faculty meetings, emails, staff calendars and announcements.

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

Our School Leadership Team will continue to engage the team by identifying critical members of the team to support and garner feedback.

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

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

The school will continue to provide opportunities to engage in and present professional development, as well as enlist teacher leaders throughout the building. The school will continue to conduct regular Leadership Team meetings and create opportunities for Professional Development where they may not currently exist.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to integrate social and emotional skills into academic instruction and establish protocols that encourage a welcoming classroom environment.

Secondary Essential Practice

Positive Behavior Support (PBS)

Priority Actions to Enhance the Secondary Essential Practice

Review the current school-wide discipline plan, revise and implement a system of positive reinforcement incentives. Use discipline plan to assist in interventions delineated in the plan. Identified staff will assist in intervening for students with significant discipline issues, providing early intervention for identified students and incentives for students following the school/class rules.

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

Teachers and Instructional Coaches will continue to conduct weekly Collaborative Planning sessions with an emphasis on creating standards-based lessons, sharing of best practices, and analysis of data.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Teachers and Instructional Coaches will effectively plan for differentiated instruction (DI) and create DI groups based on data. However, more emphasis will be placed on purposeful planning for DI, ongoing progress monitoring, and modifying instruction based on student outputs.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions to Enhance the Secondary Essential Practice

Teachers and Instructional Coaches will continue to plan for explicit instruction of lessons that scaffold towards mastery of standards.

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 EP, Empower Teachers and Staff, then we will create a supportive school culture and inspire a positive school environment of continuous improvement for teachers. If we successfully implement our Primary EP, Social and Emotional Learning (SEL), then we will ensure the continuous integration of social and emotional skills into academic instruction. If we successfully implement our

Secondary EP of, Positive Behavior Support (PBS), then we will implement a system of positive reinforcement incentives for students which will enable students to learn and achieve success.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement our Sustained EP, Standards-Based Collaborative Planning, then we will provide opportunities for teachers to collaboratively plan for effective lessons. If we successfully implement our Primary EP, Differentiated Instruction, then we will ensure explicit instruction during the delivery of lessons by adhering to the instructional framework and scaffolding instruction. If we successfully implement our Secondary EP, Standards-Aligned Instruction, then we will address the individual learning needs of all students by conducting small group lessons during differentiated instruction, improving student achievement in proficiency and learning gains across all content areas.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

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

The professional development should include a summary of the:

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

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

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

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Activity Lead Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
(08/20/20) AM-PM	<ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency</i> 		

	<p><i>Course Reflections</i></p> <ul style="list-style-type: none"> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 		
Opening: 9:00-9:30 am	"Introduction of School Culture: Making Connections in a Virtual World"	There will be an opening whole group session with an ice breaker	Whole group opening -Why School Culture- Administration (Stewart, Robles, Brantley)
08/28/2020 Session 1	"Social Emotional Learning: Revving Up with Restorative Justice Practices"	Breakout session: Staff members will learn strategies to implement RJP and social & emotional learning in their classrooms.	Social Emotional Learning and RJP - Camacho (Student Success Coach)
08/28/2020 Session 2	"The Rules About the Rules: Positive Behavior Supports and Effective Classroom Management"	Staff members will learn and understand the importance of setting high expectations for students, how to address students while utilizing Positive Behavior Supports system	Behavior/Classroom Management - Cooper (Dean of Discipline)
08/28/2020 Session 3	"Team Building: We Are The Game Changers!"	Staff members will learn the importance of team work and write a commitment statement directed towards their role in meeting the goal of improving school culture.	Team Building - Instructional Coaches (Jean-Pierre and Collins)
	"Virtually Possible: Middle School Style"		
08/28/2020 Session 4	"Virtually Possible: Middle School Style"	Staff members will learn how to engage students in virtual lessons through distance/blended learning.	Engaging Students in a Virtual Setting- Digital Leaders (Porro & Savron)

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.fl DOE.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 EP, Empower Teachers and Staff, then we will create a supportive school culture and inspire a positive school environment of continuous improvement for teachers. If we successfully implement our Primary EP, Social and Emotional Learning (SEL), then we will ensure the continuous integration of social and emotional skills into academic instruction. If we successfully implement our Secondary EP of, Positive Behavior Support (PBS), then we will implement a system of positive reinforcement incentives for students which will enable students to learn and achieve success.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

The school will continue to provide opportunities to engage in and present professional development, as well as enlist teacher leaders throughout the building. The school will continue to conduct regular Leadership Team meetings and create opportunities for Professional Development where they may not currently exist.

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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<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Administrators and Professional Development Liaison will provide multiple virtual and physical professional development sessions to all biweekly faculty and staff during opening of schools and faculty meetings.</p>	<p>Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Mammonne Onelien, PD Liaison</p>	<p>Evidence includes multiple opportunities for teachers to obtain information from workshops and be knowledgeable on various topics; agendas and sign in sheets for resulting virtual and physical professional development sessions.</p>	<p>Administration will monitor professional development virtually and physically and work with the Professional Development Liaison and the Leadership Team to determine professional development topics.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Sept 18</p>	<p>Administrators will conduct biweekly Leadership Team meetings virtually to establish, review, and reflect on leadership roles and responsibilities.</p>	<p>Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal</p>	<p>Evidence includes current teacher leaders being empowered to understand the expectations with their new roles and responsibilities, improved job performance, sign in sheets and meeting agendas.</p>	<p>Administrators will meet virtually with the Leadership Team weekly to discuss strategies to increase multiple components of school culture.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 2</p>	<p>Administrators and Professional Development Liaison will provide virtual professional development opportunities for teachers who are interested in leadership roles.</p>	<p>Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Mammonne Onelien, PD Liaison</p>	<p>Evidence includes increased knowledge of leadership practices in an effort to enhance school-wide success, increased engagement in virtual professional development, agendas and sign-in sheets for resulting virtual professional development sessions.</p>	<p>Administration will meet virtually with the Leadership Team weekly and garner feedback for professional development interests.</p>
<p>Start: Thu, Sept 3</p> <p>End: Tue, Oct 13</p>	<p>Leadership Assessment Survey will be conducted to identify interest in leadership roles by teachers and staff.</p>	<p>Maite Robles, Assistant Principal</p>	<p>Potential teacher leaders who are not in designated positions of leadership will be empowered to emerge with new roles and responsibilities, as evidenced by completed survey and newly established leadership assignments.</p>	<p>Administration will monitor review survey results for those interested in additional leadership roles available.</p>

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to integrate social and emotional skills into academic instruction and establish protocols that encourage a welcoming classroom environment.

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 18	Administrators will plan with Community Involvement Specialist (CIS) to create the 2020-2021 Parent and Family Engagement Plan (PFEP) and garner input from all stakeholders to ensure the needs of the parents and students are addressed virtually during Stage I.	Lucie Lucas, Community Involvement Specialist; Maite Robles, Assistant Principal	Evidence includes implementation of the 2020-2021 Parent and Family Engagement (PFEP) and increased attendance at the virtual Parent Academy meetings, virtual PTSA meetings and virtual teacher-parent conference meetings on Monday and Tuesday mornings.	Administration will monitor the development of the Parent and Family Engagement (PFEP).
Start: Mon, Aug 31 End: Wed, Oct 14	Administrators will utilize various modes of communication (i.e. School Messenger, Newsletters, Fortify, Twitter, Instagram, local media, and the school's website) to virtually promote and inform students and parents about upcoming activities, meetings and successes.	Miriam Stewart, Principal; Lucie Lucas, Community Involvement Specialist; Mammonne Onelien, Magnet/IB Coordinator	Evidence includes messages and posts elevating the school positively, an increase of student and parent engagement in virtual meetings and positive feedback from parents, students, and the community regarding school-wide success on the School Climate Survey.	Administration will monitor modes of communication and approve messages prior to sending them out to parents.
Start: Mon, Sept 7 End: Fri, Oct 16	The Community Involvement Specialist (CIS) and Success Coach will invite community partners and other agencies that target	Lucie Lucas, Community Involvement Specialist; Carolina Camacho, Student Success Coach	Evidence includes increased attendance virtually at monthly Parent Academy meetings, an increase of virtual attendance and communication/collaboration with the school's Student Services staff as evidenced	Administration will monitor the partnership activities with various community partners and other agencies.

	social-emotional needs of students to virtually collaborate with the school and provide services to families.		by completion of the forms for attendance to increase growth of social-emotional attributes of students.	
Start: Mon, Sept 7 End: Fri, Oct 16	Department Chairs and Transformation Coaches in Literacy and Math will facilitate weekly Collaborative Planning sessions with teachers to develop lessons to include social-emotional learning into the daily curriculum.	Mechele Collins, Math Coach; Fabiola Jean-Pierre, Literacy Coach; Darline Jacques-Meggie, Language Arts Department Chair; Zakiya Willies, Reading Department Chair; Dr. Marie Denis, Math Department Chair; Sheldon Allen, Science Department Chair; Fernande Saint Jean, Social Studies Department Chair; Dr. CaLester Chaney, ESE Department Chair; Janice Lovett, ESOL Department Chair; Latoya Harris, Electives Department Chair	Evidence includes implementation of strategies from MAWI into daily virtual activities while focusing on social-emotional learning of students in real-world situations, as evidenced by lesson plans and student engagement.	Administration will monitor the implementation and infusion of the MAWI program throughout classroom instruction.

Secondary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Secondary Essential Practice

Review the current school-wide discipline plan, revise and implement a system of positive reinforcement incentives. Use discipline plan to assist in interventions delineated in the plan. Identified staff will assist in intervening for students with significant discipline issues, providing early intervention for identified students and incentives for students following the school/class rules.

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 11	Review the school-wide Discipline Plan, make revisions and add virtual situations/consequences to best reach the students' and teachers'	Dr. Robert Cooper, Dean of Discipline; Maite Robles, Assistant Principal; Chantil Brantley, Assistant	As evidenced by a decrease in student/counselor referrals and disciplinary incidents during virtual learning; practices to be implemented throughout the school will be clear for staff and teachers to follow, which will	Administration will meet with members of the Leadership Team to garner feedback prior to final version.

	needs throughout the school during Stage I.	Principal; Team Leaders (various); Discipline Committee (various teachers and staff)	allow for the school to address the students' needs and support multiple levels of behavioral concerns of all students.	
Start: Mon, Sept 7 End: Fri, Sept 25	Distribute and discuss newly revised Discipline Plan with faculty and staff during the faculty meeting.	Dr. Robert Cooper, Dean of Discipline; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Team Leaders (various)	As evidenced by revised incentives designed to fit into the virtual environment during Stage I; Administration will observe, plan, and meet with members of the Leadership Team to determine progress and possible changes to improve the Incentive Plan.	Administration will share new Discipline Plan with all staff and stakeholders.
Start: Mon, Aug 31 End: Fri, Oct 16	Referrals to Administration and Counselors will be tracked for possible interventions as needed.	Carolina Camacho, Student Success Coach; Chandrell Brooks, Guidance Counselor; Jean Bertrand, Guidance Counselor; Maite Robles, Assistant Principal over Student Services	Evidence includes increased participation of parent conferences and implementation of RJP strategies using virtual Zoom RJP circles and classroom strategies to address students' needs in a timely manner; interventions will take place and guarantee improvement for students who continuously engage in disruptive behaviors.	Administration will monitor the referrals using an OPM Tracker for academic and behavioral issues.
Start: Mon, Aug 31 End: Fri, Oct 16	Strategies learned from school-wide book study "Empowering All Learners" by Mawi Asgedom will continue to be implemented virtually to assist with reinforcing strategies in the classroom.	Fabiola Jean-Pierre, Literacy Coach and Book Study Leader; Mechele Collins, Math Coach; Chantil Brantley, Assistant Principal	Evidence includes teachers will incorporate strategies to help increase student engagement and support positive behavior thereby decreasing classroom infractions.	Administration will monitor the implementation and infusion of the MAWI program throughout classroom instruction.

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

Academic Programs Outcome Statement

If we successfully implement our Sustained EP, Standards-Based Collaborative Planning, then we will provide opportunities for teachers to collaboratively plan for effective lessons. If we successfully implement our Primary EP, Differentiated Instruction, then we will ensure explicit instruction during the delivery of lessons by adhering to the instructional framework and scaffolding instruction. If we successfully implement our Secondary EP, Standards-Aligned Instruction, then we will address the individual learning needs of all students by conducting small group lessons during differentiated instruction, improving student achievement in proficiency and learning gains across all content areas.

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

Teachers and Instructional Coaches will continue to conduct weekly Collaborative Planning sessions with an emphasis on creating standards-based lessons, sharing of best practices, and analysis of data.

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	Transformation Coaches in Literacy and Math will facilitate weekly virtual Collaborative Planning sessions weekly with teachers to support in developing structured lessons in innovative learning platforms that are aligned to standards-based learning.	Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach	Evidence includes effective lesson plans, Collaborative Planning agendas, and completed end product/exit tickets.	Administrators will attend Collaborative Planning sessions weekly.
Start: Tue, Sept 8 End: Fri, Oct 16	Transformation Coaches in Literacy and Math will facilitate weekly virtual Collaborative Planning sessions with Intensive and Core teachers to identify skills/standards that require remediation/ intervention for small group instruction based on data review of last year I-Ready AP2 Data and current AP1 Data.	Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach	Evidence includes effective lesson plans, Collaborative Planning agendas, Instructional Focus Calendars (IFC), and analyzed data reports from 2019 I-Ready AP2 and 2020 I-Ready AP1.	Administrators will attend Collaborative Planning sessions weekly and ensure that data reports are utilized to identify deficient standards to be included on the IFC.
Start: Mon, Sept 14 End: Fri, Oct 16	Administrators and Transformation Coaches in Literacy and Math will conduct daily virtual walkthroughs in innovative learning platforms to monitor the implementation of the data-driven standards-based lessons that were created during the weekly virtual Collaborative Planning sessions for whole group and small group instruction.	Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach	Evidence includes completed walkthrough monitoring tool/ note-taking document, effective coaching logs, completed lesson plans.	Administrators will conduct virtual walkthroughs daily to monitor that developed lessons are implemented with fidelity.
Start: Mon, Aug 31	Administrators and Transformation Coaches will develop an Intervention Plan and assign	Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil	Evidence includes completed Intervention Plan with assigned staff	Administrators will monitor and ensure development of

End: Fri, Sept 18	interventionists to teachers' classes for small group instruction.	Brantley, Assistant Principal; Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach	designated for accountability groups.	the Intervention Plan.
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Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Teachers and Instructional Coaches will effectively plan for differentiated instruction (DI) and create DI groups based on data. However, more emphasis will be placed on purposeful planning for DI, ongoing progress monitoring, and modifying instruction based on student outputs.

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, Sept 14 End: Fri, Oct 2	Administrators and Transformation Coaches in Literacy and Math will conduct quarterly virtual data chats with selected teachers utilizing multiple data sources in order to determine areas of need for DI.	Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach	Evidence includes planning DI lessons, analysis of 2019 FSA data, 2020 I-Ready AP1 and 2019 I-Ready AP2 results, Power BI reports, and Performance Matters reports.	Administrators will review all data sources with Transformation Coaches in Literacy and Math by debriefing prior to Collaborative Planning and ensuring the data is organized by subject area/teacher.
Start: Mon, Sept 7 End: Fri, Oct 16	Teachers will utilize formative data to adjust instruction for re-teaching, remediation, and enrichment.	Teachers in ELA/Reading, Math, Science, Social Studies, ESOL, and ESE departments	Evidence includes student work products, effective lesson plans, and student engagement.	Administrators will use a classroom walkthrough monitoring tool to conduct virtual walkthroughs daily to ensure developed lessons are implemented with fidelity.
Start: Mon, Sept 14 End: Fri, Sept 25	Transformation Coaches in Literacy and Math will facilitate weekly virtual Collaborative Planning sessions with teachers and interventionists to analyze data and identify students	Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach	Analysis of various data reports and evidence of Collaborative Planning agendas, small group/DI grouping charts.	Administrators will attend virtual Collaborative Planning sessions to ensure effective grouping of students.

	for DI groups and plan for instruction.			
Start: Fri, Oct 2 End: Fri, Oct 16	Administrators will conduct daily virtual walkthroughs to monitor the effective implementation of DI and explicit instruction during small group.	Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal	Evidence includes completed walkthrough monitoring tool/ note-taking document, DI lesson plans.	Administrators will use a classroom walkthrough monitoring tool to conduct virtual walkthroughs daily to ensure that DI and explicit instruction are taking place.

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).

White, 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).

In addressing the the school-wide improvement priorities for the identified subgroups of Students With Disabilities and White students, our goal is to utilize various data sources to strategically plan for Differentiated Instruction by creating targeted DI groups and implementing specialized lessons. Strategic Collaborative Planning for DI, ongoing progress monitoring, and modifying instruction based on student work products will support the plan for implementing an effective process to address the progress of these subgroups.

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

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers and Instructional Coaches will continue to plan for explicit instruction of lessons that scaffold towards mastery of standards.

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?)

<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>As a result of weekly virtual Collaborative Planning sessions, teachers will adhere to and implement the appropriate instructional framework and follow all components of lesson plans developed for innovative learning platforms.</p>	<p>Selected teachers in ELA/Reading, Math, Science, Social Studies, ESOL and ESE departments</p>	<p>Evidence of instructional framework for subject-area courses as seen through distance learning sessions and strategies, student work/end products, and effective lesson plans.</p>	<p>Administrators will conduct virtual classroom walkthroughs daily to ensure that instructional frameworks are being followed and lesson plan activities are implemented with fidelity.</p>
<p>Start: Tue, Sept 8</p> <p>End: Fri, Oct 16</p>	<p>During instruction, teachers will utilize multiple levels of questions that demonstrate their understanding of unpacking and scaffolding the standards.</p>	<p>Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach; selected teachers in ELA/Reading, Math, Science, Social Studies, ESOL and ESE departments</p>	<p>Evidence includes virtual Collaborative Planning agendas/sign-in sheets, and lesson plans containing multiple levels of questions.</p>	<p>Administrators will utilize a virtual walkthrough monitoring tool weekly to document the effective use of standards-based questions and teachers making adjustments as needed.</p>
<p>Start: Mon, Sept 14</p> <p>End: Fri, Oct 16</p>	<p>Transformation Coaches in Literacy and Math will conduct weekly or biweekly coaching cycles for teachers identified as in need of support with explicit instruction for virtual lesson delivery through innovative learning platforms.</p>	<p>Fabiola Jean-Pierre, Literacy Coach; Mechele Collins, Math Coach</p>	<p>Evidence includes effective coaching calendars, coaching cycle logs, Curriculum Team meeting agenda and sign-in sheet, and instructional platform reports (i.e. iReady, K12).</p>	<p>Administrators will meet with virtually with teachers, as needed, prior to coaching cycle to discuss area of coaching need and monitor cycle to ensure Transformation Coaches in Literacy and Math provide effective support.</p>
<p>Start: Tue, Sept 8</p> <p>End: Fri, Oct 16</p>	<p>Administrators will conduct daily virtual classroom walkthroughs to monitor the effective implementation of lesson delivery and explicit instruction.</p>	<p>Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal</p>	<p>Evidence includes virtual learning sessions/classroom walkthrough notes, effective lesson plans, and student work products.</p>	<p>Administrators will utilize a virtual walkthrough monitoring tool weekly to document and provide feedback to teachers and Transformation Coaches in Literacy and Math.</p>

Parent Family Engagement Plan (PFEP)

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

If we successfully implement our Sustained EP, Empower Teachers and Staff, then we will create a supportive school culture and inspire a positive school environment of continuous improvement for teachers. If we successfully implement our Primary EP, Social and Emotional Learning (SEL), then we will ensure the continuous integration of social and emotional skills into academic instruction. If we successfully implement our Secondary EP of, Positive Behavior Support (PBS), then we will implement a system of positive reinforcement incentives for students which will enable students to learn and achieve success.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

The school will continue to provide opportunities to engage in and present professional development, as well as enlist teacher leaders throughout the building. The school will continue to conduct regular Leadership Team meetings and create opportunities for Professional Development where they may not currently exist.

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	Administrators and Professional Development Liaison will identify key personnel to provide multiple virtual and physical professional development sessions during faculty meetings.	Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Mammonne Onelien, PD Liaison	Evidence includes multiple opportunities for teachers to obtain information from workshops and be knowledgeable on various topics; agendas and sign in sheets for resulting virtual and physical professional development sessions.	Administration will monitor professional development virtually and physically and work with the Professional Development Liaison and the Leadership Team to determine professional development topics and identify personnel to lead PD.
Start: Mon, Nov 2 End: Fri, Dec 18	Administrators will continue to conduct biweekly Leadership Team meetings virtually to establish, review, and reflect on leadership roles and responsibilities.	Miriam Stewart, Principal; Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal	Evidence includes current teacher leaders being empowered to execute the expectations of their roles and responsibilities, improved job performance, sign in sheets and meeting agendas.	Administrators will meet virtually with the Leadership Team biweekly to discuss strategies to increase multiple components of school culture.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to integrate social and emotional skills into academic instruction and establish protocols that encourage a welcoming classroom environment.

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?)
<p>Start: Mon, Nov 9 End: Wed, Nov 18</p>	<p>Discipline Team Members will revise and finalize the schoolwide discipline plan and distribute the information to teachers in the departments</p>	<p>Dr. Robert Cooper, Dean of Discipline, Tonya Bush, Maya Glenn, Lidice Porro, Tajia Collins, Danielle Eugene and Jose Perez</p>	<p>Students will receive a handout with most common infractions and consequences to help change behaviors and increase positive behaviors throughout the school.</p>	<p>Administration will e-mail the teachers a copy of the updated discipline plan and discuss any concerns/issues during the team and leadership meetings.</p>
<p>Start: Thu, Nov 19 End: Fri, Dec 18</p>	<p>Team Leaders and Announcement chair, will create skits to show during the school’s daily announcements.</p>	<p>Sheldon Allen, Tonya Bush, Maya Glenn, Lidice Porro, Tajia Collins, Danielle Eugene, and Jose Perez</p>	<p>Students will see and different disciplines demonstrated during the school announcements and understand how to demonstrate positive behaviors.</p>	<p>Administration will approve the skits which are added to the school’s daily announcements before they are uploaded to the school's dadeschools television.</p>
<p>Start: Fri, Nov 20 End: Fri, Dec 18</p>	<p>Dean of Discipline, School counselors and Success coach will continue to monitor and track the infractions for physical and virtual students; Create and reward students based on changed behaviors from the first marking period.</p>	<p>Dr. Robert Cooper, Dean of Discipline, Jean Bertrand, Guidance Counselor, Chandrell Brooks, Guidance Counselor/MTSS and Carolina Camacho, Success Coach</p>	<p>Students who have infractions during quarter 1 will be monitored and rewarded for changed behaviors based on RJP logs, decreased student infractions, and increased positive student behavior.</p>	<p>Administration will send e-mails to the Dean of Discipline, counselors, and success coach for the list of students to receive a special lunch.</p>
<p>Start: Mon, Nov 9 End: Fri, Dec 18</p>	<p>Team Leaders and department chairs will create a plan to disseminate MAWI strategies with their members of their perspective teams to implement in their</p>	<p>Tonya Bush, Maya Glenn, Lidice Porro, Tajia Collins, Danielle Eugene, Jose</p>	<p>Increase student belongingness and engagement in classes; Team meeting agendas and sign-in sheets; collaborative planning</p>	<p>Administrators will meet with team leaders monthly to discuss the strategies for the month and</p>

	classrooms physically and virtually to facilitate the social and emotional growth of students.	Perez, and Department Chairs	agendas; lesson plans and student products.	conduct classroom walkthroughs to ensure implementation.
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Secondary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Secondary Essential Practice

Review the current school-wide discipline plan, revise and implement a system of positive reinforcement incentives. Use discipline plan to assist in interventions delineated in the plan. Identified staff will assist in intervening for students with significant discipline issues, providing early intervention for identified students and incentives for students following the school/class rules.

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	Review the effectiveness and implementation of the school-wide Discipline Plan, make revisions and modify virtual situations/consequences to best reach the students' and teachers' needs throughout the school during Stage II	Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Team Leaders (various)	Evidence includes a decrease in student/counselor referrals and disciplinary incidents during virtual learning.	Administration will meet with grade level team leaders to garner feedback prior to any revisions.
Start: Mon, Nov 2 End: Fri, Dec 18	Identify Tier 2 and Tier 3 students for behavior interventions based on teacher/Team Leader infraction logs and feedback and attendance records	Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Team Leaders (various); Chandrell Brooks and Jean Bertrand, Guidance; Carolina Camacho, Student Success Coach	Evidence includes a tracking document; attendance logs and daily attendance bulletins; a decreased number of behavior incidents.	Team Leaders and Student Services will periodically review infractions and interventions to ensure effectiveness and revise list of students.
Start: Mon, Nov 2 End: Fri, Dec 18	Track and analyze referrals to Administration and Counselors and identify possible interventions as needed for identified Tier 2/3 students	Maite Robles, Assistant Principal; Chantil Brantley, Assistant Principal; Chandrell Brooks and Jean Bertrand, Guidance;	Evidence includes implementation of RJP strategies using virtual Zoom RJP circles and classroom strategies to address students' needs in a timely manner; interventions will take place and guarantee improvement for	Administration will monitor implementation of interventions by meeting biweekly with Student Services and

		Carolina Camacho, Student Success Coach	students who continuously engage in disruptive behaviors or show poor attendance/engagement.	documenting all processes initiated.
Start: Mon, Nov 2 End: Fri, Dec 18	Look for evidence of MAWI strategies and RJP techniques during classroom walkthrough	Miriam Stewart, Principal; Maite Robles and Chantil Brantley, Assistant Principals	Evidence includes use of check in strategies and other topics/strategies used to enhance social-emotional learning.	Administration will monitor implementation of strategies during daily physical and virtual classroom walkthroughs.

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

Academic Programs Outcome Statement

If we successfully implement our Sustained EP, Standards-Based Collaborative Planning, then we will provide opportunities for teachers to collaboratively plan for effective lessons. If we successfully implement our Primary EP, Differentiated Instruction, then we will ensure explicit instruction during the delivery of lessons by adhering to the instructional framework and scaffolding instruction. If we successfully implement our Secondary EP, Standards-Aligned Instruction, then we will address the individual learning needs of all students by conducting small group lessons during differentiated instruction, improving student achievement in proficiency and learning gains across all content areas.

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

Teachers and Instructional Coaches will continue to conduct weekly Collaborative Planning sessions with an emphasis on creating standards-based lessons, sharing of best practices, and analysis of data.

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	Coaches will continue to plan for standard based lessons during virtual collaborative planning.	Mechele Collins, Math Coach; Fabiola Jean-Pierre, Reading Coach	Effective lesson plans, collaborative planning agendas, completed end	Administrators will review lesson plans in virtual and physical walkthroughs.

			products/Exit Tickets	
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers and coaches will use mini assessment/district data to create targeted lessons for intervention	Classroom Teachers; Mechele Collins, Math Coach; Fabiola Jean-Pierre, Reading Coach	Ongoing Progress Monitoring (OPM) Trackers, Lesson Plans, and Instructional Focus Calendars	Administrators and coaches will review mini assessment and district data and ensure data reports are utilized by teachers to identify deficient standards for intervention.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Teachers and Instructional Coaches will effectively plan for differentiated instruction (DI) and create DI groups based on data. However, more emphasis will be placed on purposeful planning for DI, ongoing progress monitoring, and modifying instruction based on student outputs.

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 9 End: Fri, Dec 18	Teachers will conduct bi-weekly assessments to identify standards for remediation.	Classroom Teachers; Mechele Collins, Math Coach; Fabiola Jean-Pierre, Reading Coach	Evidence includes Biweekly assessment reports, analyzing bi-weekly assessment data results via OPM spreadsheets and Performance Matters.	Administrators, Instructional coaches in Math and Literacy, and Classroom Teachers will analyze various reports and conduct data chats with teachers during planning.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will develop lessons to address areas of need for DI based on recent formative data.	Classroom Teachers; Mechele Collins, Math Coach; Fabiola Jean-Pierre, Reading Coach	Evidence includes DI lesson plans and analysis of Power BI and Performance Matters reports. Analysis of various data reports, and evidence of collaborative planning agendas, small group/DI grouping charts, and evidence of student work products.	Administrators will conduct walkthroughs daily to ensure developed lessons are implemented with fidelity.
Start: Mon, Nov 2	Transformation Coaches in Literacy and Math will	Mechele Collins, Math Coach; Fabiola	Analysis of various data reports and small group/DI grouping charts. Use of walk through	Administrators will attend virtual Collaborative

End: Fri, Dec 18	conduct classroom walkthroughs and monitor interventions to determine effectiveness of DI lessons.	Jean-Pierre, Reading Coach	monitoring tool/note-taking document, effective coaching cycle calendar/logs and completed lesson plans.	Planning sessions to ensure effective grouping of students.
Start: Mon, Nov 2 End: Fri, Dec 18	Transformation Coaches in Literacy and Math will review Ongoing Progress Monitoring (OPM) trackers with interventionists to ensure student progress.	Interventionists; Mechele Collins, Math Coach; Fabiola Jean-Pierre, Reading Coach	Completed OPM Trackers showing academic progress; Evidence of student work products, completed OPM Tracker, I-Ready Toolbox lessons in student notebooks and effective lesson plans.	Administrator and Transformation Coaches will review OPM trackers and review data with teachers.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers and Instructional Coaches will continue to plan for explicit instruction of lessons that scaffold towards mastery of standards.

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	Teachers will continue to adhere to the appropriate instructional framework and follow all of its components.	Classroom Teachers; Mechele Collins, Math Coach; Fabiola Jean-Pierre, Reading Coach	Evidence of instructional framework for subject-area courses as seen through distance learning sessions and strategies, student work/end products, and effective lesson plans.	Administrator will conduct classroom walkthroughs to ensure that instructional frameworks are being followed and lesson plan activities are implemented with fidelity.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will scaffold to ALD level 3 and 4 questions in their instruction.	Classroom Teachers; Fabiola Jean-Pierre, Reading Coach; Mechele Collins, Math Coach	Evidence include Lesson Plans containing multiple Levels of questions.; Exit Tickets; Student work products; and collaborative planning agendas/sign-in sheets	During Collaborative Planning, Transformation Coaches will ensure teachers are using ALD's to incorporate level 3 and 4 questions in their lessons.
Start: Mon, Nov 2	Transformation Coaches in Literacy and Math will	Fabiola Jean-Pierre,	Evidence include Transformation Coach	Administrators will follow-up with coaching

End: Fri, Dec 18	continue to conduct weekly or biweekly coaching cycles for teachers identified as in need of support with explicit instruction.	Reading Coach; Mechele Collins, Math Coach	Logs and Calendars, curriculum team meeting agendas/sign-in sheet.	cycles and logs during Curriculum Team Meetings, and make notes directly in the calendar as needed.
Start: Mon, Nov 2 End: Fri, Dec 18	Administrators will continue to monitor the effective implementation of lesson delivery and explicit instruction.	Miriam Stewart, Principal; Maite Robles and Chantil Brantley, Assistant Principals	Evidence includes classroom walkthrough notes, effective lesson plans, and student work products.	Administrators will conduct virtual and physical walkthroughs to ensure effective implementation of DI.

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).

1. As a result of effective collaborative planning, explicit instruction will be provided daily following prescribed frameworks for subject areas 2. Strategic use of resources for students accessing either modality will be utilized, to provide a vigorous intervention program for the remediation and enrichment of standards. Regular progress monitoring will track student progress and assess student mastery of skills. 3. Continue to monitor pass rate and usage by accountability group within various platforms, such as i-Ready, Achieve 3000 and Imagine Learning

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.

1. Provide explicit instruction during small group (Differentiated Instruction) to address the needs of fragile students while ensuring students receive a balance of skills recovery. 2. Conduct individual data chats between teachers and administrators for deep disaggregation and analysis of student data to determine deficient standards thereby planning for small group instruction in core and intensive classes 3. Plan for vigorous Interventions in core and intensive classes, while utilizing additional staff and interventionists for daily intervention

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.

Extended learning opportunities include 15 Saturday School sessions, targeting specific students to address learning loss in the areas of Reading and Math. In addition, After-school tutoring for ESOL students, in both Reading and Math will be provided through the Title III Program, and Afterschool Blitz Tutoring will be provided to address proficient and bubble students who require review of prerequisite skills.

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

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

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

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

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

Phase III: Mid-Year Review

January 4 – January 29, 2021

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

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

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

Implementation Steps Requirements:

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

Mid-Year Data Map

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

Access the SIP Dashboard:

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

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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

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

The School Leadership Teams meets regularly to review data and link instructional decisions, review progress monitoring data by grade level, teacher/class and accountability group to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting mastery on standards. The Mid-Year Data Map for School Culture and Academic Programs was reviewed during collaborative planning meetings held the week of January 14th with the Faculty, School Leadership Team and Curriculum Team, to review progress and identify areas of concern. The team used this data to strategically plan intentional practices, identify further professional development needs, target support by instructional coaches and use resources effectively. The team also collaborated to problem solve, share effective practices, evaluate effectiveness and make decisions about implementation.

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.

After a review of the Data Map, as it relates to 2021 school grade goals and outcome statement for School Culture at North Miami Middle, the data finding that is most encouraging is Teacher Attendance. Attendance shows improvement (95%) compared to the District (90%), for staff with 0-5 days absent, and improvement (5%) compared to the District (10%) for teachers with 6-10.5+ days absent. The Data Finding that is most concerning is Student Attendance. Student absences are higher compared to the District: 0 -5days absent 45% (School) vs. 69% (District) and 6+ days absent -55% (School) vs. 31% (District).

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.

After a review of the Data Map, as it relates to 2021 school grade goals and outcome statement for Academic Programs at North Miami Middle, the data findings that are most encouraging include the following progress: Overall I-Ready Math Data, Civics and Algebra. When comparing overall performance on Topic Assessments

and MYA, overall data shows significant increase compared to last year: Topic Tests Average for Civics-56% (2020) vs 64% (2021), an improvement of 8%; Algebra MYA-44% (2020) vs. 54% (2021), an improvement of 10%; i-Ready Math from AP1 to AP2 (18% to 27%). The Data Finding that is most concerning is Overall ELA Data, with minimal overall improvement from I-Ready AP1 to AP2 for Tier 1 (ELA-27% to 30%).

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

Patterns of improvements are evident in the grade level data examined for the following: 6th grade ELA data shows significant increase for Tier 1 (23% vs. 28%) and significant decrease for Tier 3 (52% to 50%); and 7th Grade Math data shows significant increase for Tier 1 (17% vs. 26%) and significant decrease for Tier 3 (50% to 44%). Patterns of minimal gains are evident in 7th and 8th Grade ELA.

5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?

Patterns of improvements are evident in the I-Ready Sub-Group Data examined for the following: In ELA, L25 Subgroup data shows significant decrease for Tier 3 (85% to 82%). ELA 2.2 Subgroup shows significant increase for Tier 1 (20% to 29%). In Math, L25 Subgroup data shows significant decrease for Tier 3 (84% to 76%). Math 2.2 Subgroup data shows significant increase for Tier 1 (11% to 34%). Patterns of minimal gains are evident in the following: ELA 2.2 Subgroup with minimal improvement for Tier 3 (37% to 38%) and Math 2.2 Subgroup with minimal improvement for Tier 3 (38% to 36%).

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

Patterns of improvements are evident in the attendance and engagement of students who are participating in extended learning opportunities. There has been a steady increase in the numbers of students who attend extended learning sessions---Saturday School yields an average 100 students attending per session and afterschool ESOL tutoring yields an average of 25 students attending during the weekly sessions. Additional time, supplementary assistance and scaffolded instruction needed to master skills will mitigate learning loss experienced these past few months, as well as motivates and helps students to improve attendance and their engagement in class.

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.

Based on data from the Staff Survey, 86% of respondents feel that staff members participate in continuous professional development based on identified needs of the school; 94% of respondents feel that leadership at the school supports an innovative and collaborative culture. In addition, there are emerging leaders on the staff who have taken on responsibilities that empower the students and provide more opportunities for students to become involved in their school and community. Midyear data also shows that students with 2 or more disciplinary referrals at the school are below the ETO average. Implementation of other strategies such as Restorative Justice Circles and mediations during physical and distance learning have contributed to the decrease in referrals to the Student Success Center. An adherence to procedures in the classroom and through the grade level teams/Team Leaders has also had a positive impact on the number of referrals that reach administration. Staff Survey data also reveals that 83% of respondents feel that school priorities and essential practices are communicated well to all stakeholders. Efforts to engage parents have become more innovative and purposeful so as to create collaboration between the school and parents and students and minimize mere one-way communication from school to home. Social media posts remain focused on rewards, accomplishments, creativity in the classroom, and other messages that convey the work of the school and the teachers. There is also a more concerted effort to

engage parents in the success of the student through Student Service meetings versus mere disciplinary actions from the top.

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.

Although the data shows that professional development and opportunities to participate are available, there are still missed opportunities for teachers to turnkey knowledge and content in settings such as Collaborative Planning and Faculty Meetings. Due to beginning the school year virtually, more opportunities for the sharing of information need to be built into the structures of such meetings to ensure that they occur more frequent and regular. Although there are some emerging leaders in the form of new teachers, many of our veteran teachers still are not showing as much initiative or willingness to lead. Leadership has sent out surveys to assess the interests and strengths of all staff, but a more personal method of communicating and gauging interests might motivate and empower more veteran staff to take on leadership roles. Leadership must also work more purposefully to truly create some of the opportunities that teachers and staff have shown interest in exploring. The implementation of virtual PBIS strategies will address behaviors in a positive manner in an online setting to improve engagement and create a more positive climate at the school, which in turn would strengthen student/staff connections. Working on different methods and platforms of communication with parents in a virtual setting would encourage better parent involvement. Clearer expectations as it pertains to parent involvement and opportunities during different times of the day/week should also be explored. There will also be a continued emphasis on providing parents with more services and more individualized information at virtual meetings so that families feel that attendance at such events best serves the needs and interests of their students.

Academic Programs

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

In the Core physical and MSO classes, teachers adhere to the instructional framework and ensure that students receive explicit whole group instruction, utilizing technology and instructional resources. In the intensive classes, teachers and interventionists provide differentiated instruction and allot time for students to use the I-Ready program during small-group instruction in the instructional block. These measures resulted in higher average scale scores among all three grade levels in AP2. In ELA and Reading, small group interventions, coupled with the use of the I-Ready program have contributed to some progress of students towards Typical Growth. Data analysis during Collaborative Planning sessions resulted in an increased awareness of the need to engage learners, address student needs and strategically group students for DI. Strategic coaching support also resulted in building capacity in some teachers in the way of instructional planning and delivery.

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.

7th and 8th Grade students had minimal gains in ELA. Interventions to target prerequisite skills in Reading are focused in the intensive classes. Some lesson plans show evidence of planning for differentiated instruction; however there is limited evidence of effective implementation of DI. Improvements to engage all learners, both MSO and physical, along with structured small group in core and intensive classes will ensure that students are receiving additional intervention in prerequisite skills.

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

Our School Leadership Team will continue to meet and collaborate with stakeholders (students, parents, teachers and school leaders) to create strategic student-centered plans, implement plans with fidelity and ensure feedback practices are implemented with students.

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

The School Leadership Team oversees the priorities and functions of various collaborative structures designed to improve student achievement. Collaborative Planning meetings in all core subjects are conducted weekly and led by an Instructional Coach and/or an Assistant Principal. Teachers collaborate with the coaches (and each other) to create standards-based lesson plans that are clear and aligned to standards-based learning. In addition, the Leadership Team, comprised of Administration, Instructional Coaches, Department Chairs, Counselors, Team Leaders, conduct meetings with parents to communicate student progress through scheduled parent meetings and parent nights. In these meetings, students' academic progress, as well as information on student initiatives, are shared with parents.

Competency 2: Focusing on Sustainable Results

We plan to focus on sustaining results by continuing to utilize an ongoing progress monitoring system to track data for student progress in the areas of ELA and Math. We will review mini-assessment data to monitor fidelity of small group instruction and provide feedback for changes to processes.

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.

Ongoing progress monitoring is accomplished through reviewing reports, OPM tracking, and data analysis by teachers, coaches, and administration. Administration captures data via weekly reports and shares findings with teachers and Instructional Coaches; Instructional Coaches discuss and use data from reports during Collaborative Planning and/or coaching support. The teachers use the data to make instructional decisions (i.e. tier students for small-group instruction, lesson planning for remediation/enrichment, etc.). Administrative walkthroughs provide insight on the fidelity and effectiveness of ongoing progress monitoring, but it is apparent that consistency of more frequent data monitoring and tracking can be improved.

Competency 3: Developing Others

We will survey the staff in the areas of their strength. We plan on developing others by providing developmental feedback and allowing personnel to provide professional development to staff on areas of strength.

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

The School Leadership Team has continued to provide teachers and staff opportunities to take on responsibilities and seek professional growth. The School Leadership Team has garnered feedback and implemented feedback from Team Leaders with respect to discipline and schoolwide /grade level initiatives. Teachers are encouraged to become members of various committees such as Literacy and Discipline, lead schoolwide initiatives, and coordinate various activities/events hosted by the school. Additionally, department heads and team leaders have taken on a more significant role in providing information to their teams and being more supportive of teachers as it pertains to curriculum and pedagogy. While some progress has been made, areas of improvement include continuing to make professional development more purposeful by using teacher input to guide plans and allowing teachers to take ownership of their professional learning opportunities. This would require the School Leadership Team to access teacher areas of strength more purposefully and strategically in creating PD plans.

Competency 4: Engages the Team

Our School Leadership Team will continue to engage the team by identifying critical members of the team to support and garner feedback.

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

The School Leadership Team meets and collaborates in various formats regularly with critical members and engages members of the school community in order to harness input for school improvement. This input is gathered regularly via administrative meetings, team meetings, department meetings, faculty meetings, EESAC meetings, discipline committee meetings, and collaborative planning sessions. Additionally, information is disseminated to all faculty and staff through various methods of communication such as email, staff calendars, announcements, and virtual school-wide meetings. While some staff are highly involved, one way to continue trying to garner input from less vocal faculty and staff is to provide a variety of methods of input and continue to work on identifying strengths of staff to build on.

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?

Findings and the next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders (teachers, staff, parents, students, community) via Team Meetings, Department Meetings, Faculty Meeting, EESAC Meeting, Collaborative Planning Meetings and Parent Academy Workshops.

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

School Culture Outcome Statement

If we successfully implement our Sustained EP, Empower Teachers and Staff, then we will create a supportive school culture and inspire a positive school environment of continuous improvement for teachers. If we successfully implement our Primary EP, Social and Emotional Learning (SEL), then we will ensure the continuous integration of social and emotional skills into academic instruction. If we successfully implement our Secondary EP of, Positive Behavior Support (PBS), then we will implement a system of positive reinforcement incentives for students which will enable students to learn and achieve success.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

The school will continue to provide opportunities to engage in and present professional development, as well as enlist teacher leaders throughout the building. The school will continue to conduct regular Leadership Team meetings and create opportunities for Professional Development where they may not currently exist.

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: Fri, Feb 26	Administrators will review current mentoring opportunities and	Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Ms.	Increased participation in mentoring clubs and activities; meeting agendas and minutes;	Administrators will meet virtually with the Leadership

	determine ways to reimplement existing programs physically and virtually.	Mechele Collins, Math Coach, Ms. Fabiola Jean-Pierre, Reading Coach; Ms. Carolina Camacho, Student Success Coach; Mr. Jean Bertrand, Guidance Counselor, Mr. Chandrell Pierre, Guidance Counselor	increased attendance at meetings	Team weekly to discuss clubs and program implementation for both online and physical students.
Start: Mon, Feb 1 End: Fri, Apr 30	Administrators, Attendance Team and PLST Team will continue to enlist staff to conduct PD during faculty meetings that focus on student engagement in the physical and virtual settings.	Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Ms. Jean-Pierre, PLST member, Ms. Onelien, PLST member, Ms. Porro, PLST member, Mr. Savron, PLST member; Ms. Carolina Camacho, Student Success Coach; Mr. Jean Bertrand, Guidance Counselor, Mr. Chandrell Pierre, Guidance Counselor	Faculty Meeting agendas/minutes; increased attendance/engagement in physical and virtual settings	Administration will monitor professional development virtually and physically and work with the Professional Development Liaison and the Leadership Team to determine professional development topics.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to integrate social and emotional skills into academic instruction and establish protocols that encourage a welcoming classroom environment.

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: Fri, Apr 30	Team Leaders and Technology Lead will create activities for morning announcements	Ms. Tonya Bush, Ms. Maya Glenn, Ms. Lidice Porro, Ms. Tajia Collins, Ms. Danielle Eugene, Mr. Jose Perez; Ms. Karen-Vanessa Wright, Activities Director; Mr. Sheldon Allen, Morning Announcement Producer	Video clips from morning announcements; scripts for PSA's	Administration will monitor the development of morning announcements.

	that address student concerns based on midyear student survey data.			
Start: Mon, Feb 1 End: Fri, Apr 30	Administrators and School Discipline Team will reflect on the implementation of the schoolwide Discipline Plan to find opportunities to promote social emotional learning.	Dr. Robert Cooper, Dean of Discipline; Ms. Tonya Bush, Ms. Maya Glenn, Ms. Lidice Porro, Ms. Tajia Collins, Ms. Danielle Eugene, Mr. Jose Perez; Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal	Evidence includes a decrease in student/counselor referrals and disciplinary incidents during virtual learning.	Administration will monitor the implementation and infusion of SEL programs school-wide and throughout classroom instruction
Start: Mon, Feb 1 End: Fri, Feb 26	Administrators and School Discipline Team will create a grade level incentive plan for positive behavior.	Dr. Robert Cooper, Dean of Discipline; Ms. Tonya Bush, Ms. Maya Glenn, Ms. Lidice Porro, Ms. Tajia Collins, Ms. Danielle Eugene, Mr. Jose Perez; Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal	Evidence includes a decrease in student/counselor referrals and disciplinary incidents during virtual learning.	Administration will monitor the implementation of grade level incentives for students.
Start: Mon, Mar 1 End: Fri, Apr 30	Leadership team will identify staff that have implemented MAWI strategies in their classes and spotlight them during Faculty Meeting and via social media and share best practices.	Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Ms. Tonya Bush, Ms. Maya Glenn, Ms. Lidice Porro, Ms. Tajia Collins, Ms. Danielle Eugene, Mr. Jose Perez; Dr. Marie Denis, Math Department Chairperson; Mr. Sheldon Allen, Science Department Chairperson, Ms. Darlene Jacques, ELA Department Chair, Ms. Zakiya Willies, Reading Department Chair, Ms. Fernande Saint Jean, Social Studies Department Chairperson, Ms. Janice Lovett, ELL Department Chairperson, Dr. Calester Chaney-Dominguez, SPED Department Chair	Evidence includes an increase of MAWI strategies infused in lessons as seen in lesson plans, walkthroughs, and student work.	Administration will monitor the implementation and infusion of the MAWI program throughout classroom instruction, and determine those to be highlighted.

Secondary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Secondary Essential Practice

Review the current school-wide discipline plan, revise and implement a system of positive reinforcement incentives. Use discipline plan to assist in interventions delineated in the plan. Identified staff will assist in intervening for students with significant discipline issues, providing early intervention for identified students and incentives for students following the school/class rules.

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Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Fri, Feb 26	School Discipline Team will reflect on the implementation of the schoolwide Discipline Plan to address the increase in behavioral referrals.	Dr. Robert Cooper, Dean of Discipline; Ms. Tonya Bush, Ms. Maya Glenn, Ms. Lidice Porro, Ms. Tajia Collins, Ms. Danielle Eugene, Mr. Jose Perez; Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Mr. Jean Bertrand, Guidance Counselor; Ms. Chandrell Pierre, Guidance Counselor; Ms. Carolina Camacho, Student Success Counselor	Evidence includes a decrease in student/counselor referrals and disciplinary incidents during virtual learning.	Administration will monitor the implementation of the schoolwide discipline plan.
Start: Mon, Feb 15 End: Fri, Mar 19	School Discipline Team will revise Tier 2 and Tier 3 target list for student attendance/discipline interventions.	Dr. Robert Cooper, Dean of Discipline; Ms. Tonya Bush, Ms. Maya Glenn, Ms. Lidice Porro, Ms. Tajia Collins, Ms. Danielle Eugene, Mr. Jose Perez; Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Mr. Jean Bertrand, Guidance Counselor; Ms. Chandrell Pierre, Guidance Counselor; Ms. Carolina Camacho, Student Success Counselor	Evidence includes a decline in behavior infractions and repeated incidents; documentation of interventions, referrals to agencies	Administration will monitor the interventions for students on the targeted list for attendance and discipline.
Start: Mon, Feb 1 End: Fri, Apr 30	School Discipline Team will continue to track infraction logs and reward applicable students.	Dean of Discipline; Team Leaders; Discipline Committee; Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Mr. Jean Bertrand, Counselor; Ms. Chandrell Pierre, Counselor; Ms. Carolina Camacho, Student Success Counselor	Evidence includes a decline in behavior infractions and repeated incidents; documentation of interventions, referrals to agencies	Administration will monitor the implementation of the infraction log and incentives for students.
Start: Mon, Feb 1 End: Fri, Apr 30	School Discipline Team will continue to look for evidence of MAWI/RJP strategies in walkthroughs.	Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal	Evidence includes walkthrough notes, evidence of check-in strategies on lesson plans or	Administration will conduct regular walkthroughs and monitor the implementation

			during walkthroughs.	and infusion of the MAWI/RJP strategies throughout classroom instruction
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**Academic Programs
Quarter 3/4 Implementation
(February 1 – June 9, 2021)**

Academic Programs Outcome Statement

If we successfully implement our Sustained EP, Standards-Based Collaborative Planning, then we will provide opportunities for teachers to collaboratively plan for effective lessons. If we successfully implement our Primary EP, Differentiated Instruction, then we will ensure explicit instruction during the delivery of lessons by adhering to the instructional framework and scaffolding instruction. If we successfully implement our Secondary EP, Standards-Aligned Instruction, then we will address the individual learning needs of all students by conducting small group lessons during differentiated instruction, improving student achievement in proficiency and learning gains across all content areas.

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

Teachers and Instructional Coaches will continue to conduct weekly Collaborative Planning sessions with an emphasis on creating standards-based lessons, sharing of best practices, and analysis of data.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Fri, Apr 30	Coaches and teachers will review student work samples from standards-aligned lessons created in Collaborative Planning.	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers	CP agendas, lesson plans, student samples and rubrics/checklists	Administrators will attend Collaborative Planning sessions weekly.
Start: Mon, Feb 1 End: Fri, Mar 12	Coaches and teachers will continue to use data to create lessons and interventions that more strategically focus on the individual needs of students, areas of growth, and opportunities for enrichment.	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers	CP agendas, lesson plans, student samples, rubrics/checklists, interventionists' schedules; IFC's	Administrators will attend Collaborative Planning sessions weekly and ensure that data reports are utilized to identify deficient standards to create lessons.
	Teachers will increase student	Ms. Fabiola	Lesson plan and	Administrators will

	engagement through the use of Nearpod and other virtual programs.	Jean-Pierre, Reading Coach; Ms. Mechele Collins, Math Coach; teachers	classroom walkthroughs	conduct virtual and physical walkthroughs

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Teachers and Instructional Coaches will effectively plan for differentiated instruction (DI) and create DI groups based on data. However, more emphasis will be placed on purposeful planning for DI, ongoing progress monitoring, and modifying instruction based on student outputs.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Fri, Apr 16	Coaches and teachers will review biweekly/topic assessment data to determine what standards need remediation during DI or whole group.	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers	DI lessons, samples of work; data trackers; IFC's	Administrators will attend Collaborative Planning sessions weekly to ensure data review occurs.
Start: Mon, Feb 1 End: Fri, Apr 30	Coaches and teachers will continue to create lessons that address areas of remediation as well as opportunities. for enrichment	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers	DI lessons, samples of work; data trackers; IFC's	Administrators will attend Collaborative Planning sessions weekly to ensure that lessons developed address areas of remediation.
Start: Mon, Feb 1 End: Fri, Mar 5	Administration will conduct midyear data chats with teachers and	Mrs. Miriam Stewart, Principal; Mrs. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Ms. Fabiola Jean-Pierre, Reading	Data chat sheets; lesson plans	Administrators will review all data sources with Transformation Coaches in

	coaches to discuss data findings and plan more strategically for DI.	Coach, Ms. Mechele Collins, Math Coach; teachers; teachers		Literacy and Math by debriefing prior to data chats ensuring the data is organized by subject area/teacher.
Start: Mon, Feb 1 End: Fri, Apr 30	Coaches/teachers will review OPM trackers and work with interventionists to ensure that academic progress is being made.	Mrs. Miriam Stewart, Principal; Ms. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal; Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers; Ms. Watkins, Interventionist; Mr. La Coa, Interventionist; Mr. Narcisse, Interventionist; Mr. Lilavois, Interventionist; teachers	OPM trackers, lesson plans, DI folders	Administrators will review OPM trackers on a bi-weekly basis.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers and Instructional Coaches will continue to plan for explicit instruction of lessons that scaffold towards mastery of standards.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Fri, Apr 30	Teachers will continue to follow effective instructional frameworks.	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers;	IFC; frameworks;	Administrators will conduct classroom walkthrough to ensure the frameworks are followed with fidelity.
Start: Mon, Feb 1 End: Fri, Apr 30	Teachers will engage students in more FSA type tasks and test-taking strategies.	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers;	Lesson plans, student work	Administrators will conduct classroom walkthrough to ensure teachers include selected questions with fidelity.
Start: Mon, Feb 1 End: Fri, Apr 30	Coaches will shift from conducting coaching cycles to pushing into classrooms for targeted support.	Ms. Fabiola Jean-Pierre, Reading Coach, Ms. Mechele Collins, Math Coach; teachers;	Student work samples; intervention plan; lesson plans	Administrators will conduct classroom walkthrough to monitor the effective use of the coaches for small group instruction.
Start: Mon, Feb	Administration will	Mrs. Miriam Stewart,	Walkthrough	Administrators will

1 End: Fri, Apr 30	continue to monitor explicit delivery and instruction via regular walkthroughs.	Principal; Ms. Maite Robles, Assistant Principal; Ms. Chantil Brantley, Assistant Principal	notes	conduct classroom walkthroughs daily to ensure developed lessons are implemented with fidelity.
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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).

To ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO), we are addressing deficient standards through bell-ringers, DI/small group instruction and through the use of the interventionists for push-in—scaffolding instruction and reteaching, providing enrichment activities, tracking progress of DI lessons through OPM.

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

The plan 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 include ensuring strategic re-grouping of students for DI in core and intensive classes, utilizing Toolbox lessons, Practice & Problem Solve and Scaffold A & B for comprehension and other resources for DI are utilized during small group instruction for Tier 2/3 students. Spring data chats with teachers will be scheduled individually to review MYA and Topic Assessment data for all core subject areas---analyze areas for remediation and focus, and examine the alignment of students' data.

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.

Our school is offering students opportunities to participate in extended learning opportunities, such as Saturday School and afterschool tutoring specifically for ESOL students. Saturday School is yielding an average 100 students per session and afterschool ESOL tutoring yields an average of 25 students daily. We will be adding Civics and Science tutoring afterschool and Math before school tutoring in the morning.

Phase V

End of Year Reflection

Input – Feedback – Outcome Analysis

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

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

Phase V Stakeholder Feedback and Reflection

May 3 – June 9, 2021

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

2020-2021 Continuous Improvement Reflection Worksheet

School Culture

May 3 – June 9, 2021

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

School Culture Outcome Statement

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

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.

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 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.

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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.

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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.

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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

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

Strengths

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.

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

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

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

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

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

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

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

Academic Programs Prediction

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