

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

3981 - North Twin Lakes Elementary

Principal (Last Name, First Name)

Fernandez, Jose R.

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

Moorer, Tonya; Siblesz, Isabel

MTSS Coordinator (Last Name, First Name)

Gonzalez, Victor

Demographic Overview

North Twin Lakes Elementary School services approximately 443 students with the following demographics: 98% Hispanic, <1% White, and 1% African American. The student population has the following subgroup representations, 39% of the students are English Language Learners (ELL), 81% percent of the students are economically disadvantaged and receive Free or Reduced Lunch, and 15% of the student population is Student with Disabilities (SWD).

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

The mission of North Twin Lakes Elementary School is to produce world-class learners by building a network of learning communities.

b. Provide the School's Vision Statement

The vision of North Twin Lakes Elementary School is to guarantee that all students attain a solid foundation of knowledge and skills needed to succeed in secondary education and to compete in the global economy.

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 Twin Lakes Elementary School (NTLES) opened its doors to students in August of 1961. The school is located in Northwest Hialeah, at 625 NW 74th Place, Hialeah, FL 33014. The school is located inside of a community and is surrounded by residential homes, duplexes, and apartment buildings. North Twin Lakes Elementary School has a variety of classroom settings including self-contained and departmentalized classes for grades pre-kindergarten through fifth grade. Specific programs to address special needs include push-in and pull-out programs such as: Cambridge and Gifted classes, Curriculum Content in Home Language (CCHL), and Exceptional Student Education (ESE). The CCHL program is a push-in program designed to assist ELL students in acquiring content knowledge in math, science, and social studies by delivering instruction in their native language. The ESE program is a push-in program that provides services that support identified students to meet their needs according to the accommodations that are determined by their Individual Education Plan (IEP). North Twin Lakes Elementary School is unique in having 97% of the ESE population is placed in an inclusive setting. The Cambridge International Examinations is a program that provides a more rigorous curriculum and fosters life longer learners and innovators. Lastly, the Gifted program is offered to students who have been

determined to require an accelerated and/or compacted version of the district mandated curriculum with opportunities for more enrichment.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

below the norm performance. Select the three data points that have had the negative impact on overall school success.

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

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 School Climate Survey Feedback from the staff, 65% of the staff strongly agreed with the statement that my teacher gives me meaningful homework as compared to the 2018-2019 survey where only 48% strongly agreed with the same statement, a 17 point difference.	Students feeling that teachers are assigning meaningful homework helps them transfer the content learned in school resulting in students completing practice activities independently.	Empower Teachers And Staff Staff-Student Connections Shared Leadership
	According to the 2019-2020 School Climate Survey Feedback from the staff, 66% of the staff strongly agreed with the statement that my teachers are friendly and easy to talk to as compared to the 2018-2019 survey where only 50% strongly agreed with the same statement, a 16 point difference.	Students feeling that teachers in the school are friendly and easy to talk to promotes relationships, inclusivity, and a sense of support resulting in students wanting to come to school and learn.	Staff-Student Connections Communicate With Stakeholders Student Voice
	According to the 2019-2020 School Climate Survey Feedback from the staff, 73% of the staff strongly agreed with the statement that I feel my ideas are listened to and considered as compared to the 2018-2019 survey where only 61% strongly agreed with the same statement, a 12 point difference.	Staff feeling that their ideas are listened to and considered promotes collaboration and shared leadership resulting in the staff feeling that they are part of the decision making process when it comes to school policies and procedures.	Communicate With Stakeholders Empower Teachers And Staff Shared Leadership

Essential Practice for Significantly Improved Data Findings (Sustained)

Staff-Student Connections

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey Feedback from the staff, 46% of the staff strongly agreed with the statement that I feel satisfied concerning my career at this school as compared to the 2018-2019 survey where only 42% strongly agreed with the same statement, a 4 point difference.	Staff feeling that they are satisfied with their career progression promotes teachers feeling empowered and feeling satisfied in their position resulting in teacher retention.	Celebrate Successes Empower Teachers And Staff Promoting Growth Mindset
	According to the 2019-2020 School Climate Survey Feedback from the staff, 66% of the staff strongly agreed with the statement that my teachers let me know how I am doing on my schoolwork as compared to the 2018-2019 survey where only 69% strongly agreed with the same statement, a 3 point difference.	Students being informed of their academic progress throughout the school year promotes ownership of their strengths and weaknesses resulting in student buy in to implement teacher strategies to show academic growth.	Communicate With Stakeholders Promoting Growth Mindset Celebrate Successes
	According to the 2019-2020 School Climate Survey Feedback from the staff, 46% of the staff strongly agreed with the statement that adults at my school care about me as an individual as compared to the 2018-2019 survey where only 44% strongly agreed with the same statement, a 2 point difference.	Students feeling that teachers in the school care about them as an individual promotes positive and meaningful teacher student relationships and a sense of support resulting in students wanting to come to school and learn.	Communicate With Stakeholders Staff-Student Connections Student Voice

Essential Practice for Neutral Data Findings (Secondary)

Communicate With Stakeholders

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?

<p>Significantly Decreased Data Findings</p>	<p>According to the 2019-2020 School Climate Survey Feedback from the staff, 42% of the staff strongly disagreed with the statement I feel that I have insufficient resources (funds, books, etc.) as an individual as compared to the 2018-2019 survey where only 57% strongly disagreed with the same statement, a 15 point difference.</p>	<p>Teachers feeling that they have the appropriate resources promotes them feeling empowered to effectively address student needs and concerns resulting in students showing growth academically.</p>	<p>Effective Use of School and District Support Personnel Communicate With Stakeholders Empower Teachers And Staff</p>
	<p>According to the 2019-2020 School Climate Survey Feedback from the staff, 24% of the staff strongly agreed with the statement that my school building is kept clean and in good condition as compared to the 2018-2019 survey where only 31% strongly agreed with the same statement, a 7 point difference.</p>	<p>Students feeling that the school is kept clean and in good condition promotes the teachers' and students' ability to focus on learning without any additional distractions resulting in students performing higher on state assessments and/or making learning gains.</p>	<p>Consistent Protocols to Maintain a Clean and Welcoming School Environment Effective Use of School and District Support Personnel Shared Vision/Mission</p>
	<p>According to the 2019-2020 School Climate Survey Feedback from the staff, 51% of the staff strongly disagreed with the statement that violence is a problem at my school as compared to the 2018-2019 survey where only 57% strongly disagreed with the same statement, a 6 point difference.</p>	<p>Students feeling that school violence is not a problem promotes students feeling safe in their school environment resulting in students being able to focus on learning in school.</p>	<p>Character Education/Values Matter Inclusivity, Tolerance and Anti-Bullying Positive Behavior Support (PBS)</p>

Essential Practice for Significantly Decreased Data Findings (Primary)

Consistent Protocols to Maintain a Clean and Welcoming School Environment

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

<p>Data Rating</p>	<p>Data Findings & Area Be specific in defining each data element below.</p>	<p>Rationale for Selection of Data Why was this data finding selected as being most impactful?</p>	<p>Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?</p>
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Significantly Improved Data Findings	According to the 2018-2019 Academic Data Map, 84% of the students in grades 3-5 belonging to the lowest 25th percentile on FSA ELA made learning gains as compared to the 2017-2018 Academic Data Map where only 50% of the same subgroup made learning gains, a 34 point difference.	This data is impactful because learning gains show that students are heading in the right direction towards achieving proficiency, resulting in students performing higher on state assessments and/or making learning gains.	Interventions/RtI Data-Driven Instruction Differentiated Instruction
	According to the 2018-2019 Academic Data Map, 73% of the students in grades 3-5 made learning gains on FSA Math as compared to the 2017-2018 Academic Data Map where only 51% of students made learning gains, a 22 point difference.	This data is impactful because learning gains show that students are heading in the right direction towards achieving proficiency, resulting in students performing higher on state assessments and/or making learning gains.	Interventions/RtI Checks for Understanding Data-Driven Instruction
	According to the 2018-2019 Academic Data Map, 53% of the students in grades 3-5 belonging to the lowest 25th percentile on FSA Math made learning gains as compared to the 2017-2018 Academic Data Map where only 41% of the same subgroup made learning gains, a 12 point difference.	This data is impactful because learning gains show that students are heading in the right direction towards achieving proficiency, resulting in students performing higher on state assessments and/or making learning gains.	Interventions/RtI Checks for Understanding Data-Driven Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Interventions/RtI

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 2018-2019 Academic Data Map, 68% of the students in grades 3-5 scored proficient (% Levels 3-5) in ELA as compared to the 2017-2018 Academic Data Map where 67% of students scored proficient, a 1 point difference.	This data is most impactful because effective ELA strategies which target student deficiencies need to be implemented across all grade levels, resulting in students performing higher on state assessments and/or making learning gains.	Data-Driven Decision Making Standards-Aligned Instruction Differentiated Instruction
	According to the 2018-2019 Academic Data Map, 68% of the students in grades 3-5 scored proficient (% Levels 3-5) in Math as compared to the 2017-2018 Academic Data Map where 67% of students scored proficient, a 2 point difference.	This data is most impactful because effective word problem solving strategies which target student deficiencies need to be implemented across all grade levels to ensure proper dissection of the word problem, resulting in students performing higher on state assessments and/or making learning gains.	Data-Driven Decision Making Standards-Aligned Instruction

			Differentiated Instruction
	According to the 2018-2019 Academic Data Map, 50% of the students in grades 3-5 belonging to the subgroup of Student with Disabilities in Math were proficient (% Levels 3-5) as compared to the 2017-2018 Academic Data Map where only 49% of the same subgroup were proficient, a 1 point difference.	This data is impactful because it shows that the accommodations in place for SWD were not effective, resulting in students performing lower on state assessments and/or making learning gains.	Differentiated Instruction Goal Oriented Learning Ongoing Progress Monitoring

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 2018-2019 Academic Data Map, 62% of the 5th grade students scored proficient (% Levels 3-5) on the SSA Science as compared to the 2017-2018 Academic Data Map where 62% of students scored proficient, a 7 point difference.	This data is impactful because teachers in fifth grade need to understand the progression of standards in order to target the curriculum gaps between grade levels in order to assist students with performing higher on state assessments and/or making learning gains.	Vertical Planning Student-Centered Learning Interactive Learning Environment
	According to the 2018-2019 Academic Data Map, 60% of the 5th grade students scored proficient (% Levels 3-5) on the FSA ELA as compared to the 2017-2018 Academic Data Map where 70% of students scored proficient, a 10 point difference.	This data is impactful because teachers in fifth grade need to understand the progression of standards in order to target the curriculum gaps between grade levels in order to assist students with performing higher on state assessments and/or making learning gains.	Checks for Understanding Collaborative Evaluation of Student Work Effective Curriculum and Resource Utilization
	According to the 2018-2019 Academic Data Map, 53% of the 2nd grade students scored in the median percentile rank on the SAT Math as compared to the 2017-2018 Academic Data Map where 63% of students scored in the	This data is impactful because it is important for students to demonstrate proficiency because that is their pathway to academic success in future grade levels.	Checks for Understanding Differentiated Instruction

	median percentile rank, a 10 point difference.		Effective Curriculum and Resource Utilization
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Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Curriculum and Resource Utilization

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

Staff-Student Connections

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Secondary Essential Practice

Communicate With Stakeholders

ACADEMIC PROGRAMS

Sustained Essential Practice

Interventions/RtI

Primary Essential Practice

Effective Curriculum and Resource Utilization

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.

The School Leadership Team demonstrates commitment to students by consistently standing up for what is right for students, not only in their words but by their actions.

As evidenced by:

The School Climate Survey where 94% of the students stated that they felt they were receiving a good education, 90% of the students felt that the adults at the school help them when need it, and 76% of the students feel that the adults care about them as an individual.

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

The School Leadership Team will continue their commitment to students by relentlessly pursuing the implementation of what is right for students, even in the face of opposition from those in power.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team's course of action is well-thought-out and validated by gathering and considering data from diverse sources.

As evidenced by:

Statewide Assessment data demonstrating a 12% increase in ELA Learning Gains Grades 3-5 and 34% ELA Learning Gains Grades 3-5 in the Sub-Group Lowest 25% from the 2018 school year to 2019.

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

The School Leadership Team will use the Focusing on Sustainable Results Competency to conduct a success analysis and reflect on improving practices and to raise goals to expand student success.

Competency 3: Developing Others

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

The School Leadership Team selects teacher leaders to attend district professional developments and bring back that knowledge and share among their colleagues.

As evidenced by:

The School Improvement Plan End of Year Survey which demonstrates 86% of the instructional staff felt supported by their teacher leaders weekly or monthly.

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

The School Leadership Team will use the Developing Others Competency by ensuring others obtain the experiences and training needed to develop new skills and levels of capability.

Competency 4: Engages the Team

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

The School Leadership Team engages the team by allowing team members to take part in the change initiative, or to carry out a vision collectively.

As evidenced by:

The School Climate Survey where 100% teachers indicated that they felt satisfied with how their career was progressing at the school.

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

The School Leadership Team will use the Engages the Team Competency by reflecting on current practices and reality to engage members to carry out a well-defined vision collectively.

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

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

Teachers will continue to implement classroom activities that build student teacher relationships to ensure open communication and trust with their students.

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Primary Essential Practice

School personnel will continue to maintain the school building clean by following consistent protocols to promote a welcoming learning environment.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions to Enhance the Secondary Essential Practice

Teachers will continue to provide data chats on both classroom and district assessments that will establish student accountability.

ACADEMIC PROGRAMS

Sustained Essential Practice

Interventions/RtI

Priority Actions for the Sustained Essential Practice

Teachers will continue to provide reading intervention and RTI throughout the school year with the assistance of other teachers and an interventionist to ensure student learning gains are made.

Primary Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Primary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA ELA exam.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions to Enhance the Secondary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA Math exam.

OUTCOME STATEMENTS

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

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

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

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

1. If we successfully implement our sustained essential practice of staff and student connections, then the students will develop a trusting relationship that will allow open communication regarding both academic and social concerns. 2. If we successfully implement our primary essential practice of consistent protocols to maintain a clean and welcoming school environment, then students will be able to focus on classroom instruction fostering a conducive learning environment. 3. If we successfully implement our secondary essential practice of communicating with stakeholders, then the students will show learning gains on both classroom and district assessments.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

1.If we successfully implement our sustained essential practice of interventions/RTI, then all instructional staff will have successfully prepared students for showing proficiency and/or learning gains on state exams. 2. If we successfully implement our primary essential practice of effective curriculum and resource utilization to meet individual student's needs, then more students will show proficiency on the FSA ELA Grade 5 exam. 3. If we successfully implement our secondary essential practice of standards aligned instruction, then more students will show proficiency on the FSA Math.

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

	<ul style="list-style-type: none"> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 		
08/19/20	Data and Systems Review Summary	-Divide staff into grade level groups to disseminate data -Provide a Google Collaboration Document where the group will input major findings -Groups will share out their discoveries	Jose Fernandez and Kristine Estevez
8/19/20	Primary and Secondary Essential Practice (ELA and Math B.E.S.T. Standards)	-Think-Pair-Share collaboration in Zoom Breakout Rooms -Groups will participate in a virtual Gallery Walk while group members elaborate on assigned topics	Doris Pompa and Liset Padron
8/19/20	Sustained Essential Practice (ESOL Ctrl, Alt, Del and Effective Checks for Understanding)	-Model Microsoft Teams through Zoom Screen Share to provide training on ESOL built in accommodations -Promote participation engagement through modeling the use of Zoom interactive activities	Kristine Estevez and Vielka Saavedra

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

1. If we successfully implement our sustained essential practice of staff and student connections, then the students will develop a trusting relationship that will allow open communication regarding both academic and social concerns. 2. If we successfully implement our primary essential practice of consistent protocols to maintain a clean and welcoming school environment, then students will be able to focus on classroom instruction fostering a conducive learning environment. 3. If we successfully implement our secondary essential practice of communicating with stakeholders, then the students will show learning gains on both classroom and district assessments.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

Teachers will continue to implement classroom activities that build student teacher relationships to ensure open communication and trust with their students.

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 End: Fri, Oct 16</p>	<p>Grades Pre-K-5 teachers will assign homework daily that is aligned to standards on innovative instructional programs.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Teacher assigned home learning will be through innovative instructional programs and will correlate to the daily class lesson. As a result, students will feel that they are working on meaningful assignments that will help them improve academically.</p>	<p>Tonya Moorer, Assistant Principal will monitor home learning assignments on an innovative instructional program.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Grades K-5 students will be asked to engage in leisure reading weekly and present the books they read in their own creative way.</p>	<p>Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Students will choose what they read and how they will present what they learned. As a result, students will be more engaged during home learning assignments.</p>	<p>Tonya Moorer, Assistant Principal will collect reading artifact samples from teachers.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Grades Pre-K-5 teachers will limit daily home learning assignments to</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez,</p>	<p>Teacher will assign a total of 55 minutes of home learning. As a result, students will</p>	<p>Tonya Moorer, Assistant Principal will monitor home</p>

	<p>55 minutes total each day.</p>	<p>Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>not feel overwhelmed by the amount of assignments and feel that they are targeted practice to improve their academic skills.</p>	<p>learning assignments on an innovative instructional program.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Grades Pre-K-5 teachers will debrief daily home learning with the students and reinforce the use of appropriate strategies.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Teacher will debrief home learning assignment daily. As a result, students will feel that they are working on meaningful assignments that will help them improve academically.</p>	<p>Tonya Moorner, Assistant Principal will conduct virtual walkthroughs during home learning debriefing.</p>

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Primary Essential Practice

School personnel will continue to maintain the school building clean by following consistent protocols to promote a welcoming learning environment.

	Person(s)	Expected Evidence	Monitoring
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Implementation Date(s)	Implementation Steps	Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Walk throughs will be conducted daily by appropriate staff members to reinforce cleanliness.	Normally Alvarado, Custodian; Teresa Arce, Custodian; Michael Joseph, Lead Custodian; Ismael Ortiz, Head Custodian.	Student restrooms should be cleaned, trash should be emptied, soap and paper towel dispensers should be full and once completed posted log should be initialed by the custodian who completed these tasks. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct bathroom inspections.
Start: Mon, Aug 31 End: Fri, Oct 16	Common/frequently visited areas will be disinfected multiples times a day.	Normally Alvarado, Custodian; Teresa Arce, Custodian; Michael Joseph, Lead Custodian; Ismael Ortiz, Head Custodian.	Common/frequently visited areas should be disinfected regularly and once completed posted log should be initialed by the custodian who completed these tasks. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct sign inspections.
Start: Mon, Aug 31 End: Fri, Oct 16	Visuals will be displayed daily throughout the school building to maintain awareness and enforce responsibilities among staff, students, and visitors.	Normally Alvarado, Custodian; Teresa Arce, Custodian; Michael Joseph, Lead Custodian; Ismael Ortiz, Head Custodian.	Posted signs in all common areas and restrooms. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct sign inspections.
Start: Mon, Aug 31 End: Fri, Oct 16	Custodians will attend proper district annual training that will prepare them for the new cleaning guidelines.	Normally Alvarado, Custodian; Teresa Arce, Custodian; Michael Joseph, Lead Custodian; Ismael Ortiz, Head Custodian.	Training registration forms or completed training certificates. As a result, the custodians will begin to practice more stringent cleaning and sanitation procedures ensuring the school is being maintained clean.	Isabel Siblesz, Assistant Principal will keep a log of the trainings attended by each custodian.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions for the Secondary Essential Practice

Teachers will continue to provide data chats on both classroom and district assessments that will establish student accountability.

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	Grades K-5 students will be provided with digital certificates weekly based on their iReady weekly accomplishments.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	iReady weekly progress reports will be downloaded by teachers and digital certificates will be created and sent to students. As a result, students will feel that they are aware of their academic progress on iReady.	Tonya Moorer, Assistant Principal will keep email record of digital certificates being sent to students.
Start: Mon, Aug 31 End: Fri, Oct 16	Special Area Teachers will post monthly on social media their students' academic accomplishments.	Aliozka Alonso, Physical Education Teacher; Imilka Fernandez, Music Teacher; Alexander Gomez, Spanish Teacher; Margaret Pellegrino, Art Teacher; Eddy Perez, Spanish Teacher.	Teachers will post student shout outs on the school's various social media platforms: NTL Website, ClassDojo, and/or Twitter. As a result, students will feel that they are aware of their academic progress in their special area classes.	Tonya Moorer, Assistant Principal will keep a record of teacher posts on the different social media platforms.
Start: Mon, Aug 31	Grades K-5 teachers will keep	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline	New assignments	Tonya Moorer,

<p>End: Fri, Oct 16</p>	<p>the electronic gradebook updated by inputting new assignment grades on a weekly basis.</p>	<p>Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>and grades per subject will be input to the electronic gradebook weekly. As a result, students will feel that they are aware of their academic progress in their core subject classes.</p>	<p>Assistant Principal will monitor gradebook.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Grades Pre-K-5 will conduct data chats with students to share iReady and in class assessments strengths and areas for growth.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher</p>	<p>Reports will be sent electronically to the students and parents. As a result, students will feel that they are aware of their academic progress in their core subject classes.</p>	<p>Tonya Moorer, Assistant Principal will receive email copies of data chat dates and comments from all K-5 teachers.</p>

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

Academic Programs Outcome Statement

1.If we successfully implement our sustained essential practice of interventions/RTI, then all instructional staff will have successfully prepared students for showing proficiency and/or learning gains on state exams. 2. If we successfully implement our primary essential practice of effective curriculum and resource utilization to meet individual student's needs, then more students will show proficiency on the FSA ELA Grade 5 exam. 3. If we

successfully implement our secondary essential practice of standards aligned instruction, then more students will show proficiency on the FSA Math.

Sustained Essential Practice

Interventions/RtI

Priority Actions for the Sustained Essential Practice

Teachers will continue to provide reading intervention and RTI throughout the school year with the assistance of other teachers and an interventionist to ensure student learning gains are made.

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	Grades K-5th will implement ELA interventions weekly using the district mandated resources.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Weekly student attendance logs will be kept by the intervention teacher and student data trackers will be updated with student scores on assessments throughout intervention. As a result, the students' scores on ELA assessments will increase.	Tonya Moorer, Assistant Principal will collect attendance logs and data trackers.
Start: Mon, Aug 31 End: Fri, Oct 16	Grades K-5th will implement ELA interventions weekly using teacher selected materials that target the necessary	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides,	Weekly student attendance logs will be kept by the intervention teacher and student data trackers will be	Tonya Moorer, Assistant Principal will collect attendance logs and

	benchmarks for students to gain proficiency/learning gains.	1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	updated with student scores on assessments throughout intervention. As a result, the students' scores on ELA assessments will increase.	data trackers.
Start: Mon, Aug 31 End: Fri, Oct 16	Grades K-5th will recognize students for completing their iReady minutes and lessons weekly by using grade level designated incentives.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student incentives will be distributed, and pictures will be taken to post on school social media. As a result, K-5th grade students will complete their recommended iReady weekly minutes.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will post class pictures on school social media of students with their incentives.
Start: Mon, Aug 31 End: Fri, Oct 16	Grades 2-5 ESOL students will be invited to participate in daily afterschool Title 3 reading tutoring in.	All K-5 teachers who volunteer to tutor.	Weekly student attendance logs will be kept by the tutoring teacher. As a result, student scores on ELA and Math assessments will increase.	Tonya Moorer, Assistant Principal will collect attendance logs.

Primary Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Primary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA ELA exam.

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	Grade 5 ELA teachers will differentiate instruction daily during their reading blocks, targeting their bubble students.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading differentiated instruction will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Grade 5 ELA teachers will meet daily with students in small groups during their reading block to target specific benchmarks and student needs.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading small group instruction will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Grade 5 ELA teachers will provide daily enrichment activities during their reading block to ensure proficiency on benchmarks.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading enrichment activities will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Grade 5 ELA teachers will incorporate quarterly novel studies into their reading instruction to promote transferring of benchmark skills to other reading texts.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading novel studies will be documented in the electronic gradebook. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.

ESSA Reflection

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

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

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

N/A

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

N/A

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

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA Math exam.

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 End: Fri, Oct 16</p>	<p>Grades 3rd-5th will implement the usage of ELA teacher selected materials that target the necessary benchmarks for students to gain proficiency/learning gains on a weekly basis.</p>	<p>Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Student work completed during reading differentiated instruction will be documented in a log. As a result, the students' scores on ELA assessments will increase.</p>	<p>Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Grade 3-5 ELA teachers will recognize students with an incentive</p>	<p>Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher;</p>	<p>Student incentives will be distributed after unit assessment data is</p>	<p>Jose Fernandez, Principal; Tonya</p>

	for students who show an increase in score on unit assessments on a bi-weekly basis.	Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	collected, and pictures will be taken to post on school social media. As a result, the students' scores on ELA assessments will increase.	Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Grades 3-5 ELA teachers will recognize students who have completed their necessary iReady minutes while passing lessons at an 80% or higher every Friday.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student incentives will be distributed, and pictures will be taken to post on school social media. As a result, K-5th grade students will complete their recommended iReady weekly minutes.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Grades 3-5 ELA teachers will track student data using the assessments predetermined by the district and conduct student data chats where students will track their progress throughout the school year on a bi-weekly basis.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student data chats will occur with fidelity and the students and teacher will document assessment scores throughout. As a result, students will take ownership of their data, set new goals, and increase their ELA assessments scores.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

1. If we successfully implement our sustained essential practice of staff and student connections, then the students will develop a trusting relationship that will allow open communication regarding both academic and social concerns. 2. If we successfully implement our primary essential practice of consistent protocols to maintain a clean and welcoming school environment, then students will be able to focus on classroom instruction fostering a conducive learning environment. 3. If we successfully implement our secondary essential practice of communicating with stakeholders, then the students will show learning gains on both classroom and district assessments.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

Teachers will continue to implement classroom activities that build student teacher relationships to ensure open communication and trust with their students.

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 2</p> <p>End: Fri, Dec 18</p>	<p>Grades Pre-K-5 teachers will assign homework daily that is aligned to standards on innovative instructional programs.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Teacher assigned home learning will be through innovative instructional programs and will correlate to the daily class lesson. As a result, students will feel that they are working on meaningful assignments that will help them improve academically.</p>	<p>Tonya Moorer, Assistant Principal will monitor home learning assignments on an innovative instructional program.</p>
<p>Start: Mon, Nov 2</p>	<p>Grades K-5 students will be asked to engage</p>	<p>Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa</p>	<p>Students will choose what they read and</p>	<p>Tonya Moorer, Assistant</p>

<p>End: Fri, Dec 18</p>	<p>in leisure reading weekly and log the books they read in their own creative way.</p>	<p>Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Mejides, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>how they will present what they learned. As a result, students will be more engaged during home learning assignments.</p>	<p>Principal will collect reading artifact samples from teachers.</p>
<p>Start: Mon, Nov 2 End: Fri, Dec 18</p>	<p>Grades Pre-K-5 teachers will limit daily home learning assignments to 55 minutes total each day.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Teacher will assign a total of 55 minutes of home learning. As a result, students will not feel overwhelmed by the amount of assignments and feel that they are targeted practice to improve their academic skills.</p>	<p>Tonya Moorer, Assistant Principal will monitor home learning assignments on an innovative instructional program.</p>
<p>Start: Mon, Nov 2 End: Fri, Dec 18</p>	<p>Grades Pre-K-5 teachers will debrief daily home learning with the students and reinforce the use of appropriate strategies.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol</p>	<p>Teacher will debrief home learning assignment daily. As a result, students will feel that they are working on meaningful</p>	<p>Tonya Moorer, Assistant Principal will conduct virtual walkthroughs during home learning debriefing.</p>

	Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	assignments that will help them improve academically.
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Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Primary Essential Practice

School personnel will continue to maintain the school building clean by following consistent protocols to promote a welcoming learning 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, Nov 2 End: Fri, Dec 18	Walk throughs will be conducted daily by appropriate staff members to reinforce cleanliness.	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	Student restrooms should be cleaned, trash should be emptied, soap and paper towel dispensers should be full and once completed posted log should be initialed by the custodian who completed these tasks. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct bathroom inspections.
Start: Mon, Nov 2 End: Fri, Dec 18	Common/frequently visited areas will be disinfected multiples times a day.	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	Common/frequently visited areas should be disinfected regularly and once completed posted log should be initialed by the custodian who completed these tasks. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct common area inspections.
Start: Mon, Nov 2 End: Fri, Dec 18	Visuals will be displayed daily throughout the school building to maintain awareness and enforce	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead	Posted signs in all common areas and restrooms. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct

	responsibilities among staff, students, and visitors.	Custodian; Ismael Ortiz, Head Custodian.		sign inspections.
Start: Mon, Nov 2 End: Fri, Dec 18	Custodians will attend proper district annual training that will prepare them for the new cleaning guidelines.	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	Training registration forms or completed training certificates. As a result, the custodians will begin to practice more stringent cleaning and sanitation procedures ensuring the school is being maintained clean.	Isabel Siblesz, Assistant Principal will keep a log of the trainings attended by each custodian.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions for the Secondary Essential Practice

Teachers will continue to provide data chats on both classroom and district assessments that will establish student accountability.

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	Grades K-5 students will be provided with digital certificates weekly based on their iReady weekly accomplishments.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe,	iReady weekly progress reports will be downloaded by teachers and digital certificates will be created and sent to students. As a result, students will feel that they are aware of their academic progress on iReady.	Tonya Moorer, Assistant Principal will keep email record of digital certificates being sent to students.

		5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.		
Start: Mon, Nov 2 End: Fri, Dec 18	Special Area Teachers will post monthly on social media their students' academic accomplishments.	Aliozka Alonso, Physical Education Teacher; Imilka Fernandez, Music Teacher; Magaret Pellegrino, Art Teacher; Alex Gomez, Spanish Teacher; Eddy Perez, Spanish Teacher.	Teachers will post student shout outs on the school's various social media platforms: NTL Website, ClassDojo, and/or Twitter. As a result, students will feel that they are aware of their academic progress in their special area classes.	Tonya Moorer, Assistant Principal will keep a record of teacher posts on the different social media platforms.
Start: Mon, Nov 2 End: Fri, Dec 18	Grades K-5 teachers will keep the electronic gradebook updated by inputting new assignment grades on a weekly basis.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	New assignments and grades per subject will be input to the electronic gradebook weekly. As a result, students will feel that they are aware of their academic progress in their core subject classes.	Tonya Moorer, Assistant Principal will monitor gradebook.
Start: Mon, Nov 2 End: Fri, Dec 18	Grades Pre-K-5 will conduct data chats with students to share iReady and in class assessments strengths and areas for growth.	Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd	Reports will be sent electronically to the students and parents. As a result, students will feel that they are aware of their academic progress in	Tonya Moorer, Assistant Principal will receive email copies of data chat dates and comments from all K-5 teachers.

	grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher.	their core subject classes.	
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ACADEMIC PROGRAMS
Quarter 2 Implementation
 (November 2 – December 18, 2020)

Academic Programs Outcome Statement

1.If we successfully implement our sustained essential practice of interventions/RTI, then all instructional staff will have successfully prepared students for showing proficiency and/or learning gains on state exams. 2. If we successfully implement our primary essential practice of effective curriculum and resource utilization to meet individual student's needs, then more students will show proficiency on the FSA ELA Grade 5 exam. 3. If we successfully implement our secondary essential practice of standards aligned instruction, then more students will show proficiency on the FSA Math.

Sustained Essential Practice

Interventions/RtI

Priority Actions for the Sustained Essential Practice

Teachers will continue to provide reading intervention and RTI throughout the school year with the assistance of other teachers and an interventionist to ensure student learning gains are made.

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	Grades K-5th will implement ELA interventions weekly using the district mandated resources which include iReady teacher assigned lessons for Tier 2 and Tier 3 students and the iReady created	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher;	Weekly student attendance logs will be kept by the intervention teacher and student data trackers will be updated with student scores on assessments throughout intervention.	Tonya Moorer, Assistant Principal will collect attendance logs and data trackers.

	Instructional Pathway lessons.	Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	As a result, the students' scores on ELA assessments will increase.	
<p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p>	Grades K-5th will implement ELA interventions weekly using teacher selected materials that target the necessary benchmarks for students to gain proficiency/learning gains.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Weekly student attendance logs will be kept by the intervention teacher and student data trackers will be updated with student scores on assessments throughout intervention. As a result, the students' scores on ELA assessments will increase.	Tonya Moorer, Assistant Principal will collect attendance logs and data trackers.
<p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p>	Grades K-5th will recognize students for completing their iReady minutes and lessons weekly by using grade level designated incentives.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade	Student incentives will be distributed, and pictures will be taken to post on school social media. As a result, K-5th grade students will complete their recommended iReady weekly minutes.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will post class pictures on school social media of students

		Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.		with their incentives.
Start: Mon, Nov 2 End: Fri, Dec 18	Grades 2-5 ESOL students will be invited to participate in daily afterschool Title 3 reading tutoring in.	All K-5 teachers who volunteer to tutor.	Weekly student attendance logs will be kept by the tutoring teacher. As a result, student scores on ELA and Math assessments will increase.	Tonya Moorer, Assistant Principal will collect attendance logs.

Primary Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Primary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA ELA exam.

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	Grade 5 ELA teachers will differentiate instruction daily during their reading blocks, targeting their bubble students through the use of iReady lessons.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading differentiated instruction will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Grade 5 ELA teachers will meet daily with students in small groups during their reading block to target specific benchmarks and student needs.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading small group instruction will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Grade 5 ELA teachers will provide daily enrichment activities during their reading block to ensure	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez,	Student work completed during reading enrichment activities will be documented on a log. As a result, the	Jose Fernandez, Principal; Tonya Moorer, Assistant Principal; Isabel Siblesz, Assistant

	proficiency on benchmarks.	5th grade Teacher; James Wempe, 5th grade Teacher.	students' scores on ELA assessments will increase.	Principal will look for student work during regular walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Grade 5 ELA teachers will incorporate annual novel studies into their reading instruction to promote transferring of benchmark skills to other reading texts.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading novel studies will be documented in the electronic gradebook. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA Math exam.

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	Grades 3rd-5th will implement the usage of ELA teacher selected materials that target the necessary benchmarks for students to gain proficiency/learning gains on a weekly basis.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student work completed during reading differentiated instruction will be documented in a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Grade 3-5 ELA teachers will recognize students with an incentive for students who show an increase in	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher;	Student incentives will be distributed after unit assessment data is collected, and pictures will be	Jose Fernandez, Principal; Tonya Moorner, Assistant

	score on unit assessments on a bi-weekly basis.	Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	taken to post on school social media. As a result, the students' scores on ELA assessments will increase.	Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Grades 3-5 ELA teachers will recognize students who have completed their necessary iReady minutes while passing lessons at an 80% or higher every Friday.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student incentives will be distributed, and pictures will be taken to post on school social media. As a result, K-5th grade students will complete their recommended iReady weekly minutes.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Grades 3-5 ELA teachers will track student data using the assessments predetermined by the district and conduct student data chats where students will track their progress throughout the school year on a bi-weekly basis.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student data chats will occur with fidelity and the students and teacher will document assessment scores throughout. As a result, students will take ownership of their data, set new goals, and increase their ELA assessments scores.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.

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).

NTL is demonstrating a dedication to mitigate loss of learning due to COVID-19 for level 1 by: 1. Ensuring that the master schedule allocates the appropriate amount of instructional time based on the Student Progression Plan and embedding time for Tier 2 and 3 interventions. 2. Teachers are using the District Pacing Guides and Item Specifications to prioritize critical skills and knowledge for each subject and planning accordingly. 3. Teachers are using District Pacing Guides to choose the best suggested resources to deliver high quality Tier 1 instruction.

4. Teachers are using iReady API Diagnostic data to determine student's unfinished learning and providing acceleration to help students' close the learning gap. 5. Teacher's are continuously giving students formative and summative assessments to determine student knowledge and create next steps to provide interventions to prevent further learning gaps. 6. Teacher's are tracking student data on iReady and on Topic Assessments in order to adjust their instruction accordingly.

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

NTL is demonstrating a dedication to mitigate loss of learning due to COVID-19 for level 2 by creating instructional groups in iReady for both Reading and Math to monitor student progress throughout the school year after receiving Tier 2 and 3 interventions through small group instruction, IReady teacher assigned lessons, and iReady pathway lessons. In addition, students' performance on District created Topic Assessments will be closely monitored and used to plan Tier 2 and 3 interventions.

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.

NTL is demonstrating a dedication to mitigate loss of learning due to COVID-19 for level 3 by hiring teachers to provide after school tutoring services through Title 3 funding for ESOL students in grades 2-5 and by hiring teachers to provide before school, after school, or Saturday Academy through the Governor's Emergency Education Relief Fund for students in grades 1-5.

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.

- o ***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.*
- o ***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.

Data Maps were given to every faculty member to view and use while disseminating the data amongst their grade level. Each grade level held a meeting via Zoom to discuss both the grade level's ELA Topic Assessment Data and the School Climate Survey Data collected at the end of 2020. Grade levels looked for data trends and used that information to answer the reflection questions. Each grade level submitted their reflections to the school principal.

2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

The data findings that are most encouraging are that more of the students feel that their teachers are caring, fun, and honest, that the school is being kept clean and in so is a conducive learning environment, and that families are engaged in the student's learning process. The first data finding ensures that there is a staff and student connection that allows students to feel more comfortable communicating with their teachers that can lead to better student academic progress. The second data finding is extremely important to reduce distractions and help both faculty and students focus on teaching and learning and not be concerned with cleanliness. The last data finding shows that the faculty communicates continuously with parents or guardians to ensure that students have all their stake holders informed to better assist in their academic progress both at school and at home. There were no data findings that are a cause for concern.

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

The data findings that are the most encouraging was that 44% of K-5 students tested on grade level on the ELA iReady AP1 Diagnostic and 31% of K-5 students tested on grade level on the Math iReady AP1 Diagnostic. This was considered to be encouraging seeing how the 2019-2020 school year was abruptly cut short due to COVID-19 and both teachers and students had to adapt to a completely new teaching and learning medium as well as deal with outside factors due to the worldwide pandemic that could affect them both physically and emotionally. The data findings that we find most concerning were the number of students in both ELA and Math that are one grade level behind. In ELA 37% of K-5 students scored one grade level below on the iReady AP1 Diagnostic and in Math 53% of K-5 students scored one grade level below on the iReady AP1 Diagnostic. This was considered to be concerning because the numbers increased in this category a few percentage points in each subject showing that more students are academically behind.

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

While examining District Topic Assessment Data in both ELA, Math, and Science, we have seen students making learning gains on certain benchmarks throughout topic assessment implementation and others that are regressing. This can be due to many factors resulted from the COVID-19 pandemic. We have 37% of students on MSO who are not attending class with fidelity, not participating, and/or are surrounded by distractions in their home. The district has now made the initiative to request students who are struggling academically to return to the schoolhouse model. This should help to focus the student and assist them in progressing academically.

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?

This year due to COVID-19 implementation of Tier2/3 interventions is mostly done through iReady as due to WHO guidelines we need to maintain physical distance and limit the sharing of papers and other supplies in the classroom. Teachers are following the District Calendar to target specific academic ELA skills through Teacher Assigned iReady Lessons and are administering the Progress Monitoring Assessments to evaluate if the students are progressing academically or not. The data findings show that similar to Topic Assessments some students are showing learning gains on specific benchmarks and others are regressing.

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

Here at NTL, we offered the GEER Tutoring program and from the data collected from all the students participating 63% showed proficiency increase between their Pre-Test and Post-Test. Although this is an encouraging data trend, increase in percentage points on the test does not mean that the students are proficient. Also, it was noticed that 22% of students showed a decrease in percentage proficiency meaning they have regressed academically. Again, this can be due to delivery method, most are down MSO and on the weekend, which is when students are home and are surrounded by all their family members and other distractions in their home setting that can inhibit focus and performance.

MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

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

School Culture

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

The steps that led to School Culture data surpassing expectations were staff-student connections where teachers have fostered relationships with their students and have promoted students reading books that interest them which help build fluent readers, consistent protocols to maintain a clean and welcoming school environment by having the custodians sanitize common areas and classrooms multiple times throughout the school day which has helped the school maintain clean and reduced the ability of germs to spread, and communicating with stakeholders by sharing student data with both students and their parents or guardians so that the teacher can collaborate and get support at home as well to improve student academic performance.

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.

The SLT did not find any data falling short of expectations, all data on School Culture that was collected showed improvement.

Academic Programs

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

The steps that led to Academic Programs surpassing expectations were the faculty taking it upon themselves to become as proficient as possible in teaching via technology platforms, administration providing constant support to their staff, and purchasing supplemental instructional resources to assist teachers in preparing students for the state exams.

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.

The SLT found that there is evidence of students not meeting academic proficiency in both ELA and Math based on District Topic Assessment Data. This can be due to student engagement both in class and MSO. COVID-19 has eliminated the ability to work in groups, work on hands-on projects, and remediate students one-on-one. Additionally, students learning via MSO have so many uncontrollable factors that affect student learning.

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

No

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

N/A

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

School Leadership Core Competencies

Competency 1: Commitment to Students

The School Leadership Team will continue their commitment to students by relentlessly pursuing the implementation of what is right for students, even in the face of opposition from those in power.

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

The SLT has successfully implemented i-Ready incentives, computer accessibility for student who do not have access at home, timely computer repairs/replacements for student devices having issues, and has provided additional academic support through after school tutoring.

Competency 2: Focusing on Sustainable Results

The School Leadership Team will use the Focusing on Sustainable Results Competency to conduct a success analysis and reflect on improving practices and to raise goals to expand student success.

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

The SLT has successfully implemented the implementation of ELA and Math curriculum resources, instructional support given by the department heads, and after-school tutoring to prepare students for the Florida Statewide Assessments.

Competency 3: Developing Others

The School Leadership Team will use the Developing Others Competency by ensuring others obtain the experiences and training needed to develop new skills and levels of capability.

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 Developing Others Competency has been implemented with 100% fidelity. We have Department Head representatives for each subject that are assigned to go to meetings and debrief the information gathered within their respective department. The SLT has also provided professional development opportunities via Zoom to assist in the meeting of the school's academic goals and teaching through this new online modality.

Competency 4: Engages the Team

The School Leadership Team will use the Engages the Team Competency by reflecting on current practices and reality to engage members to carry out a well-defined vision collectively.

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

The SLT engages the faculty during our Zoom professional developments and during our Zoom faculty meetings where they invite us to collaborate with our colleagues to share best practices and to assist one another with areas for growth. Although COVID-19 has limited the availability to meet in person and interact with one another on a social level, our SLT has put in great effort to make us still feel heard and connected as a faculty.

MID-YEAR REVIEW COMMUNICATION

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

The findings and next steps on School Culture and Academic Programs will be disseminated to stakeholders through: faculty meetings, EESAC meetings, written summary reports, e-mails, data review presentations, and grade-level meetings/data analysis.

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

School Culture Outcome Statement

1. If we successfully implement our sustained essential practice of staff and student connections, then the students will develop a trusting relationship that will allow open communication regarding both academic and social concerns. 2. If we successfully implement our primary essential practice of consistent protocols to maintain a clean and welcoming school environment, then students will be able to focus on classroom instruction fostering a conducive learning environment. 3. If we successfully implement our secondary essential practice of communicating with stakeholders, then the students will show learning gains on both classroom and district assessments.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

Teachers will continue to implement classroom activities that build student teacher relationships to ensure open communication and trust with their students.

Implementation Date(s)	Implementation Steps <small>(Include the action, the frequency of the action, and the purpose of the action.)</small>	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: Mon, Feb 1 End: Wed, Jun 9	Grades Pre-K-5 teachers will assign homework daily that is aligned to standards on innovative instructional programs.	Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade	Teacher assigned home learning will be through innovative instructional programs and will correlate to the daily class lesson. As a result, students will	Tonya Moorer, Assistant Principal will monitor home learning assignments on an innovative instructional program.

		Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	feel that they are working on meaningful assignments that will help them improve academically.	
<p>Start: Mon, Feb 1</p> <p>End: Wed, Jun 9</p>	<p>Grades K-5 students will be asked to engage in leisure reading weekly and present the books they read in their own creative way.</p>	<p>Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Students will choose what they read and how they will present what they learned. As a result, students will be more engaged during home learning assignments.</p>	<p>Tonya Moorner, Assistant Principal will collect reading artifact samples from teachers.</p>
<p>Start: Mon, Feb 1</p> <p>End: Wed, Jun 9</p>	<p>Grades Pre-K-5 teachers will limit daily home learning assignments to 55 minutes total each day.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene</p>	<p>Teacher will assign a total of 55 minutes of home learning. As a result, students will not feel overwhelmed by the amount of assignments and feel that they are targeted practice to improve their academic skills.</p>	<p>Tonya Moorner, Assistant Principal will monitor home learning assignments on an innovative instructional program.</p>

		Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.		
Start: Mon, Feb 1 End: Wed, Jun 9	Grades Pre-K-5 teachers will debrief daily home learning with the students and reinforce the use of appropriate strategies.	Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Teacher will debrief home learning assignment daily. As a result, students will feel that they are working on meaningful assignments that will help them improve academically.	Tonya Mooror, Assistant Principal will conduct virtual walkthroughs during home learning debriefing.

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Primary Essential Practice

School personnel will continue to maintain the school building clean by following consistent protocols to promote a welcoming learning 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: Wed, Jun 9	Walk throughs will be conducted daily by appropriate staff members to reinforce cleanliness.	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	Student restrooms should be cleaned, trash should be emptied, soap and paper towel dispensers should be full and once completed posted log should be initialed by the custodian who completed these tasks. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct bathroom inspections.
Start: Mon, Feb	Common/frequently	Elayne Beltran,	Common/frequently visited areas	Isabel

1 End: Wed, Jun 9	visited areas will be disinfected multiples times a day.	Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	should be disinfected regularly and once completed posted log should be initialed by the custodian who completed these tasks. As a result, students will feel that the school is being kept clean.	Siblesz, Assistant Principal will conduct common area inspections.
Start: Mon, Feb 1 End: Wed, Jun 9	Visuals will be displayed daily throughout the school building to maintain awareness and enforce responsibilities among staff, students, and visitors.	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	Posted signs in all common areas and restrooms. As a result, students will feel that the school is being kept clean.	Isabel Siblesz, Assistant Principal will conduct sign inspections.
Start: Mon, Feb 1 End: Wed, Jun 9	Custodians will attend proper district annual training that will prepare them for the new cleaning guidelines.	Elayne Beltran, Custodian; Alina Martin, Custodian; Javier Fernandez, Lead Custodian; Ismael Ortiz, Head Custodian.	Training registration forms or completed training certificates. As a result, the custodians will begin to practice more stringent cleaning and sanitation procedures ensuring the school is being maintained clean.	Isabel Siblesz, Assistant Principal will keep a log of the trainings attended by each custodian.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions for the Secondary Essential Practice

Teachers will continue to provide data chats on both classroom and district assessments that will establish student accountability.

Implementation Date(s)	Implementation Steps <small>(Include the action, the frequency of the action, and the purpose of the action.)</small>	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: Mon, Feb 1 End: Wed, Jun 9	Grades K-5 students will be provided with digital certificates weekly based on their iReady	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade	iReady weekly progress reports will be downloaded	Tonya Moorer, Assistant Principal will keep email record of

	weekly accomplishments.	Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher	by teachers and digital certificates will be created and sent to students. As a result, students will feel that they are aware of their academic progress on iReady.	digital certificates being sent to students.
Start: Mon, Feb 1 End: Wed, Jun 9	Special Area Teachers will post monthly on social media their students' academic accomplishments.	Aliozka Alonso, Physical Education Teacher; Imilka Fernandez, Music Teacher; Magaret Pellegrino, Art Teacher; Alex Gomez, Spanish Teacher; Eddy Perez, Spanish Teacher.	Teachers will post student shout outs on the school's various social media platforms: NTL Website, ClassDojo, and/or Twitter. As a result, students will feel that they are aware of their academic progress in their special area classes.	Tonya Moorer, Assistant Principal will keep a record of teacher posts on the different social media platforms.
Start: Mon, Feb 1 End: Wed, Jun 9	Grades K-5 teachers will keep the electronic gradebook updated by inputting new assignment grades on a weekly basis.	Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen	New assignments and grades per subject will be input to the electronic gradebook weekly. As a result, students will feel that they are aware of their academic progress in their core	Tonya Moorer, Assistant Principal will monitor gradebook.

		Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	subject classes.	
<p>Start: Mon, Feb 1</p> <p>End: Wed, Jun 9</p>	<p>Grades Pre-K-5 will conduct data chats with students to share iReady and in class assessments strengths and areas for growth.</p>	<p>Janet Cabana-Fernandez, Pre-K Teacher; Mindi Gorelick, Pre-K Teacher; Vielka Saavedra, Pre-K Teacher; Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher; Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher.</p>	<p>Reports will be sent electronically to the students and parents. As a result, students will feel that they are aware of their academic progress in their core subject classes.</p>	<p>Tonya Moorer, Assistant Principal will receive email copies of data chat dates and comments from all K-5 teachers.</p>

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

Academic Programs Outcome Statement

1.If we successfully implement our sustained essential practice of interventions/RTI, then all instructional staff will have successfully prepared students for showing proficiency and/or learning gains on state exams. 2. If we successfully implement our primary essential practice of effective curriculum and resource utilization to meet individual student's needs, then more students will show proficiency on the FSA ELA Grade 5 exam. 3. If we successfully implement our secondary essential practice of standards aligned instruction, then more students will show proficiency on the FSA Math.

Sustained Essential Practice

Interventions/RtI

Priority Actions for the Sustained Essential Practice

Teachers will continue to provide reading intervention and RTI throughout the school year with the assistance of other teachers and an interventionist to ensure student learning gains are made.

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	Monitoring (How and who?)

			successfully executed?)	
<p>Start: Mon, Feb 1</p> <p>End: Wed, Jun 9</p>	<p>Grades K-5th will implement ELA interventions weekly using the district mandated resources which include iReady teacher assigned lessons for Tier 2 and Tier 3 students and the iReady created Instructional Pathway lessons.</p>	<p>Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Weekly student attendance logs will be kept by the intervention teacher and student data trackers will be updated with student scores on assessments throughout intervention. As a result, the students' scores on ELA assessments will increase.</p>	<p>Tonya Moorer, Assistant Principal will collect attendance logs and data trackers.</p>
<p>Start: Mon, Feb 1</p> <p>End: Wed, Jun 9</p>	<p>Grades K-5th will implement ELA interventions weekly using teacher selected materials that target the necessary benchmarks for students to gain proficiency/learning gains.</p>	<p>Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.</p>	<p>Weekly student attendance logs will be kept by the intervention teacher and student data trackers will be updated with student scores on assessments throughout intervention. As a result, the students' scores on ELA assessments will increase.</p>	<p>Tonya Moorer, Assistant Principal will collect attendance logs and data trackers.</p>
<p>Start: Mon, Feb 1</p> <p>End: Wed, Jun 9</p>	<p>Grades K-5th will recognize students for completing their iReady minutes and lessons weekly by</p>	<p>Milidza Alvarez, Kindergarten Teacher; Trina Doret, Kindergarten Teacher; Aline Garcia, Kindergarten Teacher; Genissa Hernandez, Kindergarten Teacher; Roilan Figueredo, 1st grade Teacher; Rosa</p>	<p>Student incentives will be distributed, and pictures</p>	<p>Jose Fernandez, Principal; Tonya Moorer,</p>

	using grade level designated incentives.	Herrera, 1st grade Teacher; Martha Matias, 1st grade Teacher; Maria Nino, 1st grade Teacher; Marisol Capiro, 2nd grade Teacher; Trena Lopez, 2nd grade Teacher, Moses Vazquez, 2nd grade Teacher; Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher, Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	will be taken to post on school social media. As a result, K-5th grade students will complete their recommended iReady weekly minutes.	Assistant Principal; Isabel Siblesz, Assistant Principal will post class pictures on school social media of students with their incentives.
Start: Mon, Feb 1 End: Wed, Jun 9	Grades 2-5 ESOL students will be invited to participate in daily afterschool Title 3 reading tutoring in.	All K-5 teachers who volunteer to tutor.	Weekly student attendance logs will be kept by the tutoring teacher. As a result, student scores on ELA and Math assessments will increase.	Tonya Moorner, Assistant Principal will collect attendance logs.

Primary Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Primary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA ELA exam.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Grade 5 ELA teachers will differentiate instruction daily during their reading blocks, targeting their	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher;	Student work completed during reading differentiated instruction will be documented on a log. As a result, the students' scores on ELA	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for

	bubble students using iReady lessons.	James Wempe, 5th grade Teacher.	assessments will increase.	student work during regular walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Grade 5 ELA teachers will meet daily with students in small groups during their reading block to target specific benchmarks and student needs	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading small group instruction will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Grade 5 ELA teachers will provide daily enrichment activities during their reading block to ensure proficiency on benchmarks.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading enrichment activities will be documented on a log. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Grade 5 ELA teachers will incorporate annual novel studies into their reading instruction to promote transferring of benchmark skills to other reading texts.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher.	Student work completed during reading novel studies will be documented in the electronic gradebook. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers will ensure that the resources they use to instruct students are standards aligned and truly teach and measure whether or not students are learning on grade level to prepare them for the FSA Math exam.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Grades 3rd-5th will implement the usage of ELA teacher selected materials that target the necessary benchmarks for students to gain	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher;	Student work completed during reading differentiated instruction will be documented in a log. As a result, the students'	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel

	proficiency/learning gains on a weekly basis.	Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	scores on ELA assessments will increase.	Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Grade 3-5 ELA teachers will recognize students with an incentive for students who show an increase in score on unit assessments on a bi-weekly basis.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student incentives will be distributed after unit assessment data is collected, and pictures will be taken to post on school social media. As a result, the students' scores on ELA assessments will increase.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Grades 3-5 ELA teachers will recognize students who have completed their necessary iReady minutes while passing lessons at an 80% or higher every Friday.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student incentives will be distributed, and pictures will be taken to post on school social media. As a result, K-5th grade students will complete their recommended iReady weekly minutes.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Grades 3-5 ELA teachers will track student data using the assessments predetermined by the district and conduct student data chats where students will track their progress throughout the school year on a bi-weekly basis.	Lileida Guerrero, 3rd grade Teacher; Magela Sanchez, 3rd grade Teacher; Annia Sobrino, 3rd grade Teacher; Linda Williams, 3rd grade Teacher; Kristine Estevez, 4th grade Teacher; Maria Gonzalez, 4th grade Teacher; Jalitza Horta, 4th grade Teacher; Doris Pompa, 4th grade Teacher; Laura Mendez, 5th grade Teacher; Marlen Paradoa, 5th grade Teacher; Marlene Vazquez, 5th grade Teacher; James Wempe, 5th grade Teacher; Ana Hernandez, ESE Teacher; Liset Padron, ESE Teacher.	Student data chats will occur with fidelity and the students and teacher will document assessment scores throughout. As a result, students will take ownership of their data, set new goals, and increase their ELA assessments scores.	Jose Fernandez, Principal; Tonya Moorner, Assistant Principal; Isabel Siblesz, Assistant Principal will look for student work during regular walkthroughs.

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).

NTL is demonstrating a dedication to mitigate loss of learning due to COVID-19 for level 1 by: 1. Ensuring that the master schedule allocates the appropriate amount of instructional time based on the Student Progression Plan and embedding time for Tier 2 and 3 interventions. 2. Teachers are using the District Pacing Guides and Item Specifications to prioritize critical skills and knowledge for each subject and planning accordingly. 3. Teachers are using District Pacing Guides to choose the best suggested resources to deliver high quality Tier 1 instruction. 4. Teachers are using iReady AP2 Diagnostic data to determine student's learning gaps and plan accordingly to assist students in showing academic progress. 5. Teachers are continuously giving students formative and summative assessments to determine student knowledge and create next steps to provide interventions to prevent further learning gaps. 6. Teachers are tracking student data on iReady and on Topic Assessments in order to adjust their instruction accordingly.

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

NTL is demonstrating a dedication to mitigate loss of learning due to COVID-19 for level 2 by creating instructional groups in iReady for both Reading and Math to monitor student progress throughout the school year after receiving Tier 2 and 3 interventions through small group instruction, iReady teacher assigned lessons, and iReady pathway lessons. In addition, students' performance on District created Topic Assessments will be closely monitored and used to plan Tier 2 and 3 interventions.

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.

NTL is demonstrating a dedication to mitigate loss of learning due to COVID-19 for level 3 by hiring teachers to provide after school tutoring services through Title 3 funding for ESOL students in grades 2-5 and by hiring teachers to provide before school, after school, or Saturday Academy through the Governor's Emergency Education Relief Fund for students in grades 1-5.

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

Opportunity for Improvement

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

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

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.

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.

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

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

Opportunity for Improvement

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

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

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.

