

## Phase III & IV

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

#### Reflect – Modify – Implement

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

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

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

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

#### Phase III: Mid-Year Review

*January 4 – January 29, 2021*

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

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

*February 1 – June 9, 2021*

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

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

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

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

## **Mid-Year Data Map**

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

### **Access the SIP Dashboard:**

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

## **MID-YEAR DATA REVIEW**

January 4 - January 29, 2021

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

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

The JMC SLT met with department chairpersons to explain the Phase III mid-year data review process and discuss how to disseminate information to the different departments. The Assistant Principal for Curriculum discussed data maps and their implications for usage in the SIP and instruction for the remainder of the school year. Each department chairperson then proceeded to share the information with their department members via a scheduled department meeting. The questions in the SIP were given to department members to answer using their current mid-year data. The department chairperson compiled the answers for each question into a cumulative document. These cumulative answers for each department were shared at another Leadership Team meeting, where consensus was made as to what data impacted the school most and what additional strategies would be included in Phase III and IV of the SIP. In addition, the SIP will be shared at an upcoming EESAC Meeting.

### **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 SLT is most encouraged by data that shows that overall student disciplinary referrals (2+) is less than the district average for the 2020-21 school year by 0.9%. The average for student absences (11+ absences) at JMC is 16%, when compared to the district's 18% average, JMC is 2% less than the district. When compared to 2019-20, JMC students have shown an increase in perfect attendance average by 3% going from 15% in 2019-20 to

18% in 2020-21. More JMC teachers have 100% attendance when compared with the district's teacher attendance, 35% of teachers have perfect attendance as compared to the district average of 33%. JMC teachers also have a higher percentage of teacher attendance for 0.5-5 absences when compared with the district's teacher attendance, 61% of teachers have 0.5-5 days of absence as compared to the district average of 57%. We are discouraged in the data that indicates an increase in student absences and the negative mind frame students have when completing their assignments while at school. When compared to 2019-20, our percentage of students absent 11+ days for the 2020-21 school year went from 5% to 16%, showing an 11% increase. When asked on the SIP Survey what word best describes how students feel when completing an assignments while at school, 52% of our students said that they feel pressured to do so while 47% feel tense.

**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.**

JMC is still in the process of completing iReady AP2 testing for reading and math. Based on the iReady information we currently have, midyear data for JMC indicates that for reading and math iReady, there are increases of Tier 1 and 2 students and decreases of Tier 3 students in mathematics. For iReady Reading AP2 there was a 1% increase in Tier 3 students going from 36% on AP1 to 37% on AP2. Tier 2 students showed a 5% decrease going from 21% in AP1 to 16% in AP2. Lastly, our Tier 1 students showed a 5% increase going from 42% in AP1 to 47% in AP2. For our math iReady data, we were encouraged by the data across all 3 Tiers. iReady Data shows a decrease of 5% in Tier 3 students going from 32% in AP1 to 27% in AP2. Tier 2 students showed a 5% decrease as well going from 33% in AP1 to 28% in AP2. Tier 1 students showed a 10% increase going from 35% in AP1 to 45% in AP2. The SLT is encouraged by the iReady reading data that demonstrates a 5% increase of Tier 1 students and a 5% decrease of Tier 2 students but are concerned about the 1% increase in Tier 3 students. Although our data indicates an overall increase in Tier 1 proficiency on the Reading and Math i-READY AP2 assessment, we are concerned with the number of student students that remain in Tier 2 (bubble students). Our Civics Mini-Assessments have shown similar results to the district. Civics Mini Assessment 1 results show JMC at 58.6% and the District 58.7%. Civics Mini Assessment 2 results show JMC 71.7% and the district at 69.8%. The testing window for the Mid-Year Civics Assessments is from 01/19/21 to 02/19/21 so no current data is available. US History Mini Assessment data showed JMC performing 6.6% better than the district with JMC at 48.3% and the district average at 41.7%. Science data from our 8th grade students' proficiency levels have been increasing since the Baseline Assessment. JMC 8th grade students have been scoring at or above the district levels. Continuing to score above the average and about the 60% range is indicative of "passing" FSA scores for the tested benchmarks. Concerns for our 7th grade science students include baseline test results showing an average of about 49% proficiency.

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

According to the Mid Year Data Maps, it is evident that gains have been made in Tier 1 and 2 students in both Reading and Math. For iReady reading, Tier 2 students showed a 5% decrease going from 21% in AP1 to 16% in AP2 and our Tier 1 students showed a 5% increase going from 42% in AP1 to 47% in AP2. For iReady math, Tier 2 students showed a 5% decrease going from 33% in AP1 to 28% in AP2 and Tier 1 students showed an 10% increase going from 35% in AP1 to 45% in AP2.

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

In all i-Ready categories, Tier 1 and 2 students have shown improvements for reading and math. According to the iReady Mathematics Report Percent by Tier, it is evident by the data that learning gains have been made. For math, the AP2 data for Tier 3 students indicates a 5% decrease from 32% to 27%. The iReady AP2 math data indicates a 5% decrease from 33% to 28% in Tier 2 students and a 10% increase from 35% to 45% in Tier 1 students. For our math students, Tier 2 and 3 students, the additional supports offered include iReady, supplemental videos often made by their teachers, Reflex Math , Khan Academy, Quizizz, review of material, and online tutoring. For reading, the iReady AP2 data for Tier 3 students indicates a 1 percentage increase from 36% to 37%. In addition, AP2 data indicates a 5% decrease in Tier 2 students from 21% to 16%. Tier 1 students for the reading AP2 data increased 5% from 42% to 47%. At the moment, JMC teachers have been using iReady data to drive their instruction to ensure student needs are being met in the classroom both physically and virtually.

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

JMC has begun taking steps to ensure students participate in extended learning opportunities. Afterschool school tutoring for our ELL students to help support them outside of the classroom began during the week of January 18, 2021. In addition to ELL tutoring we have also begun ESSER tutoring afterschool for 8th grade math, 8th grade science and Civics students the week of January 25, 2021. Sessions for ELL and ESSER tutoring are available both in person and virtually to ensure we reach our PHY and MSO students. Communication between the afterschool tutoring teachers and regular content area teachers will help support student learning and teacher collaboration.

## **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 Mid Year Data Maps for 2020-21 for staff attendance indicate that more JMC teachers have 100% attendance when compared with the district's teacher attendance; 35% of teachers have perfect attendance as compared to the district average of 33%. JMC teachers also have a higher percentage of teacher attendance for 0.5-5 absences when compared with the district's teacher attendance, 61% of teachers have 0.5-5 days of absence as compared to the district average of 57%. Staff attendance is crucial in the overall success of our students and progress of our school. One of our implementation steps that has been crucial in seeing an improvement in staff attendance is the implementation of quarterly attendance incentive for teachers who are present every day during the nine-week period. During the mid-year data survey, 80% of students indicated that when they interact with adults, they feel adults are respectful and 59% indicated that they are helpful. Having positive relationships with adults within the school is crucial to a student's SEL and academic support. Our counselors' review of students' academic histories to help support them on a monthly basis is encouraging positive behaviors with students in our school. In addition, our mid-year data survey indicated that 91% of teachers agree that teachers in our school participate in collaboration, and meet both formally and informally. The SLT believes that as a result of collaboration and sharing of best practices, teachers will adjust their teaching methods to best fit their students' needs. This collaboration helps build rapport between teachers, thereby leading to an improved school climate.

**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 mid-year data survey indicates that 16% of our staff feels neutral or disagrees with the statement "all school personnel regularly engage families in their child's learning progress." In addition, it was asked during the mid-year data survey, "what word best describes how students feel when completing an assignments while at school," 52% of our students said that they feel pressured to do so while 47% feel tense. The JMC Leadership Team agrees that EDGE teachers must spend more time sharing best practices and discussing students' social emotional learning. A lack of teacher participation in the Values Matter program is an area of concern as students need this type of recognition for positive behaviors. The SLT believes that students will work toward exemplifying the core values in order to be recognized, therefore improving their conduct and effort as a result. Due to conflicts in schedules, "See Something, Say Something" assemblies have not been held with fidelity and holding these assemblies regularly will help both PHY and MSO students by training them to say something if they see something unusual. This will in turn create a safer environment, thereby leading to an improved school climate.

### **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.**

Midyear data for JMC in the areas of reading and math indicate gains in most subgroups. The administrative team disseminated data at the beginning of the year with a focus on the lowest 25 (L25's) in both Reading and Math. The administrative team conducted data chats with all teachers analyzing the data looking for areas of greatest need in all subject areas. Teachers in turn, conducted data chats and goal setting with students for iReady AP1, AP2 and district assessments. We are still in the process of completing iReady AP2 testing for reading and math, but as of now, it is evident that gains have been made in Tier 1 and 2 students in both Reading and Math. For iReady reading, Tier 2 students showed a 5% decrease going from 21% in AP1 to 16% in AP2 and our Tier 1 students showed a 5% increase going from 42% in AP1 to 47% in AP2. For iReady math, Tier 2 students showed a 5% decrease going from 33% in AP1 to 28% in AP2 and Tier 1 students showed a 10% increase going from 35% in AP1 to 45% in AP2. As outlined in the Q1 and Q2 implementation steps, the SLT has been sharing 2020-2021 School Grade Goals with staff and using PowerBI to track progress toward student/school goals. Teachers have been conducting data chats with students and tracking data to create instructional groups based on students' academic needs. As a result, the SLT believes that increased learning gains and subject area proficiency are expected outcomes of instructional grouping based on students' needs.

**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.**

Midyear data indicates the need for improvement for iReady reading Tier 3 students. The data for these students in Reading indicates an increase of 5 percentage points from AP1 to AP2 from 36% to 41%. These students need to be identified and data chats must be conducted to include refocusing/setting of goals for FSA.

**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**

While the SLT is deeply committed to students, we always look for ways to improve our practices. We will highlight high expectations and students will be graded based on mastery of grade/content level standards in order to ensure we are meeting our students' diverse educational needs. Teachers will challenge all students, use data-driven instruction, and make decisions in the best interest of student learning.

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

The School Leadership Team has provided opportunities for teachers to work collaboratively to share data, best practices and identify areas for improvement through educational discussions. The Administrative Team has identified teachers that serve as mentors to early career and new teachers to the building to assimilate them to the "Paladin Family", share and discuss lesson planning and other professional duties as well as facilitate an outlet of a "go to" person. Feedback on best practices are given to teachers by administrators after teacher observations. The administrative team has seen an increase in the usage of data by teachers to create lessons and implement differentiated instruction. The School Leadership Team has increased the amount of classroom walk-throughs, observations, and feedback to teachers in all core areas. The School Leadership Team has increased their level of trust in their staff according to staff's areas of strength and as a result, developed a technology teacher trainer team that conducts professional development to provide teachers with knowledge of the latest technology tools that can be utilized in their classrooms. In addition, the PLST team has provided teachers with strategies for how to help students successfully transition between distance learning and face-to-face instruction.

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

As part of the school improvement process, the school carefully chooses challenging goals and actions based on current data and resource availability. Progress is assessed throughout the year and goals are updated or changed based on the school's needs. School administrators will provide teachers with feedback after teacher observations and administrative walk-throughs.

**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.**

Our SLT's conclusion is that the majority of staff is collaborating on lessons by grade levels and subjects taught. However, due to scheduling restraints, social distancing, and virtual teaching, it is evident all stakeholders are not collaborating with grade level and/or subject area teachers. With some teachers working/teaching from home, teacher collaboration and common planning time has been a challenge on a weekly basis. Due to the districts' elimination of the Early Release Days and decrease of Teacher Planning Days, this has impeded and infringed on teachers having additional time to share best practices. In addition, the morning meeting day (Tuesday) which has been designated as the grade/subject area meeting day is often not adhered to due to an enormous amount of parent conferences and/or other meetings. In developing the master schedule for next year, the administrative team will collaborate on how to best ensure that core teachers of tested areas have the same planning time.

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

The School Leadership Team will use the Developing Others competency by providing faculty and staff members with the opportunity to assume a variety of leadership roles.

**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 administrative team collaboratively discussed how they could increase the number of walkthroughs completed on a weekly basis to ensure that standards based, engaging, and rigorous activities are being conducted both virtually and physically. The administrative team collaborates and discusses areas of concern on a weekly basis regarding current data and or walkthroughs. The principal and each of the assistant principals pair up during a preselected day of the week to walk either a specific floor, subject area, or grade level based on the concerns discussed. The principal and assistant principals have each scheduled data chats and feedback sessions with their departments to discuss current data and curricular issues that may need improvement. This strategy has proven to be successful, in that it has allowed teachers to give feedback as to what they feel is working and or not working. Although this strategy gives the administrators an opportunity to have discourse as it relates to the curriculum, often times the weekly walkthroughs do not take place due to required meetings or student discipline issues.

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

The SLT will take a more active role in department meetings by providing a vision and objectives for meetings ahead of time. The SLT will also reflect on current practices and strive for effective ways 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 has included various members of the staff in the SIP Process, entrusting teachers in their leadership roles. The department chairs and other teacher leaders are training teachers in the usage of the Middle School Redesign Initiatives such as EDGE and Restorative Justice Practices (RJP). In addition, teacher trainers were identified to present technology tools to their peers based on administrators' observations of technology usage within teachers' respective classrooms. We have seen an increase in virtual collaboration among grade level and subject area teachers using Microsoft Teams, Zoom, and other digital resources/platforms. Data for reading and math on the iReady AP2 diagnostic indicates an increase among our Tier 1 and 2 students. The Administration has included various staff members in assist with tasks such as scheduling and after-school tutoring. The SLT will continue to utilize different staff members to build capacity and create an atmosphere of cohesiveness.

## 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 data from the Mid-Year Review will be disseminated during the following process: First, at the upcoming EESAC meeting, a general overview of strengths and weaknesses by subgroups will be reviewed. Next, during a leadership meeting, department chairpersons and the administrative team will provide a brief overview and explanation of the data and the importance of sharing information with their department and obtaining feedback. Finally, department chairpersons will turn-key the information to their department members who in turn will give feedback that the department chairpersons will share with the administrative team. This information will be utilized to formulate Phases III and IV of the School Improvement Process.

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

#### School Culture Outcome Statement

If we successfully implement restorative justice practices, then we can implement consistent protocols to establish effective school-wide routines that promote higher expectation and organization while providing rewards and incentives for teachers and students. If we successfully implement character education and values matter programs, then student attendance will increase and consistent learning will occur. If we successfully implement collaborative spaces, then staff will be afforded more time to collaborate and share best practices.

#### Sustained Essential Practice

Restorative Justice Practices (RJP)

#### Priority Actions for the Sustained Essential Practice

If we successfully implement the Sustained Essential Practice of empowering teachers and staff then we will continue to increase our staff morale and build a stronger collaborative team.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Magnet information has been made available to 8th grade students and assistance with magnet application procedures is being provided on an ongoing basis.	Dianilda Fonseca, Counselor; Ana Maria VegaCastillo, Counselor; Carmen Rodriguez, Counselor	Students will successfully apply to high school magnet programs, thereby providing a continuation of quality education at the high school magnet program of their choice.	Ms. Smith, Assistant Principal, will ensure that counselors assist 8th grade students with the magnet application and acceptance process.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Counselors will provide Project Upstart resources to families in need.	Dianilda Fonseca, Counselor	Once students' basic needs, including food and shelter, are met, students are better able to focus on academic matters.	Mr. Falcon, Principal, will ensure compliance with all RJP-related matters, including community building.
<b>Start:</b> Mon, Feb 1	Counselors will review students' academic	Dianilda Fonseca,	If counselors provide students with support, it	Ms. Smith, Assistant Principal, will ensure

<b>End:</b> Fri, Jun 4	histories and provide academic support on a monthly basis.	Counselor; Ana Maria VegaCastillo, Counselor; Carmen Rodriguez, Counselor	greatly improves students' chances at academic success and can also lead to increased self-esteem.	counselors identify and provide support to students in need of academic counseling.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	"See Something, Say Something" assemblies will be held for all students during electives for MSO and PHY students.	Michelle PerezGell, Trust Counselor	When students are trained to say something if they see something unusual, it creates a safer environment, thereby leading to an improved school climate.	Ms. Smith, Assistant Principal, will assist Ms. Perez-Gell in the planning and coordination of the assemblies.

### Primary Essential Practice

Character Education/Values Matter

### Priority Actions for the Primary Essential Practice

A school-wide calendar will be provided to staff members to provide a structured step by step implementation plan for the academic programs and Middle School Redesign initiative. Staff members will be given the opportunity to lead, share and learn with their peers through various school initiatives and Middle School Redesign. The administrative team will communicate with staff and monitor practices with the faculty and staff to ensure alignment with shared vision and promotion of shared decision-making process.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	On a monthly basis, PLST members will provide teachers with strategies for how to help students successfully transition between distance learning and face-to-face instruction	PLST Team - Christine Smith, AP; Teresita Campos, Lead Teacher & PLST Member; Lorena Garrote-Lee, Teacher & PLST Member; Armando Sosa, Teacher & PLST Member; Deep Surana, Teacher & PLST Member	Teachers will provide students with the appropriate levels of support to address students' academic, social, and emotional needs, thereby creating a smooth transition between instructional modalities.	All administrators will ensure that teachers are using strategies to assist students in transitioning from distance learning to face-to-face instruction or vice versa.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Counselors supervise peer counseling groups on a monthly basis.	Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo, Counselor; Carmen Rodriguez, Counselor; Michelle Perez-Gell, Trust Counselor	Counselors will maintain attendance logs of peer counseling groups. Improved student behavior and positive peer relationships are expected as a result of peer counseling.	All administrators will communicate with counselors on a weekly basis for peer counseling group updates.

<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Teachers will e-mail Ms. Rodriguez the names of students to be recognized for the Values Matter value of the month on a monthly basis.	Carmen Rodriguez, Counselor	Students will work toward exemplifying the core values in order to be recognized, thereby improving their conduct and effort as a result.	Mr. Falcon, Principal, will ensure students are nominated for Values Matter on a monthly basis.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Recognition will be given to students who demonstrate responsibility in meeting their weekly iReady goals for reading a math with incentives such as ice cream party or midday breaks. Teachers will also be rewarded with gift card incentives.	All teachers; Christine Smith, Assistant Principal; Mayka Garciga, Testing Chairperson	Teachers and administration will use data binder to collect and organize student data. As a result of using this data, teachers will provide targeted instruction, which in turn leads to academic learning gains.	iReady data will be tracked weekly by teachers, Ms. Smith and Ms. Garciga.

## Secondary Essential Practice

### Collaborative Spaces

### Priority Actions for the Secondary Essential Practice

A school-wide attendance initiative will take place where attendance will be monitored weekly by grade level and rewarded monthly to help celebrate the success of student attendance while fostering high expectations.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Department chairs will inform teachers in their departments of relevant professional development opportunities on a monthly basis.	Laura De La Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	As a result of teachers attending PD sessions that are relevant to the subject they teach, instructional methods will improve, thereby leading to an increase in academic achievement.	Administrators will communicate with department chairpersons at least once a month to ensure PD opportunities are being shared with department teachers.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Department chairs will meet with their department's teachers on a monthly basis to	Laura De La Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social	As a result of collaboration and sharing of best practices, teachers will adjust their teaching methods to best fit their students' needs. This	Administrators will attend department meetings to ensure collaboration

	collaborate, provide updates, and share best practices.	Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	collaboration helps build rapport between teachers, thereby leading to an improved school climate.	and sharing of best practices are taking place.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	A Dual Modality Committee has been created. The DMC will meet at least once a month to collaborate and share best practices for providing dual modality instruction.	Anneris Rodriguez, Teacher	Students who are provided with live instruction through dual modality instruction have a higher likelihood of mastering the material and skills being taught, thereby leading to improved academic achievement.	Mr. Falcon, Principal, will oversee the Dual Modality Committee
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Microsoft Teams have been created for departments to use as a virtual collaboration platform in order to communicate, post relevant resources, and share information.	Laura De La Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	Using Teams allows teachers to collaborate and share information with their departments at any time, which should lead to improved communication between teachers.	Administrators will monitor the use of Teams for the departments they oversee.

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

**Academic Programs Outcome Statement**

If we successfully implement standards-based collaborative planning, then we can allow teachers to have common planning time to ensure the sharing of best practices and effective instructional delivery. If we successfully implement collaborative data chats, then targeted, differentiated instruction to target the needs of all the students can take place. If we successfully implement differentiated instruction, then the needs of all students across all content areas can be met.

**Sustained Essential Practice**

Collaborative Data Chats

**Priority Actions for the Sustained Essential Practice**

If we successfully implement the Sustained Essential Practice of ensuring that collaborative data chats are held then we will ensure that teachers are implementing standards based practices, and using data to drive instruction.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency 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?)

	and the purpose of the action.)			
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, Feb 1	Review Mid Year Data Maps at an upcoming Faculty and EESAC Meeting.	Elio Falcon, jr., Principal, Christine Smith, Assistant Principal, Janice Sosa, EESAC Chairperson.	Agenda and sign in sheets from faculty and EESAC meetings will document review of Data Maps with all stakeholders.	Elio Falcon, Jr., Principal, Christine Smith, Assistant Principal will schedule faculty meeting. Janice Sosa will schedule EESAC Meeting.
<b>Start:</b> Tue, Feb 2 <b>End:</b> Tue, Feb 9	Department Chairpersons will discuss data maps and current data for their respective departments.	All Department Chairpersons	Agenda and sign in sheets from meetings, along with feedback from each department chairperson will be reviewed with Assistant Principal for Curriculum will discuss implementation steps for the phase III and IV of the School Improvement Plan.	Christine Smith, Assistant Principal, will ensure that applicable feedback is applied to School Improvement Plan.
<b>Start:</b> Tue, Feb 2 <b>End:</b> Tue, Feb 9	Mid Year data maps and current data for each subject area will be analyzed by the administrative team.	Elio Falcon, jr., Principal, Christine Smith, James Griffith, and Mavel Rodriguez-Cibran, Assistant Principals.	Administrative Team will review data for their respective departments to identify trends, strengths and weaknesses.	Elio Falcon, jr., Principal, Christine Smith, James Griffith, and Mavel Rodriguez-Cibran, Assistant Principals will review all data and hold data chats.
<b>Start:</b> Wed, Feb 10 <b>End:</b> Wed, Feb 24	Administrator/Teacher Data Chats will be conducted.	Elio Falcon, jr., Principal, Christine Smith, James Griffith, and Mavel Rodriguez-Cibran, Assistant Principals.	Administrators will schedule teachers within their departments to meet with them to discuss their current data.	Elio Falcon, jr., Principal, Christine Smith, James Griffith, and Mavel Rodriguez-Cibran, Assistant Principals, will discuss feedback from data chats at weekly Leadership Meetings.

### Primary Essential Practice

Differentiated Instruction

### Priority Actions for the Primary Essential Practice

Differentiated instruction needs to occur in all classrooms to ensure that individual student needs are being met in their specific areas of growth. Teachers will be trained on effective DI strategies across all content areas. Teachers will continue to use appropriate curricular materials in their class and ensure that on grade level teaching and assessing is taking place. Individualized instruction will be targeted with the higher achieving students.

Implementation	Implementation	Person(s)	Expected Evidence	Monitoring
----------------	----------------	-----------	-------------------	------------

Date(s)	Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Responsible  (First & Last Name, Position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, Feb 1	Social Studies Teachers will attend World History and Career Education professional development.	Barbara Mora, Social Studies Department Chair and Mavel Rodriguez-Cibran, Assistant Principal	Teachers will be able to differentiate instruction to ensure all students meet the requirements for promotion to high school.	Mavel Rodriguez-Cibran, Assistant Principal for Social Studies, will provide detailed specifics to teachers and follow up with teachers after they attend the professional development session.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Core teachers will utilize current data to create differentiated instruction and/or determine which DI materials are appropriate for students.	Elio Falcon, jr., Principal, Christine Smith, James Griffith, Mavel-Rodriguez-Cibran, Assistant Principals.	Assistant Principals of each core area will meet with teachers to review differentiated instruction for the 3rd and 4th quarters.	Christine Smith, James Griffith, Mavel-Rodriguez-Cibran will ensure that identified deficiencies are addressed in their respective departments.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 23	Utilize current data to identify students for targeted tutoring.	Elio Falcon, jr. Principal, Christine Smith, James Griffith, Mavel Rodriguez-Cibran, Assistant Principals.	Teachers will utilize current data to identify students for after school tutoring based on predetermined criteria. Lists of students will be submitted to respective subject area administrator.	Christine Smith and Mavel Rodriguez-Cibran, Assistant Principals, will coordinate and monitor after school tutoring programs. Sign in sheets will be monitored for attendance.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Teachers will provide differentiated instruction through pullout groups.	All teachers.	Lesson plans will document the methods used for differentiated instruction. DI will lead to improved academic achievement and learning gains.	All administrators will review lesson plans for differentiated instruction and look for evidence of DI during classroom walk-throughs.

## Secondary Essential Practice

Standards-Based Collaborative Planning

### Priority Actions for the Secondary Essential Practice

The use of differentiated instruction will be used to target the needs of all students across all content areas. Teachers will continue to collaborate in science classes to ensure proper implementation of the new science textbook is taking place.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
------------------------	----------------------	-----------------------	-------------------	------------

	(Include the action, the frequency of the action, and the purpose of the action.)	(First & Last Name, Postion)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	ELA grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Deep Surana, Language Arts Chairperson; Ivette Delgado, Reading Chairperson; Laura de la Osa, ESOL Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Ms. Smith, Assistant Principal, will attend meetings and collaborate with department chairpersons regarding agenda items and topics.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Math grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Michelle San, Math Department Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Mr. Falcon, Principal, will attend meetings and collaborate with department chairperson regarding agenda items and topics.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Science grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Iris Martin, Science Department Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Mr. Griffith, Assistant Principal, will attend meetings and collaborate with department chairperson regarding agenda items and topics.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Jun 4	Social Studies grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Barbara Mora, Social Studies Department Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Ms. Cibran, Assistant Principal, will attend meetings and collaborate with department chairperson regarding agenda items and topics.

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

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

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

All departments are accessing and implementing the MDCPS pacing guides provided on the Curriculum Resources site. Whether teachers are providing instruction via the schoolhouse model or My School Online (MSO), they are differentiating instruction and providing opportunities for enrichment activities and projects for advanced and/or gifted learners. Teachers are reaching the higher tiers of the SAMR model by allowing for modification and redefinition of instructional tasks.

**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.**

Administrators provided teachers with a list of students in the lowest 25th percentiles in both ELA and math. Data chats are held on a quarterly basis to ensure teachers have identified these students and are using the most recent data to identify and address their academic deficiencies. Tier 2 and Tier 3 students are receiving targeted intervention within their Language Arts, Intensive Reading, Math, and Intensive Math classes. Teachers who are providing instruction via the schoolhouse model physically implement pull-out groups to provide scaffolded support to Tier 2/3 learners. Teachers who are teaching via MSO provide intervention in breakout rooms and/or assign i-Ready lessons tailored to each student's individual academic needs.

**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.**

The Title III After School Tutoring Program is providing ELL students (Levels 1-4) with tutoring daily Monday-Thursday from 4:00 pm - 5:00 pm. The Elementary and Secondary School Emergency Relief (ESSER) After School Tutoring Program is providing Math, Civics, and 8th Grade Science tutoring to students with 2019 FSA ELA and/or Math Scores of 1 or 2. ESSER After School Tutoring is taking place daily Monday-Thursday from 4:00 pm - 5:00 pm.