

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

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

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

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

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

Phase III: Mid-Year Review

January 4 – January 29, 2021

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

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

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

Implementation Steps Requirements:

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

- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

Mid-Year Data Map

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

Access the SIP Dashboard:

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

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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

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

The SLT compared data from 2020-2021 AP2 i-Ready and the mid-year 2020-2021 Climate Survey to 2019-2020 AP2 i-Ready and the mid-year 2019-2020 Climate Survey. Positive and negative trends were noted. The SLT discussed possible reasons for decline and noted areas of growth to be celebrated. Said information was shared with grade level chairpersons who in turn shared with their respective grade level at their PLC. Comments/suggestions from each grade level were reviewed by the SLT and minor adjustments were made.

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.

Most encouraging: According to the Staff Survey for 2020-2021, 81% of the staff strongly agree that school personnel regularly engage families in their children’s learning progress which represents an increase of 20 percentage points when compared to last year at the same time. Additionally, this year, 88% of the staff strongly agrees that related learning support services are provided for all students based on their needs as compared to only 56% the previous year at the same time. Both of these areas tie into our Outcome Statement focusing on the Social and Emotional Learning (SEL) of students so that when students feel engaged in their learning, their academic achievement is maximized? Most concerning: Due to Covid-19, the custodial staff has been taxed knowing that they are going in to sanitize an area that is infected. Additionally, the impact of quarantine. However, according to the staff survey, 85% of the staff indicated that the school maintains a clean and welcoming environment to support student learning. This represents a decrease of 4 percentage points when compared to last year.

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.

Our overarching goal is to augment student learning. According to 2020-2021 AP2 ELA results, 60% of the students are at Tier 1. This represents an increase of three percentage points when compared to 2019-2020 AP2 ELA results, which indicates that we are headed in the right direction. By the same token, there was an increase of two percentage points in Tier 3 students.

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

The results of i-Ready AP2 in ELA depict an overall need to reinforce vocabulary, informational text and literature domains. Data from these areas show that there is a 5% decrease from AP2 scores in 2020. These academic regressions are being addressed with resources provided by the Continuous Learning Plan .

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?

According to the 2020-2021 staff survey, 88% of the staff strongly agrees that related learning support services are provided for all students based on their needs. This represents an increase of 32 percentage points when compared to last year's data. Teacher assigned i-Ready lessons and administrating i-Ready Growth Monitoring every 21 days support learning loss. Attendance, class participation, completion of class and home learning assignments are essential to student learning. Unfortunately, we have found that tier 2/3 students are lacking in these particular areas which is hindering their learning.

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

I-Ready Diagnostic Reports (ELA & Math) for Families, i-Ready Personalized Instruction Summary/Lessons Reports for teachers, i-Ready Diagnostic Growth Reports, Title III ELL after school tutoring, Title I before school tutoring, and second quarter report cards are evidence for students participating in extended learning opportunities.

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.

Teachers are more sensitized to the needs of the students due to the current pandemic and change in learning environment. This year, 88% of the staff strongly agrees that related learning support services are provided for all students based on their needs as compared to only 56% the previous year at the same time. Open-door policy, walkthroughs, morning announcements, positive messages in weekly Anhinga, monthly recognition of students pertaining to Values Matters, the availability and access to hand sanitizer and soap in every classroom and in designated areas of the school are clearly evident.

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 schools has seen a decrease in custodial support , due to COVID-19 quarantine, and having to service three campuses. This has led to teachers and support personnel ensuring that areas remain sanitized.

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.

Faculty set out to prepare and motivate students using the grade level specific PPTs and student videos. They actively proctored students during the Diagnostic, whether in person, or utilizing the online platform. Additionally, faculty monitors student progress and provides support as needed.

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.

When looking at Math data, the number of Tier 3 students increased when compared to data at the same time last year. This can be attributed to the transition from one platform at the beginning of the school year to the current platform being used. Having to switch platforms means that we were somewhat behind when compared to last year; therefore, students

were not exposed to the same amount of material both years. Although the Pacing Guides have been adjusted, and the material will be covered before testing is initiated, at the time of AP2, the same material had not been covered.

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 leadership team will continue to relentlessly pursue the implementation of what is right for our students by supporting decisions and policies to improve student instruction and advance learning for all students.

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

According to the staff survey, 81% of the staff strongly agree that in our school, all school personnel regularly engage families in their children's learning progress, which represents an increase of 20 percentage points, as compared to the 2019-2020 climate survey.

Competency 2: Focusing on Sustainable Results

The school's leadership team will continue to plan and implement a course of action and validate it by regularly tracking progress through collaborative data chats.

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.

According to the staff survey, 88% of the staff strongly agree that our school's leadership team ensures all staff members are knowledgeable in the evaluation, interpretation, and use of data. Which represents an increase of 10 percentage points as compared to the 2019-2020 climate survey. Staff prepares and motivates students using the grade level specific PPTs and student videos; actively proctoring students during the Diagnostic, whether in person, or utilizing the online platform. It is essential to monitor student progress and provide support as needed.

Competency 3: Developing Others

The leadership team recognizes that change is constant. Therefore, opportunities for training and experiences are necessary for growth and feedback will allow for each teacher to collaborate and self-reflect.

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.

According to the staff survey, 88% of the staff strongly agree that our school's leadership team supports an innovative and collaborative culture, which represents an increase of 5 percentage points, as compared to the 2019-2020 climate survey.

Competency 4: Engages the Team

The leadership team will use this competency in the school improvement process by reflecting on the current practices and incorporating team building activities whether it be in a brick and mortar setting or digitally.

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.

According to the staff survey, this year the 92% of the staff strongly agreed that that the School Improvement Process is formally reviewed and revised with involvement from stakeholders. This represents an increase of 20% percentage points when compared to results from last year at the same time.

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?

Information gained from the Data and Systems Review on School Culture and Academic Programs will be shared with all stakeholders. There will be a faculty meeting and an EESAC meeting where said information will be discussed.

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

School Culture Outcome Statement

If we successfully implement our sustained practice of Leadership Visibility and Accessibility, then staff will see effective and observable leadership skills. If we successfully implement our primary essential practice of Consistent Protocols to Maintain a Clean and Welcoming School Environment, then the overall school will be safe and clean to welcome all in the building. If we successfully implement our secondary essential practice of Social and Emotional Learning (SEL), then students will feel engaged in their learning thus maximizing their academic achievement.

Sustained Essential Practice

Leadership Visibility and Accessibility

Priority Actions for the Sustained Essential Practice

The actions necessary to ensure Leadership Visibility and Accessibility continues will be to go on with walk-throughs, be visible during the switching of classes, maintain an open door policy, and make morning announcements all while keeping a safe distance of at least 6 feet away and wearing a mask and/or a protective shield.

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	Principal and Assistant Principals will continue to communicate effectively by sharing ideas and common goals through faculty and grade level meetings.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals	Administration inspires staff through effective communication and collaboration and thus initiates a path to success. This is evidenced by the weekly Anhinga which has inspirational quotes, dates and deadlines, upcoming events, professional developments available, and many other things. Additionally, faculty meeting agendas and minutes from grade level meetings demonstrate the sharing of ideas to reach a common goal.	Through faculty and grade level meetings. Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	Principal and Assistant Principals continue to maintain an open door policy that	Moraima Almeida-Perez, Principal; Angel Silva and Tania	When you walk into the office, you will normally see the administrators' doors open. By implementing an open door policy, administration builds trust among all stakeholders.	Open door policy. Moraima Almeida-Perez, Principal;

	allows all stakeholder to express concerns, ask questions, and share ideas.	Vega, Assistant Principals		Angel Silva and Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	Administration continues to support teachers and staff and encourage all to continue to learn, develop, and become leaders.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals	Teachers and staff are given the opportunity for career growth. In turn, teachers and staff are more productive, engaged, and effective.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	Administration continues to publish the availability of professional development opportunities and provides support services to teachers as needed.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals	Teachers are in an environment where experimentation, innovation, and leadership is encouraged. This not only has a positive impact on the teachers, but the students as well.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Primary Essential Practice

In order to Maintain a Clean and Welcoming School Environment, Consistent Protocols will be necessary to promote a healthy environment. Administration, faculty and staff must come together in an effort to ensure our classrooms, bathrooms, and work areas are sanitized for the well-being of ALL stakeholders.

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	Signs have been posted throughout the school to guide students, staff, and visitors on health and safety protocols.	Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals	Signs are visible and evident to ensure students, staff, and visitors know that measures are being taken to keep everyone safe and healthy.	Weekly walks to ensure signs are still posted. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	All staff members are regularly disinfecting all surfaces, such as door knobs, desks, chairs, countertops,	All staff members	A clean and welcoming school environment is being well maintained a increasing productivity, improve the students' and teachers' mood, and reduce the number of absences. A well maintained campus goes a long	Walkthroughs and self-check. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals,

	light switches, bathrooms, and sinks.		way to better connect families and schools.	Lucila Font, Head Custodian
Start: Mon, Feb 1 End: Wed, Jun 9	Large bottles of hand sanitizer have been placed at the entrance of all three campus' as well as each office and the entrance and exit doors of each cafeteria.	Homeroom Teachers; Custodians	The continuous availability of soap and hand sanitizer for all stakeholders helps to prevent germs from spreading onto door knobs, light switches, table tops, and other areas around the school and classroom.	Collaborating with custodians and teachers. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals, Lucila Font, Head Custodian
Start: Mon, Feb 1 End: Wed, Jun 9	Classroom teachers are ensuring that each desk and chair are cleaned on a daily basis.	Homeroom Teachers	School environment continues to be kept clean and well maintained as evidenced by the attendance.	Administration will conduct walk-throughs. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals, Lucila Font, Head Custodian

Secondary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Secondary Essential Practice

In order to improve effectiveness and create sustainability with Social and Emotional Learning (SEL), teachers will continue with the implementation of the Values Matter initiative and implement Mindfulness activities. Students as well as faculty and staff will apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Continue implementing and sharing Mindfulness-Based strategies as a health intervention to promote social and emotional learning.	Grade level chairpersons; Grisel Garcia; Veronica Hernandez; Enriqueta Quindemil; Isbel Muñoz; Patricia Cruz-Lopez; Delia Lorenzana	Mindfulness will promote a stress-free learning environment improving attention, focus, compassion, and resilience. Scientific evidence supports mindfulness-based programs to help teachers reduce stress and curb students' test and real world anxiety.	Classroom visitations. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	Each grade level will continue choosing a Cambridge Global Perspective Challenge and infuse it into their curriculum.	Homeroom Teachers	Lesson plans and student displays will demonstrate the implementation steps to complete the Cambridge Global Perspective Challenge chosen by each grade level.	Teachers will display students work. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals
Start: Mon, Feb	Teachers will	Grade level	As part of our District's effort to	Receipt of submission

1 End: Wed, Jun 9	continue to nominate students that demonstrate model behavior for the monthly core value.	chairpersons; Grisel Garcia; Veronica Hernandez; Enriqueta Quindemil; Isbel Muñoz; Patricia Cruz-Lopez; Delia Lorenzana	celebrate and reinforce behaviors that align with our nine core values, teachers will select and nominate outstanding candidates each month and highlight those students either in the schoolhouse model or MSO. Nominations will be turned in to the counselor.	by teachers identifying selected students to be recognized. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	Counselor will continue to share activities, lessons and video clips which highlight the District's 9 Core Values via email and morning announcements.	Mariana Sanchez, Counselor; Homeroom Teachers	Due to Values Matter lessons and activities implemented, the number of referrals will decrease.	Observation of teachers while demonstrating said activities/lessons/videos. Moraima Almeida-Perez, Principal, Angel Silva & Tania Vega, Assistant Principals.

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

Academic Programs Outcome Statement

If we successfully implement our sustained practice of Collaborative Data Chats, then student achievement will be virtually unstoppable as higher goals are set and attained. If we successfully implement our primary essential practice of Blended Learning, then personalized learning will increase student engagement, thus raising student achievement. If we successfully implement our secondary essential practice of Checks for Understanding, then the needs of the students will be met thus making learning gains unstoppable.

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

The actions necessary to ensure collaborative data chats remain constant this year will be the continued use of scheduled collaborative data chats between teachers and students, between administrative team and teachers, and between grade levels to ensure virtually unstoppable learning.

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	As data becomes available, teachers will collaborate in their PLCs about data findings.	Homeroom Teachers	Data similarities and differences will be reviewed and discussed. After instruction/intervention, student improvement will be evident.	Grade level minutes. Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	On a monthly basis, teachers will engage in formal/informal data chats with administrators.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega,	Data will be reviewed and analyzed based on student standards. Trends in data will be discussed and plans will reflect academic grains and skill mastery.	Review of data binders and student assessments. Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals

		Assistant Principals		
Start: Mon, Feb 1 End: Wed, Jun 9	Opportunity will be provided for teachers to plan vertically for instruction.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals	As a result of the vertical planning, the administrative team will observe teachers' lessons reflective of standards based instruction.	Effective scaffold of instruction will be observed in administrative walk throughs. Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals
Start: Mon, Feb 1 End: Wed, Jun 9	Review Performance Matters reports and weekly i-Ready instructional usage reports followed by data chats with students.	Homeroom Teachers and Interventionist	Teachers will maintain a data binder with data collected showing mastery of skills as well as any shortcomings.	Data binder. Homeroom Teachers and Interventionist

Primary Essential Practice

Blended Learning

Priority Actions for the Primary Essential Practice

Due to the COVID-19 pandemic, classes will begin remotely with the hope of returning to the school house in the near future. The MSO platform will be used to accommodate for online learning as well as compliment instruction when learning returns to the schoolhouse thus implementing Blended Learning. To accomplish this with fidelity, continual professional development will be offered to teachers so that learning can be maximized.

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	Teachers used Best Practices to implement a variety of strategies.	Grisel Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.	Teachers shared Nearpod with other teachers, instruction and demonstrations on how to form groups, provide small group instruction, and break out sessions were implemented during grade level PLCs.	PLC agendas and minutes. Griselle Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.
Start: Mon, Feb 1 End: Wed, Jun 9	On Weekly Anhinga, tips and strategies to best implement virtual learning were highlighted.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals.	Teachers utilize tips and best practices given in Weekly Anhinga to better deliver virtual instruction as evidenced by lesson plans.	Via the Weekly Anhinga. Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers use a variety of strategies which may include, Kahoot, Flipgrid, and exit slips to	Grisel Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia	Teachers are utilizing multi-media platforms and game-based learning to motivate students and promote academic growth as reflected in teachers' lesson plans. These include Kahoot, Flipgrid, Personal Math	Lesson plans; Griselle Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia

	check for understanding.	Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.	Trainer, Reading Wonders, and exit tickets to check for understanding.	Lorenzana, grade level chairpersons.
Start: Mon, Feb 1 End: Wed, Jun 9	Professional development opportunities have been provided to assist teachers on a variety of teaching strategies.	Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals.	PDs are abundant as scheduled by the county, school administration, and school staff.	Attendance sheets. Moraima Almeida-Perez, Principal; Angel Silva and Tania Vega, Assistant Principals.

Secondary Essential Practice

Checks for Understanding

Priority Actions for the Secondary Essential Practice

Checks for understanding will be a vital component during distance learning. The use of online tutors and teacher-created break-out rooms will be instrumental to maximize learning.

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	Teachers will check for understanding by using online platforms, such as Microsoft Forms, Kahoot, Nearpod, or Flipgrid.	Grisel Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.	Student achievement will increase based on the use of different online platforms to check for understanding.	School Administration, Ms. Moraima Almeida-Perez, Mr. Angel Silva, Ms. Tania Vega will conduct virtual/classroom walkthroughs to observe the implementation of these online platforms.
Start: Mon, Feb 1 End: Wed, Jun 9	Through ZOOM, teachers will continue to conduct small group instruction (breakout rooms) to check for understanding based on the data gathered.	Grisel Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.	Student achievement will increase based on the use of small group instruction (breakout rooms) to check for understanding.	School Administration, Ms. Moraima Almeida-Perez, Mr. Angel Silva, Ms. Tania Vega will conduct virtual/classroom walkthroughs to observe the implementation of small group instruction.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will continue to utilize the i-Ready platform to conduct checks for understanding and guide student instruction.	Grisel Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.	Teachers will continue assigning i-Ready on-level lessons to track student progress and passing rates.	Grade level chairpersons will include weekly plc agendas specific to i-Ready platform. Grisele Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia Cruz-Lopez, and Delia Lorenzana.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will continue recognizing and celebrating student success and academic	Grisel Garcia, Veronica Hernandez, Enriqueta Quindemil, Isbel Munoz, Patricia	Teachers will be given rosters with names and certificates will be sent via email	School Administration, Moraima Almeida-Perez, Angel Silva, Tania Vega will conduct virtual/classroom walkthroughs

	goals via schoolhouse model or MSO model.	Cruz-Lopez, and Delia Lorenzana, grade level chairpersons.	to recognize students during schoolhouse model or MSO model.	to observe the success of these students.
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MDCPS Levels of Support for Addressing Learning Loss

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

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

Teachers are following the District Pacing Guides and providing enrichment as well as reteaching lessons and assignments as needed for PHY and MSO students. The use of formative assessment after rigorous instructional practices allow teachers to identify gaps in learning and focus on the most critical ones. Students' progress in both modalities are continuously monitored.

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.

Targeted interventions are taking place daily for tier 2/3 students. The District's Decision Tree is utilized to identify students for the program. The curriculums utilized is the i-Ready Teacher Toolbox and i-Ready Tools for Instruction resources.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

Extended learning opportunities are offered to ELL students via TITLE III Academy. Purposeful interventions are being provided via dual modalities utilizing District instructional materials. The students meet twice a week for the duration of the third grading period.