

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

#### **Name of School (School Number - School Name)**

6611 - Country Club Middle School

#### **Principal (Last Name, First Name)**

Crespo, Rafael

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

Villazon, Jacqueline

#### **MTSS Coordinator (Last Name, First Name)**

Fabal, Jason

#### **Demographic Overview**

Country Club Middle School services 678 students in grades 6-8 (73% Hispanic, 25 % Black, 2 % White). Additionally, we are a Title I school based on the percentage of students on free or reduced lunch (88%). Country Club Middle School also has 20% of its students in the ESOL (English for Speakers of Other Languages) program.

#### **Current School Status**

##### **a. Provide the School's Mission Statement**

Country Club Middle School will support the unique needs of its students as they mature educationally, physically, and socially. All staff, students, and their families will work cooperatively in an atmosphere of mutual respect to help each individual reach their optimum academic and social potential in a safe, respectful, and widely diverse learning community through a broad range of academic and extracurricular activities.

##### **b. Provide the School's Vision Statement**

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds.

#### **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.**

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds. Our school offers the community two magnet programs, Biomedical and Forensics Science in all three grade levels. Additionally, Country Club Middle School has a variety of academies such as culinary arts, two-dimensional art, Spanish, French, Italian, dance, band, and computers.

#### **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

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	According to the 2019-2020 School Climate Survey Feedback from students, only 45% of students agreed with the statement "Violence is a problem at my school," as compared to the 2018-2019 survey where 57% agreed with the same statement, a 12 percentage point decrease.	The data finding is important or significant because the emotional and social well being of our students is crucial to enabling a successful academic program. The Restorative Justice Practices (RJP), Social Emotional Learning (SEL), and Response to Intervention (RTI) practices implemented throughout the year have had great success and will continue to be modified and improved to meet the needs of our current population.	Positive Behavior Support (PBS)  Inclusivity, Tolerance and Anti-Bullying  Restorative Justice Practices (RJP)
	According to the 2019-2020 School Climate Survey Feedback from students, 60% of students agreed with the statement "My teachers are friendly and easy to talk to," as compared to the 2018-2019 survey where only 47% agreed with the same statement, a 13 percentage point increase.	The data finding is important or significant because building relationships with the adults in the building create a sense of belonging that is of utmost importance because educators must reach the student before we can teach them.	Welcoming Spaces  Character Education/Values Matter  School Spirit, Pride and Branding
	According to the 2019-2020 School Climate Survey Feedback from students, 55% of students agreed with the statement "My school is safe and secure," as compared to the 2018-2019 survey where only 45% agreed with the same statement, a 10 percentage point increase.	The data finding is important or significant because the emotional and social well being of our students is crucial to enabling a successful academic program. The Restorative Justice Practices (RJP), Social Emotional Learning (SEL), and Response to Intervention (RTI) practices implemented throughout the year have had great success and will continue to be modified and improved to meet the needs of our current population.	Effective Use of School and District Support Personnel  Restorative Justice Practices (RJP)  Inclusivity, Tolerance and Anti-Bullying

**Essential Practice for Significantly Improved Data Findings (Sustained)**

Positive Behavior Support (PBS)

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the 2019-2020 School Climate Survey Feedback, 61% of students agreed with the statement "My school has enough books and equipment to help me learn" which remained unchanged from the 18-19 survey.	The data finding is important or significant because it is imperative that administration thoroughly reviews the textbook inventory/technology by department and contacts the appropriate district personnel to provide additional resources as needed.	Effective Use of School and District Support Personnel  other
	According to the 2019-2020 School Climate Survey Feedback, 49% of students agreed with the statement "My teachers give me meaningful homework to help me teach" which is a 1 percentage point increase from the 18-19 survey.	The data finding is important or significant because administration must ensure that all assignments are aligned to the content and the district pacing guide. They will monitor weekly the homework assignments given to students and will ensure that	other  Social and Emotional Learning (SEL)
	According to the 2019-2020 Climate Survey Feedback, 63% of students agreed with the statement "I am getting a good education at my school" which is a 1 percentage point decrease from the 18-19 survey.	The data finding is important or significant because it is crucial that administration ensures that students are receiving a well-balanced and meaningful education. Administration and counselors will randomly survey students to determine what areas they feel need improvement so that measures can be taken to improve those areas.	Student Voice

**Essential Practice for Neutral Data Findings (Secondary)**

other

Meaningful Resources

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased</b>	According to the 2019-2020 Climate Survey Feedback, 60% of students	The data finding is important or significant because students needs to feel	Leadership Visibility and

<b>Data Findings</b>	agreed with the statement "My principal does a good job running the school" as compared to the 2018-2019 survey where 71% agreed with the statement, a 14 percentage point decrease.	supported by the principal. Thus, the principal will conduct daily virtual classroom visits and will reach out to individual students virtually to provide them support as needed.	Accessibility  Welcoming Spaces
	According to the 2019-2020 Climate Survey Feedback, 16% of students agreed with the statement "Students in my school usually follow the rules" as compared to the 2018-2019 survey where 38% agreed with the statement, a 22 percentage point decrease.	The data finding is important or significant because administration must communicate regularly with all teachers to identify students who are not following the rules during distance learning, and will then refer those students to individual virtual counseling sessions.	Positive Behavior Support (PBS)  Communicate With Stakeholders
	According to the 2019-2020 Climate Survey Feedback, 39% of students agreed with the statement "My assistant principal is available when needed" as compared to the 2018-2019 survey where 56% agreed with the statement, a 17 percentage point decrease.	The data finding is important or significant because students must feel supported by the assistant principal. This, the assistant principal will conduct daily virtual classroom visits and will reach out to individual students virtually to provide them support as needed.	Leadership Visibility and Accessibility  Welcoming Spaces

**Essential Practice for Significantly Decreased Data Findings (Primary)**

Leadership Visibility and Accessibility

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	There was an improvement of 13 percentage points in the area of science from the 2017-18 of 28% on the NGSSS to 41% on the 2018-19 assessment.	The data finding is important or significant because science data demonstrated the greatest increase in student performance as compared to other accountability areas. This finding is important because it illustrates the need to continue to provide resources and support in subsequent years in order to maintain and enhance improvement.	Data-Driven Decision Making  Differentiated Instruction  Goal Oriented Learning
	The results of the 2018-19 FSA assessment demonstrates an increase of 7 percentage points in English Language Arts proficiency when	The data finding is important or significant because, as a whole, the ELA scores were indicative of growth in all grade levels 6-8. This finding is important because it provides evidence of the need for continued curriculum support in order to proceed to make greater gains in future years.	Extended Learning Opportunities  Instructional Support/Coaching

	compared to the previous year's 2017-18 FSA.		Standards-Based Collaborative Planning
	8th Grade Students taking the 2018-19 ELA FSA scored 41% which was a 10 percentage point increase in proficiency when compared to the 2017-18 ELA FSA score of 31%.	The data finding is important or significant because this finding is most impactful because it reveals the greatest driving force behind the growth in ELA which will serve to provide a need for more collaboration between the 8th grade teachers and all other ELA grade level teachers.	Data-Driven Instruction Extended Learning Opportunities Standards-Aligned Instruction

**Essential Practice for Significantly Improved Data Findings (Sustained)**

Data-Driven Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	Data from the Civics EOC showed that there was no change in proficiency as the percentage points remained unchanged from the 2017-18 school year at 72%.	The data finding is important or significant because, in comparing the 2017-2018 school year to the 2018-2019 school year, the school remained at 72 percent proficiency which indicates that there was no growth from the previous year. This finding is impactful because additional work needs to be done in order to improve performance.	Ongoing Progress Monitoring Checks for Understanding Goal Oriented Learning
	ELA FSA data for the 7th grade just about stayed the same only increasing 1 percentage point from the 2017-18 of 32% to the 2018-19 of 33%.	The data finding is important or significant because although the overall proficiency scores for ELA increased, the 7th grade results were almost stagnate.	Collaborative Learning / Structures Collaborative Data Chats Lesson Study
	According to the results of the 2018-19 FSA Math assessment proficiency scores of 27% which were a decreased of 1 percentage point when compared to the 2017-18 Math FSA score of 28%.	The data finding is important or significant because many of our students are level 1s and 2s, and supporting them to reach proficiency will also reflect improvement in learning gains.	Differentiated Instruction Corrective Feedback for Students Extended Learning Opportunities

**Essential Practice for Neutral Data Findings (Secondary)**

## Extended Learning Opportunities

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	Data shows that there was a decrease of 8 percentage points in mathematics learning gains from the 2017-18 FSA score of 45% to the 2018-19 score of 36%.	The data finding is important or significant because mathematics is the area that had the biggest decrease in learning gains as compared to other accountability areas. which is important because this finding stresses the importance of providing more curriculum support and closer monitoring of instruction.	Data-Driven Instruction  Ongoing Progress Monitoring  Standards-Aligned Instruction
	ELA Learning gains decreased by 2 percentage points from the 2017-18 FSA score of 47% to the 2018-19 FSA score of 49%.	The data finding is important or significant because although proficiency increased significantly in ELA from the 2017-18 FSA to the 2018-19 FSA, the fact that learning gains went down is important because it indicates that many students either decreased or did not make any growth at all. This stressed the need for enrichment and enhancement of rigor to elevate the level being taught.	Peer Observations  Data-Driven Instruction  Accountable Talk
	Algebra proficiency dropped from 89% to 80% from the 2017-18 EOC to the 2018-19 EOC. This represents a decrease of 9 percentage points.	The data finding is important or significant because the overall math score decreased from the 2017-18 school year, and the connected Algebra EOC results contributed to this decrease.	Checks for Understanding  Effective Questioning/Response Techniques  Extended Learning Opportunities

**Essential Practice for Significantly Decreased Data Findings (Primary)**

Data-Driven Instruction

**ESSENTIAL PRACTICES REVIEW**

*School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.*

*Sustained Essential Practice*

*To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the*

*greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.*

### Primary Essential Practice

*To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.*

### Secondary Essential Practice

*To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.*

*The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2020-2021 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Positive Behavior Support (PBS)

### **Primary Essential Practice**

Leadership Visibility and Accessibility

### **Secondary Essential Practice**

Meaningful Resources

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Instruction

### **Primary Essential Practice**

Data-Driven Instruction

### **Secondary Essential Practice**

Extended Learning Opportunities

## **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.**

Currently our commitment to students is at a level 2 competency, school leaders stand behind potentially transformative decisions and or policies that benefit students and teachers by supporting teachers in their planning by conducting monthly data chats.

**As evidenced by:**

According to the School Climate Survey of Teachers 29% received administrative feedback monthly, 47% quarterly, and 13% annually. Data on Remediation programs for students will be used for targeted interventions with all students.

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

The Leadership team will work to establish a culture where ALL students are the focus, and teachers work to provide students with a more unified approach across the grade levels and subject areas.

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

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

Currently our focus on sustainable results is at a level 3 competency, we address school problems with a course of action that is focused on data driven instruction.

**As evidenced by:**

Results from the 2019-20 climate survey demonstrates that 78% of teachers are adjusting instruction based on data either daily, weekly, or monthly.

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

The school's leadership team is going to conduct data chats at least monthly, and provide teachers with resources to conduct data chats with students in a more efficient and recurring basis to ensure that instruction focuses on the needs of the students.

## **Competency 3: Developing Others**

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

Currently our developing others is at a level 2 competency, selecting training and work assignments to build other's capabilities.

**As evidenced by:**

The 2019-20 climate survey exhibited that 58% of teachers claimed that they only received support/resources after a PD opportunity sometimes or never.

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

Teacher and administrative team stakeholders will have a set plan in place for providing feedback and support following professional development activities. This will enable teachers to implement new strategies learning to improve instruction and assessment results.

**Competency 4: Engages the Team****Describe the School Leadership Team's current reality regarding Engages the Team.**

Currently our School Leadership engages the team competency is at a level 2 competency, communicates and works with a team.

**As evidenced by:**

16% of teachers responded to the school climate survey that the professional learning opportunities on Non-Opt days were not designed to meet their needs.

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

Survey results will be used to inquire as to the professional learning needs of all teachers, and activities that address those needs will be scheduled or assigned outside the school.

**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**

Positive Behavior Support (PBS)

### **Priority Actions for the Sustained Essential Practice**

Restorative Justice Practice (RJP) strategies will be the focus throughout the school year with selective teachers and students using a small group to implement problem solving strategies that will be used school wide.

### **Primary Essential Practice**

Leadership Visibility and Accessibility

### **Priority Actions for the Primary Essential Practice**

Various strategies will be implemented throughout the school year as discussed at monthly faculty meetings so students feel welcomed and can build better relationships with leadership, teachers as well as other adults in the building. Teachers in the building will provide student spaces within the classrooms for self-expression as well as nominating students for Student Spotlight of the Month which lunch includes lunch with leadership leading stronger relationships with the students.

### **Secondary Essential Practice**

Meaningful Resources

### **Priority Actions to Enhance the Secondary Essential Practice**

Various Growth Mindset Activities will be implemented through the school to encourage and build student success academically and personal growth. Teachers will encourage growth through the use of Data Boards, The Do the Right Thing Program and Student of the Month.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Instruction

### **Priority Actions for the Sustained Essential Practice**

Teachers will increase the use of data to drive their lessons, and better target students in need of interventions.

### **Primary Essential Practice**

Data-Driven Instruction

### **Priority Actions for the Primary Essential Practice**

Our school will provide additional resources in mathematics to improve the knowledge and skills of struggling students.

### **Secondary Essential Practice**

## Extended Learning Opportunities

### Priority Actions to Enhance the Secondary Essential Practice

The administration will increase the use of goal setting strategies among ELA teachers to target specific student needs.

## OUTCOME STATEMENTS

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

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

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

## SCHOOL CULTURE

### OUTCOME STATEMENT

#### School Culture

If we successfully implement our sustained practice of social emotional learning, then our school culture should be one of a nurturing environment. If we successfully implement our primary essential practice of school behavioral support then the teachers and custodial staff will feel supported and accountable. If we successfully implement our secondary essential practice of student engagement, then the academic success of students should increase as evidenced by data.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If we implement the intervention strategies that have been delineated for this school year, and if we strategically monitor student performance throughout the school year, there will be an increase in proficiency as well as in learning gains.

## 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

<b>Opening of School Date</b>	<b>Phase I Topic</b> <i>What topic will be shared?</i>	<b>Process Description</b> <i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i>	<b>Activity Lead</b> <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"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
08/19/20	District Core Practices	Faculty and staff will watch a video that explains the safety measures being taken to open safely.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
08/19/20	Primary and Secondary Essential Practice Selections	Administration will review the essential practices identified on the School Improvement Plan as well as the strategies identified to target these practices.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
08/19/20	Priority Actions	Administration will share the priority action steps selected on the School Improvement Plan and will allow time for feedback on each step.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal

08/19/20	Social Emotional Learning	Faculty and staff will be trained on ways to identify students who are displaying early warning signs so that they can be referred to the Success Coach and/or Counselor for intervention.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal Jason Fabal, Success Coach Brenda Salinas, Counselor

**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](http://edudata.fl DOE.org)) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

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

### **Quarter 1 Systems Review & Data Reflection**

#### **October 19 – October 30, 2020**

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

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

### **Quarter 2 Implementation**

#### **November 2 – December 18, 2020**

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

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

## **SCHOOL CULTURE Quarter 1 Implementation**

(August 31 – October 16, 2020)

**School Culture Outcome Statement**

If we successfully implement our sustained practice of social emotional learning, then our school culture should be one of a nurturing environment. If we successfully implement our primary essential practice of school behavioral support then the teachers and custodial staff will feel supported and accountable. If we successfully implement our secondary essential practice of student engagement, then the academic success of students should increase as evidenced by data.

**Sustained Essential Practice**

Positive Behavior Support (PBS)

**Priority Actions for the Sustained Essential Practice**

Restorative Justice Practice (RJP) strategies will be the focus throughout the school year with selective teachers and students using a small group to implement problem solving strategies that will be used school wide.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Hold monthly meetings with select students and with student council where students will have an opportunity to share concerns from the entire student body that may be evident in the District's Panorama Survey.	Jacqueline Villazon, AP Jason Fabal, Success Coach Brenda Salinas, Counselor Lakieta Albert, Student Council Sponsor	Once students realize that they have a voice and that we truly take their opinion as valid, they will begin to feel more comfortable expressing themselves and seeking adults to assist them with situations that could be preventing them from succeeding as demonstrated by student services through Student Case Management.	Jason Fabal, Success Coach Brenda Salinas, Counselor
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Discuss Restorative Justice Practice strategies during each faculty meeting and give teachers an opportunity to ask questions regarding RJP.	Rafael Crespo, Principal Jacqueline Villazon, AP Jason Fabal, Success Coach	Teachers will have an opportunity to discuss ways in which they can assist students by receiving training on Restorative Justice Practice strategies as demonstrated by their attendance in professional development.	Rafael Crespo, Principal Jason Fabal, Success Coach Brenda Salinas, Counselor
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	During faculty meetings, teachers will be grouped by 4 to discuss the District's Panorama Survey.	Rafael Crespo, Principal Jacqueline Villazon, Assistant	Teachers will identify areas on the Panorama Survey that they feel they can improve on as teachers to, in turn, improve the school culture throughout the school. They will identify strategies that can be	Lesson Plans or Small Group Minutes will show evidence of implemented

		Principal Jason Fabal, Success Coach Brenda Salinas, Counselor	implemented within their classrooms as evidenced by activities documented in their lesson plans as they relate to school culture.	strategies. Rafael Crespo, Principal Jacqueline Villazon, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students who display early warning signs will be referred to the Success Coach to participate in RJP activities.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal Jason Fabal, Success Coach	Teachers and administrators will notice a decline in the amount of students displaying early warning signs as evidenced by a decrease in the number of students receiving referrals or needing parent conferences due to academic performance.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal

### Primary Essential Practice

Leadership Visibility and Accessibility

### Priority Actions for the Primary Essential Practice

Various strategies will be implemented throughout the school year as discussed at monthly faculty meetings so students feel welcomed and can build better relationships with leadership, teachers as well as other adults in the building. Teachers in the building will provide student spaces within the classrooms for self-expression as well as nominating students for Student Spotlight of the Month which lunch includes lunch with leadership leading stronger relationships with the students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Administrative team will do daily walk-throughs to allow students an opportunity to feel comfortable with seeing us and, in turn, possibly speaking to us if they encounter a situation.	Rafael Crespo, Principal Jacqueline Villazon, AP	Once students become accustomed to seeing the administrative team do regular walk throughs where they become engaged with the students, they will become comfortable speaking to them if they are experiencing issues, as evidenced by the number of students asking to speak to the principal regarding issues of concern.	Monitoring of logs, responses to parent emails Rafael Crespo, Principal Jacqueline Villazon, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Virtual classrooms will be set up where students have the ability to send a private chat to the teacher if they are in need of support.	Rafael Crespo, Principal Jacqueline Villazon Teachers	Student who may be experiencing some type of difficulty and require administrative support will be referred to administration immediately after sending the chat. The effectiveness of this will	Responding quickly to student concerns Rafael Crespo, Principal Jacqueline Villazon,

			be demonstrated by the documented time between the referral being written and the administrator meeting with the student.	Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Administrators will hold grade level orientation meetings to explain school expectations and to remind them that administrators have an "open-door" policy.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal	Students will feel comfortable going to see the administrators and will demonstrate good rapport with them, thus, indicating a positive relationship between students and administrators as evidenced by the data found in Student Case Management indicating conference with student, as well as logs.	Regular conversations with students to gauge level of comfort with administration Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Once M-DCPS begins Phase 2 with students physically in the building, administrators will remain visible throughout the day, making sure students feel supported and to allow them an opportunity to speak to them as needed.	Jacqueline Villazon, Principal Jacqueline Villazon, Assistant Principal	Administrators will have an opportunity to make connections with students on a daily basis, and students will feel safe and supported knowing their administrators are always visible as evidenced by the number of classroom visitations as well as hallways supervision where administrators will be more accessible.	Administrators will monitor students during transition of classes and make connections with them daily Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal

## Secondary Essential Practice

### Meaningful Resources

### Priority Actions for the Secondary Essential Practice

Various Growth Mindset Activities will be implemented through the school to encourage and build student success academically and personal growth. Teachers will encourage growth through the use of Data Boards, The Do the Right Thing Program and Student of the Month.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will identify students who have demonstrated appropriate decision-making and will	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal	There will be an increase in the number of students who wish to "do the right thing" in an effort to be recognized by others as evidenced by monthly nominations of students for this award.	Number of students eligible for nomination in this program. Brenda Salinas, Counselor

	recognize them through Do the Right Thing.	Brenda Salinas, Counselor Teachers		
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	A criteria will be established prior to school starting to allow students to be recognized through the Student of the Month program.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal Brenda Salinas, Counselor Jason Fabal, Success Coach	Students will feel valued and recognized, thus taking pride in their academics and all other aspects of school, as they work towards obtaining the prestigious title of Student of the Month as evidenced by monthly nominations of students for this award.	Academic grades will be analyzed and rubric will be followed to identify the Student of the Month Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Virtual an/or physical bulletin boards created to demonstrate growth mindset.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal Brenda Salinas, Counselor Jason Fabal, Success Coach	Students will give examples of when they changed their mindset from fixed to growth mindset as evidenced by artifacts found in bulletin boards and/or social media postings.	Meet regularly with students to gauge where they are in terms of their mindset and provide services through counselors to help students switch their mindset Brenda Salinas, Counselor Jason Fabal, Success Coach
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Student groups will be created based on student needs and these groups will meet virtually with counselor and/or success coach to address their needs.	Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal Brenda Salinas, Counselor Jason Fabal, Success Coach	Students will know that they have a support system at school and will build strong relationships with the other members of the group which will help them work through their situations as evidenced by logs maintained by the success coach (whose background is in mental health) of the student groups he created based on references from teachers and/or self-referral from students.	Counselors will gauge the effectiveness of the groups and will make adjustments as needed to provide students with the most valuable support possible Brenda Salinas, Counselor Jason Fabal, Success Coach

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

**Academic Programs Outcome Statement**

If we implement the intervention strategies that have been delineated for this school year, and if we strategically monitor student performance throughout the school year, there will be an increase in proficiency as well as in learning gains.

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

Teachers will increase the use of data to drive their lessons, and better target students in need of interventions.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The students who scored a level 2 in ELA , will receive a research elective to reinforce grade level standards.	Rafael Crespo, Principal Jacqueline Villazon, AP Science Teachers	The regular science teacher should see an increase in topic and classroom assessment scores.	Classroom and Topic Assessment Results Michelle Leon, Test Chair
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The students who scored a 3, 4 ,or 5 in ELA will be placed in Biology for acceleration.	Rafael Crespo, Principal Jacqueline Villazon, AP Science Teachers	Students who were placed in class should show success in the EOC with at least a level 3.	Classroom and Topic Assessment Results Michelle Leon, Test Chair
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The school will provide in house camps and Saturday school to provide reinforcement of science standards.	Rafael Crespo, Principal Jacqueline Villazon, AP Science Teachers	The regular science teacher should see an increase in topic and classroom assessment scores.	Classroom and Topic Assessment Results Michelle Leon, Test Chair
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The school will conduct a pull-out program to target the students who need the extra help.	Rafael Crespo, Principal Jacqueline Villazon, AP Science Teachers Pull-out Teacher	The regular science teacher should see an increase in topic and classroom assessment scores.	Classroom and Topic Assessment Results Michelle Leon, Test Chair

**Primary Essential Practice**

Data-Driven Instruction

**Priority Actions for the Primary Essential Practice**

Our school will provide additional resources in mathematics to improve the knowledge and skills of struggling students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
-------------------------------	-----------------------------	---	--	-------------------------------------

<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students who scored a Level 2 on the 2019 FSA Math will be enrolled in an intensive math class to reinforce math standards.	Rafael Crespo, Principal Jacqueline Villazon, AP	Students enrolled in this course will demonstrate proficiency on mini assessments.	Classroom teachers administering assessments will review mini assessments to ensure mastery.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students enrolled in Algebra Honors and who scored a Level 3 in the 2019 FSA Math will also be enrolled in a research class that serves as a double-dose of Algebra instruction to supplement instruction in the classroom.	Rafael Crespo, Principal Jacqueline Villazon, AP	Students enrolled in the intensive Algebra course will master tested benchmarks and demonstrate proficiency on the mini assessments.	Classroom teachers administering assessments will review mini assessments to ensure mastery.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Media center computer lab will be open one and a half hours before school to allow students to complete iReady lessons.	Rafael Crespo, Principal Jacqueline Villazon, AP	Student iReady usage will increase and, in return, performance in mathematics will also improve.	Review of iReady reports to ensure completion of lesson with at least 70% proficiency. Michelle Leon, Test Chair
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students with Disabilities will be specifically targeted for extended learning opportunities based on their areas of need, as well as ensure that all accommodations included in their IEP are being followed to address their specific needs.	Rafael Crespo, Principal Jacqueline Villazon, AP	Students attending tutoring will demonstrate understanding of benchmarks taught in class.	Informal Assessments Tutoring Logs

## 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).**

According to data found in the Federal Index, the Students with Disabilities subgroup did not meet the 41% threshold.

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

Students with Disabilities will be specifically targeted for extended learning opportunities based on their areas of need, as well as ensure that all accommodations included in their IEP are being followed to address their specific needs.

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

Extended Learning Opportunities

### Priority Actions for the Secondary Essential Practice

The administration will increase the use of goal setting strategies among ELA teachers to target specific student needs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	District CSS will provide support three times a month to ELA and Reading teachers.	Rafael Crespo, Principal Jacqueline Villazon, AP	When conducting classroom walkthroughs following a visit from the District's CSS, administration will be able to see the teacher implementing strategies that were modeled by CSS.	During classroom walkthroughs by CSS and administration.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Data chats will be held with ELA and Reading teachers to discuss iReady AP1 and AP2 diagnostic results.	Rafael Crespo, Principal Jacqueline Villazon, AP	There will be a schoolwide improvement in performance on the AP2 diagnostic as compared to the AP1 diagnostic, as evidenced by the number of students increasing in score and/or grade level.	During individual data chats with Rafael Crespo, Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students who scored a Level 1 or 2 on the 2019 FSA ELA will be enrolled in Intensive Reading classes to strengthen their comprehension of reading strategies and techniques.	Rafael Crespo, Principal Jacqueline Villazon, AP	Students enrolled in Intensive Reading will demonstrate a significant increase on the AP2 diagnostic as compared to the AP1 diagnostic.	During data chats and in follow-up classroom walkthroughs by Principal Crespo and Assistant Principal Villazon.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students who regressed from Level 2 to Level 3 on the 2019 FSA ELA will be enrolled in Intensive Reading Enrichment where they will receive supplemental instruction in Reading to strengthen their reading comprehension skills.	Rafael Crespo, Principal Jacqueline Villazon, AP	Students enrolled in Intensive Reading Enrichment will make proficiency on the 2021 FSA ELA.	Informal assessments, classroom walkthroughs by Principal Crespo and Assistant

## Parent Family Engagement Plan (PFEP)

*All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).*

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

#### School Culture Outcome Statement

#### Sustained Essential Practice

#### Priority Actions for the Sustained Essential Practice

Implementation Date(s)	Implementation Steps	Person(s) Responsible <small>(First &amp; last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>


Primary Essential Practice

Priority Actions for the Primary Essential Practice

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

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?)

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

**Academic Programs Outcome Statement**

If we implement the intervention strategies that have been delineated for this school year, and if we strategically monitor student performance throughout the school year, there will be an increase in proficiency as well as in learning gains.

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

Teachers will increase the use of data to drive their lessons, and better target students in need of interventions.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)
------------------------	----------------------	-----------------------	-------------------	------------------------------

		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal

**Primary Essential Practice**

Data-Driven Instruction

**Priority Actions for the Primary Essential Practice**

Our school will provide additional resources in mathematics to improve the knowledge and skills of struggling students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers in the math department will incorporate daily bell ringers geared towards spiraling back to previously taught concepts.	Valerie Hopkins, Math Teacher Jessica Picado, Math Teacher Tawana Ingraham, Math Teacher Louise Storr, Math Teacher Adolfo Diaz, Math Teacher		Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov				Rafael

2 <b>End:</b> Fri, Dec 18				Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal

**Secondary Essential Practice**

Extended Learning Opportunities

**Priority Actions for the Secondary Essential Practice**

The administration will increase the use of goal setting strategies among ELA teachers to target specific student needs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> <small>(First &amp; last name, position)</small>	<b>Expected Evidence</b> <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	<b>Monitoring</b> <small>(How and Who?)</small>
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18				Rafael Crespo, Principal Jacqueline Villazon, Assistant Principal
<b>Start:</b> Mon, Nov 2				Rafael Crespo, Principal

2  
**End:** Fri, Dec  
18

Jacqueline Villazon,  
Assistant Principal

**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).

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.

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.

**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.

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.

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.

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

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?

6. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident 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.

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.

### **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.

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.

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

- Yes
- No

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

*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

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.

## Competency 2: Focusing on Sustainable Results

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.

## Competency 3: Developing Others

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.

Competency 4: Engages the Team

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

### **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?

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

**School Culture Outcome Statement**

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice

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?)

Primary Essential Practice

Priority Actions for the Primary Essential Practice

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?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

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?)


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

**Academic Programs Outcome Statement**

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice

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?)

--	--	--	--	--

Primary Essential Practice

Priority Actions for the Primary Essential Practice

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?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

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?)

**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).

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.

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.



## 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.

**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.