

## 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](https://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 Administrative Team distributes the Mid-Year Data Map to the School Leadership Team and meets to collaboratively examine and interpret the data. During the meeting, the impact of Quarter 1 and Quarter 2 Implementation Steps are analyzed. Using the Mid-Year Data Map, we each noted and discussed areas in need of continued support, additional support, and areas in which we are progressing as desired. The school leadership team shared the data map and information at the Faculty Meeting on 1/14/21. The Administration will share the information with the Department Chairs at the Leadership Council Meeting on 1/08/21. The Department chairs will disseminate the data map information to their departments during the department meetings on 1/14/20 in order to share and review in a smaller group setting. Additionally, pertinent information from the Mid-Year Data Maps will be shared with the members of the EESAC.

### 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.

Our 2020-2021 School Grade goals are very ambitious, but there are data findings which are encouraging, beginning with our attendance in which 26% less of our students have missed 11 days of school or more in comparison to the TW1, T2 and T3 schools. 14% of JFK students have missed 11 days or more in comparison with the district average of 18%. JFK students also have received fewer referrals than T1 watch, T2 and T3 schools by a percentage point. Support services are available to our students and our 90% of our faculty strongly agree and agree that our teachers personalize instructional strategies and interventions to address the needs of all learners.

### 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.

Upon reviewing the Mid-Year Data for Academic Programs, many data points were found to be encouraging. JFK's overall average for grades 6-8 mathematics Topic Assessments outperformed the District average and North region average by 3 percentage points when reviewing the average percent correct for middle schools and K-8 Centers, with both the District average and North region average scoring 51% and JFK scoring 54% in Math. In English Language Arts, JFK outperformed the District average in grades 6 and 7 on the Standards-Based Assessments. In grade 6 ELA, the District average percent correct is 40% while the JFK average percent correct is 45%, indicating that JFK outperformed the District average by 5 percentage points. In grade 7 ELA, the District average percent correct is 35% while the JFK average percent correct is 39%, indicating that JFK outperformed the District average by 4 percentage points. The data findings that are most concerning are the 7th grade regular Topic Assessment results in mathematics and the 8th grade Standards-Based assessment results in ELA. The data indicates that the average percent correct is 8 points below the District average for grade 7 regular mathematics and 10 points below the District average in grade 8 ELA. These cohorts will be targeted for additional support such as pull-outs in mathematics and extended learning opportunities in ELA.

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

When reviewing the data by subject areas courses, it was noted that JFK outperformed the District middle grades average for percent proficiency on the Algebra 1 and Geometry Mid-Year Assessments. The District middle grades average for percent proficiency for the Algebra 1 Mid-Year Assessment is 78% and the JFK average for percent proficiency is 87%, indicating that JFK outperformed the District average by 9 percentage points. Similarly, the District middle grades average for percent proficiency for the Geometry Mid-Year Assessment is 80% and the JFK average for percent proficiency is 89%, indicating that JFK outperformed the District average by 9 percentage points. In the area of Biology, the District average for percent proficiency was 42% for middle schools and K-8 centers for Biology Unit 1 and 2 Tests. Comparatively, the JFK average proficiency is 53%, indicating that JFK outperformed the District average by 11 percentage points. In Civics, the District average for satisfactory performance is 49% for the Civics Module 1 and 2 Tests while JFK's percent satisfactory is 52%, thus indicating that JFK outperformed the District average by 3 percentage points.

### 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?

Students will begin the week of 1/19/21 participating in extended Learning opportunities. The teachers who will tutor have been identified and student groups have been created based on current testing data.

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

Students will begin the week of 1/19/21 participating in extended Learning opportunities. The teachers who will tutor have been identified and student groups have been created based on current testing data.

## MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

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

### School Culture

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

The Administrative Team distributes the Mid-Year Data Map to the School Leadership Team and meets to collaboratively examine and interpret the data. During the meeting, the impact of Quarter 1 and Quarter 2 Implementation Steps are analyzed. Using the Mid-Year Data Map, we each noted and discussed areas in need of continued support, additional support, and areas in which we are progressing as desired. The school leadership team shared the data map and information at the Faculty Meeting on 1/14/21. The Administration will share the information with the Department Chairs at the Leadership Council Meeting on 1/8/21. The Department chairs will disseminate the data map information to their departments during the department

meetings on 1/14 in order to share and review in a smaller group setting. Additionally, pertinent information from the Mid-Year Data Maps will be shared with the members of the EESAC on 1/13/21

**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.**

Students throughout the District are struggling with the pandemic and world issues. Attendance (which we are usually top in the region) is suffering, 14% of our students have missed 11 days or more of school compared to

## 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.**

We have been diligently monitoring the i-Ready usage reports, Topic Assessment data reports, and following the content area pacing guides. We have provided opportunities for teachers to collaboratively plan and reflect on standards-based lessons during video-conferenced and live department meetings. Administration has ensured teachers have all the necessary resources needed to implement a standards-based approach, created opportunities for teachers to share best practices for delivering online lessons, blended learning, and/or technology integration during both team and department meetings, and conducted data chats 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.**

Next steps include providing the staff with school site professional development on Engagement Strategies for Online Instructional Delivery, to be delivered by District Instructional Technology staff. Additionally, we will continue to analyze District Assessment data to ensure fidelity to administration across staff as well as provide opportunities for teachers to collaboratively analyze district assessment data and plan for remediation and enrichment. Once the i-Ready AP2 Diagnostic Assessment data is available, opportunities will be provided to identify students and domains in need of additional support to plan for differentiated instruction.

**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?

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

## School Leadership Core Competencies

### Competency 1: Commitment to Students

The School Leadership Team will ensure that all strategies and implementation steps are designed and implemented with student achievement as a main focus while including teacher collaboration and feedback throughout all processes.

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

The school leadership team has continued to consistently work collaboratively and strategically, planning and following through with teacher and student data in order to focus on data driven instruction. The SLT includes all faculty and staff in the decision making processes. Information is shared by Department Chairs in small groups through Department meetings and team meetings.

### Competency 2: Focusing on Sustainable Results

The school leadership team will focus on strategic planning and follow-through with all stakeholders, building capacity and integrating collaborative and inclusive ideas.

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

The school leadership team has continued to consistently work collaboratively and strategically, planning and follow through with teacher and student data in order to focus on data driven instruction.

### Competency 3: Developing Others

Throughout the year, there will be lesson study opportunities and professional development activities that bring the faculty together. Additionally, our math coach will model and co-teach lessons and assist teachers with lesson planning and delivery. Teachers will be included in decisions in relation to the students and overall school success.

**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.**

Our Math Coach has consistently supported our teachers and students in lesson planning, data sharing and dissection of data. She has created pull out groups for targeted instruction of the lowest 25% . According to the mid year School Climate survey, the area in which we could improve upon is creating adult advocates for each student. Although 72% of the faculty either strongly agree and or agree that we are doing this, there is room for improvement. It is of the utmost importance especially now, that each and every student has an adult whom they know well and who can support their education.

#### Competency 4: Engages the Team

We will reflect upon our current strategies, establish new strategies where warranted, and continue to collaborate with all stakeholders.

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

The school Leadership team shared the Mid-Year Data Map with all of the Department Chairs immediately The Leadership team also shared the Panoramic data with the Department chairs to share in a small group with the teachers in their department. The Math Coach, ESE Department chair, SCSi and Magnet lead teacher will all help in the the School Improvement Processes. The areas in need of support based on the academic component of the mid year data review .

### MID-YEAR REVIEW COMMUNICATION

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

The data findings and systems review information will be shared with all pertinent stakeholders during the faculty meeting as well as the EESAC. The information will also be shared in small groups in Department Meetings as well as team meetings.

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

#### School Culture Outcome Statement

If we successfully implement our Sustained Essential Practice of leadership visibility and accessibility, our Secondary Essential Practice of empowering faculty and staff, and our Primary Essential Practice of communication with stakeholders, then we will have a more cohesive school environment and improve morale. When administration is visible and accessible, communication is prevalent and faculty is empowered. Therefore, the school culture will improve by giving all stakeholders a feeling of ownership.

#### Sustained Essential Practice

Leadership Visibility and Accessibility

#### Priority Actions for the Sustained Essential Practice

The Administration will be visible and accessible to all stakeholders. Consistent walk-throughs and collaborative meetings will be ongoing in person and/or virtually.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	The school will offer the students the Academic Enrichment Program (AEP) which provides students with experiences that develop critical and creative thinking and go beyond the core curriculum, thus continuing to promote a healthy school culture.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	Attendance rosters showing student participation in the after-school program.	Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Our teachers will continue to implement our mission and vision of our school by creating innovative lessons and activities that increase student achievement.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	Lesson Plans, Student work product will demonstrate implementation of our vision and mission.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Continued Monthly Leadership Team meetings with all Department Chairs and Grade Level Team Leaders. Data, grades, assessments activities, and initiatives will be discussed with all teacher leaders and the information will be disseminated to all teachers in small groups.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	Requested actions are completed, such as data chats, parent communication logs , team and department meetings, as well completion of topic test and unit assessments.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	All administrators leave their doors open through-out the day and are available to faculty, staff, parents and students. Administrators also conduct daily classroom walkthroughs and communicate with teachers and students in the classroom setting.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	Walk through observation logs, faculty and student feedback.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal

**Primary Essential Practice**

Communicate With Stakeholders

**Priority Actions for the Primary Essential Practice**

Leadership meetings with department chairs, team leaders, and administration will continue to occur the second Friday morning each month to discuss data, share and disseminate best practices, and provide opportunities for collaboration and planning. Administrative walk-throughs will be consistent and continuous as will administrative presence at team and department meetings. An Ms. Devito, Ms. Taylor, and Dr. Jenkins will collaborate with the PTA and attend PTA planned meetings as well as EESAC either in person, if we pivot to in person or remain utilizing video conferencing platforms.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Continued Monthly Leadership Team meetings with all Department Chairs and Grade Level Team Leaders. Data, grades, assessments activities, and initiatives will be discussed with all teacher leaders and the information will be disseminated to all teachers in small groups.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	Leadership meeting agendas.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Department meetings occur bi-weekly, Team meetings occur weekly and additional weekly meetings are also necessitated due to parent conferences. EESAC meetings are scheduled every other month and attended by teachers, parents, students and community members.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	ESSAC meeting approval on Citizen and EESAC meeting minutes.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	An administrator attends Team meetings as well as Department meetings. The administrator will support the Department Chair and or Team Leader with questions, agendas, and overall topics to discuss.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	Team meeting and Department meeting Agendas.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	The Principal ( or Assistant principal ) attends PTA meetings and is involved in the community/ parent activities, incentives and initiatives.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal	PTA meeting minutes, agendas, and overall PTA support and involvement in school and community activities.	Alicia Devito Principal, Pamela Taylor: Assistant Principal, Peter Jenkins Assistant Principal

**Secondary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Secondary Essential Practice**

We will continue to build capacity with the faculty and staff by consistently providing opportunities to collaborate, plan and implement strategies and initiatives which benefit the school community.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Administration will continue to provide all faculty opportunities to collaborate and plan strategies and initiatives to benefit the school community. Planning will occur utilizing video conferencing or in person while following CDC guidelines.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito, Principal	Documentation of staff and department input within the different phases of the SIP provided in writing will serve as evidence of effective implementation.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito Principal will verify stakeholder participation through meeting minutes and sign in sheets.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	The faculty will continue to work collaboratively to create and/or adjust information in the SIP. The faculty will share feedback with the department chairs who will disseminate information to the administration. Information will be shared in person, via email and/or through video conferencing.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms.	Leadership Meeting agendas, meeting minutes, and/or notes will serve as evidence that the collaboration steps were implemented with fidelity.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito Principal will review meeting minutes, agendas and sign in sheets.

		Devito, Principal		
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Leadership meetings with the administration, Department Chairs, Team Leaders, the Math Coach, and the Magnet Lead Teacher will continue to occur monthly and provide a consistent time and platform to build capacity and provide opportunities for all faculty to be included. Meetings will currently take place through video conferencing.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito, Principal	The sharing of data and curriculum information is evidenced by meeting agendas, sign in sheets, and data chat forms as well as the implementation of strategies and tools discussed in the data chats.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito Principal will review meeting minutes, agendas and sign in sheets.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Administrators will review Mid-Year data and other applicable data findings with the faculty and provide data information as well as conduct data chats in core academic areas. This will be done using video conferencing and/or in person.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito, Principal	The sharing of data and curriculum information is evidenced by data chat forms as well as the implementation of strategies and tools discussed in the data chats.	Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Ms. Devito Principal will verify stakeholder participation through meeting minutes and sign in sheets.

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

### Academic Programs Outcome Statement

If our school successfully sustains the practice of Standards-Aligned Instruction, enhances the Secondary Essential Practice of Technology Integration, and integrates the Primary Essential Practice of Data-Driven Instruction, then we expect to achieve increased learning gains and proficiency in all content areas.

### Sustained Essential Practice

Standards-Aligned Instruction

### Priority Actions for the Sustained Essential Practice

To ensure standards-based instruction will continue to be a sustained practice during the 2020-2021 academic year, the school will: • Create opportunities for teachers to collaboratively plan and reflect on standards-based lessons, • Collaboratively analyze student work products to ensure alignment to standards and student mastery, and • Ensure teachers have all the necessary resources needed to implement a standards-based approach.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Departments will continue to meet on a weekly basis via video-conferencing to collaboratively analyze the Florida Standards upcoming in the pacing guides, utilizing resources such as the Item Specifications, to guide the selection of activities and tasks aligned to the rigor and expectations of the standards.	Department Leaders and All Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	Weekly meeting agendas and attendance should reflect collaborative planning. Evidence of lesson planning will be monitored by administrators. Observations of MSO and Physical lessons by administration will reflect collaborative planning.	Classroom observations by administrators as well as monitoring of department meetings and lesson plans by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Teachers will continue to implement standards-based activities and tasks aligned to the rigor and expectations of the standards utilizing district curriculum resources and review student work products to share during collaborative planning sessions.	All Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	Weekly administrative observation of classrooms and monitoring of lesson plans should reflect implementation of standards-aligned activities and tasks determined during department meetings.	Administrative classroom observations and lesson-plan monitoring by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Provide opportunities for students to participate in before school, after school, and Saturday Tutoring Success Academies to support student mastery of the Florida standards, using both virtual and physical modalities.	All Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal	Attendance rosters for before school, after school, and Saturday Tutoring Success Academies will act as evidence for this implementation step.	Monitoring of attendance rosters for tutoring by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Multi-disciplinary grade level teams will continue to plan collaboratively to create quarterly standard-aligned S.T.E.M.	All Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant	Weekly administrative observation of online classes, monitoring of S.T.E.M projects in addition to grade level	Administrative classroom observations and lesson-plan monitoring by Alicia Costa-Devito, Principal, Pamela

	projects utilizing video-conferencing tools.	Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	interdisciplinary Instructional Focus Calendars will act as evidence for this implementation step.	Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach.
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### Primary Essential Practice

#### Data-Driven Instruction

#### Priority Actions for the Primary Essential Practice

The school will continue to use data-driven instruction as a way of improving instructional planning and delivery and will foster a data-driven culture by:

- Being goal oriented and making data readily available for staff, students, and parents,
- Providing staff with professional development on data analysis and data-driven decision making,
- Creating opportunities for teachers to collaboratively analyze data from i-Ready, Mid-Year, and other assessments,
- Ensuring data is shared and discussed with students by continuing to implement student-to-teacher data chats, and
- Creating a school-wide focus on this primary practice inclusive 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?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Teachers will implement district standards-aligned assessments with fidelity, such as District Topic Assessments, Standards-Based Assessments, Unit/Module Assessments, and Mid-Year Assessments to determine areas of deficiency and provide remediation and enrichment based on student need.	All Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	Disaggregated data reports, lesson plans identifying student groupings and tasks based on student need, and student work samples will act as evidence for this implementation step.	Administrative classroom observations and lesson-plan monitoring by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	During weekly collaborative planning sessions, common grade level math and ELA teachers will analyze the i-Ready Diagnostic AP2 results as well as identify the resources from the 2021 District Progress Monitoring Plan to utilize to address areas in need of remediation.	All Math and ELA Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	The meeting agendas, Progress Monitoring resources power point, i-Ready data reports, and Zoom attendance reports/sign-in sheets will act as evidence for this implementation step.	Collaborative planning sessions will be observed by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	During Leadership Meetings, the leadership team will continue to conduct data chats utilizing i-Ready Diagnostic Assessment data, Topic Assessment data, Mid-Year Assessment data and other district assessment data on a regular basis to monitor progress and drive instruction.	Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	Administration will have bimonthly data chats with departments as evidenced by meeting agendas and administrative notes.	Leadership meetings will be conducted by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Implement and monitor pull-outs of students scoring in the lowest 25 percent and bubble students on the 2019 Mathematics FSA during students' elective classes.	Annie Klian, Math Coach Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal	Attendance rosters for pull-outs will act as evidence for this implementation step.	Monitoring of attendance rosters for pull-outs by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.

### Secondary Essential Practice

#### Technology Integration

#### Priority Actions for the Secondary Essential Practice

Given the current reality of distance learning and the need for 21st century technology integration to deliver instruction, the school will:

- Create a Technology Team to support teachers with technology integration,
- Provide on-going, job-embedded professional development on the effective utilization of Zoom, Microsoft Teams, and/or additional digital platforms to deliver live online lessons,
- Create opportunities for teachers to share best practices for delivering online lessons, blended learning, and/or technology integration during collaborative planning sessions, and
- Reflect on the integration of technology throughout the year and make revisions accordingly.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1	School-based professional development on Engagement Strategies for Online Instructional	District Instructional Technology Curriculum Support Specialist; Alicia	The agenda and Zoom attendance report/sign-in sheet will act as evidence for this implementation step.	PD sessions will be observed by Alicia Costa-Devito, Principal,

<b>End:</b> Fri, Apr 30	Delivery will be provided for all teachers during a faculty meeting in February.	Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach		Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Teachers will utilize the technology tools and resources presented during the faculty professional development, Engagement Strategies for Online Instructional Delivery, when delivering online instruction to ensure engaging and rigorous instruction.	All Teachers; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	Weekly administrative observation of online instruction and monitoring of lesson plans should reflect implementation of engagement strategies presented during the PD.	Administrative classroom observations and lesson-plan monitoring by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	During Team and Department Meetings, teachers will continue to share best practices for delivering online lessons, blended learning, and/or technology integration with physical classes.	Team and Department Leaders; Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal, Annie Klian, Math Coach	Team and department meeting agendas, video conferencing attendance reports and/or sign-in sheets will act as evidence for this implementation step.	Team and Department Meetings will be monitored by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Fri, Apr 30	Administration will conduct weekly classroom visitations to ensure district instructional programs and resources are being utilized appropriately for both MSO and face-to-face instruction.	Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, Assistant Principal	Weekly administrative observation of classrooms, monitoring of lesson plans, and administrative notes should reflect the appropriate utilization of district instructional programs/resources and video conferencing platforms for MSO and face-to-face instruction.	Administrative classroom observations and lesson-plan monitoring by Alicia Costa-Devito, Principal, Pamela Taylor, Assistant Principal, Peter Jenkins, 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).

The school will diagnose students' unfinished learning and provide acceleration support using available data tools, such as i-Ready data reports and District Topic Assessment data. In addition, we will administer and analyze diagnostic and formative assessments to determine student knowledge and guide teachers on developing lessons incorporating differentiated instruction and real-time micro-interventions that can prevent further gaps. Teachers will continuously monitor students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

#### 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.

Teachers will utilize District Topic Assessment and Mid-Year Assessment data reports to group students based on student needs and differentiate instruction. Additionally, the school will implement and monitor math pull-out support for bubble students and students scoring in the lowest 25 percent based on the 2019 Mathematics FSA and in Tier 3 based on the 2020-2021 i-Ready Diagnostic Assessment data for both MSO and physical students. Lastly, we will utilize the Learning Loss Index Report provided to schools to identify students for additional intervention support utilizing resources such as i-Ready and Ready Teacher Toolbox, as designated by the District Progress Monitoring Plan.

#### 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.

We are currently providing opportunities for students to participate in ESSER Tutoring Academies in Math, ELA, Science, and Social Studies, strategically targeting FSA Level 1 and 2 students not making adequate academic progress. These sessions are offered before school, after school, and on Saturdays. In addition, we are offering before and after school tutoring for ESOL Level 1-4 students through Title III tutoring. Lastly, we are providing after school tutoring through the FIU program.