

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

Lillie C. Evans K-8 Center 1681

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

Tate-Wyche, Bridgette Dr.

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

Allick, Earl

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

Brunt, Eryn

#### **Demographic Overview**

Lillie C. Evans K-8 Center is a Title I school located in the heart of Miami-Dade County, Florida. There are approximately 400 students and 27 teachers at Lillie C. Evans K-8 Center, for a student to teacher ratio of 17 to 1. More than 99% of our students are on free or reduced lunch. Lillie C. Evans K-8 center is comprised of 87% African American; 11 % Hispanic, and 2% Multi-racial.

#### **Current School Status**

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

We promote academic and personal excellence and strive to make a difference in every student's life by providing activities, experiences, and forms of instruction that will ensure development to their fullest potential.

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

Students depart through these doors as life long learners with a positive attitude, and a mission to make the world a better place in which to live.

#### **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.**

Lillie C. Evans (LCE) K-8 Center is a Title 1 school that has a "B" school rating. Lillie C. Evans K-8 Center is located in the heart of Miami where we service students from PK through 8th grade. Lillie C. Evans K-8 Center is also fortunate to partner with United Way, which houses three classrooms of students ranging between the ages of 5 months to 2.5 years old. We have CodeBot Robotics programs for students in Grades 3 and 6. Additionally, LCE is introducing the new Vex IQ Robotics Program to elementary students. We also have Boys and Girls Basketball, and Track & Field programs for our middle school students. Students participate in Science, Math, and Future Educators Clubs. We offer before/after school tutoring, and an After Care Program where students are monitored from 1:50 pm to 6 pm Monday-Friday. At Lillie C. Evans, every student matters and no student is left behind!

##### **Are you a Title I School?**

yes

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

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

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

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

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

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

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

Phase I includes:

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

### **Phase I**

#### **Data Analysis**

#### **Analyze - Reflect - Identify**

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

July 15 - August 14, 2020

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

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

*Phase I will conclude with each school:*

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

# PART ONE - Synergy Summer Institute

## DATA AND SYSTEMS REVIEW

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

### Data and Systems Review

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

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

- **Significantly Improved Data Findings:** Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
  - **Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
  - **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.
  4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding (only one per each data finding is required).

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

### DATA AND SYSTEMS REVIEW ORGANIZER

#### SCHOOL CULTURE

Data Rating	Data Findings & Area  Be specific in defining each data element below.	Rationale for Selection of Data  Why was this data finding selected as being most impactful?	Connected Essential Practices  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	The 2018-2019 School Climate Survey results (on Power BI) indicated 18% of staff strongly agreed / agreed with the statement: “I feel staff morale is high at my school”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 40% of staff strongly agreed / agreed with the statement: “ I feel staff morale is high at my school". This is a 22 percentage point increase.	Research suggest that when staff moral is high everyone benefits. As a result, staff member work production is high, absenteeism is low, and staff collaboration increases with a common goal of student achievement.	Welcoming Spaces  Celebrate Successes
	Survey results (on PowerBI) for 2019-2020 indicated 14% of staff were absent 0 days. This is a 14 percentage point increase. The 2018-2019 School Climate Survey results (on PowerBI) indicated >1% of staff were absent 0 days.	When staff attend work consistently, students do not miss out on critical instructional time,	Celebrate Successes  Rewards/Incentives

		and teachers do not have to play catch up on days missed.	
	The 2019-2020 School Climate Survey results (on PowerBI) indicated 11% of staff were absent between 10.5 or more days. This is a 19 percentage point decrease. The 2018-2019 School Climate Survey results (on PowerBI) indicated 30% of staff were absent 10.5 or more days.	Research suggest that when staff attendance is consistent, students will not experience an interruption in their learning, thus improving student achievement.	Celebrate Successes  Consistent Protocols to Maintain a Healthy and Safe School Environment

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

#### Welcoming Spaces

<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>	The 2018-2019 School Climate Survey results (on PowerBI) indicated 26% of students were absent between 6-10 days. The 2019-2020 School Climate Survey results (on PowerBI) indicated 25% of students were absent between 6-10 days. This one percentage point decrease, indicated student absences remain stagnate due to the lack of an impactful decrease in absences.	When students attend school consistently, they will not miss out on critical instructional time and learning of course curriculum.	Attendance Initiatives  Response to Early Warning Systems (EWS)
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 80% of students strongly agreed/agreed with the statement: "My teachers require that I work very hard for the grades I get". The 2019-2020 School Climate Survey results (on PowerBI) indicated 80% of students strongly agreed/agreed with the statement: "My teachers require that I work very hard for the grades I get". This is a zero percentage point increase.	Research suggests when students are challenged academically by teachers to earn the grades they receive, students rise to the occasion by increasing their level of effort and engagement. Students understand they must put some skin in the game.	Celebrate Successes  Rewards/Incentives
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 83% of staff strongly agreed/agreed with the statement: "At my school I feel Safe and secure". The 2019-2020 School Climate Survey results (on PowerBI) indicated 83% of staff strongly agreed/agreed with the statement: "At my school I feel Safe and secure". This is a zero percentage point increase.	Staff members who feel safe and secure at work are more likely to be happier, less likely to be absent, thus increasing productivity due to job satisfaction.	Consistent Protocols to Maintain a Healthy and Safe School Environment  Rewards/Incentives

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

#### Celebrate Successes

<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>	The 2018-2019 School Climate Survey Results (on Power BI) indicated that 70% of staff reported that they "have the opportunity	Research shows that employees who are engaged have positive	Shared Leadership

<b>Data Findings</b>	to be considered for leadership roles". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 44% of staff members felt that they "have the opportunity to be considered for leadership roles". This represents a 26% percentage point decrease.	working relationships with their supervisors with greater inclination to wards reciprocity.	Family Engagement
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 36% of staff strongly agreed / agreed with the statement " I feel overloaded and overworked at my job". The 2019-2020 School Climate Survey results (on PowerBI) indicated 65% of staff strongly agreed / agreed with the statement" I feel overloaded and overworked at my job. This represents a 29% percentage point decrease.	Research show that workers that report feeling overworked, also experienced higher rates of health problems, including feelings of stress, family conflict, feeling devalued, and less productive.	Empower Teachers And Staff Effective Use of School and District Support Personnel Mindfulness
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 27% of staff strongly agreed / agreed with the statement: "I feel that there are insufficient resources.". The 2019-2020 School Climate Survey results (on PowerBI) indicated 57% of staff strongly agreed / agreed with the statement: "I feel that there are insufficient resources". This is a 30% percentage point decrease.	Research suggest that insufficient resources can lead to a decrease in the quality of end products and projects in the workplace.	Empower Teachers And Staff Effective Use of School and District Support Personnel Mentorship Programs

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

Empower Teachers And Staff

**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>	According to the Academic Programs tab (on PowerBI), the 2018 4th grade Math FSA proficiency is 39%, the 2019 4th grade Math FSA proficiency is 60%. This is a 21% percentage point increase over a two year period for this cohort.	Math Proficiency is a fundamental indicator of student achievement, growth, instructional quality, teacher development, learning environment, and best practices.	Ongoing Progress Monitoring Data-Driven Instruction Interventions/RtI
	According to the Academic Programs tab (on PowerBI), the 2017 overall ELA FSA proficiency is 17%, the 2019 overall ELA FSA proficiency is 34%, This is an 8 percentage point increase over a three year period.	ELA Proficiency is the fundamental measure of school wide achievement, and is an indicator of academic success in other academic disciplines.	Interventions/RtI
	According to the Academic Programs tab (on PowerBI), the 2017 overall SSA Science proficiency	Science proficiency is an important measure of school success in a core	Interventions/RtI

	is 19% and the 2019 overall SSA Science proficiency is 35% This is a 16 percentage point increase over a three year period.	subject area. It is an indicator of student content knowledge, critical thinking, and instructional quality.	
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**Essential Practice for Significantly Improved Data Findings (Sustained)**

Interventions/RtI

<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 Academic Programs tab (on PowerBI), the 2018 seventh grade FSA ELA proficiency is 47%, the 2019 eighth grade FSA ELA proficiency is 50%, This is a three percentage point decrease over a two year period, indicating stagnation in proficiency.	Grade level data comparisons over multiple years provide information about cohort instructional effectiveness and consistent implementation of high yield best practices.	Data-Driven Decision Making  Data-Driven Instruction
	According to the Academic Programs tab (on PowerBI), the 2018 third grade FSA Math proficiency is 59%, the 2019 third grade FSA Math predicted proficiency is 60%, This is a one percentage point increase over a two year period, indicating stagnation in proficiency for that cohort.	Research shows that providing students with assignments tailored to their specific needs based on data from has proven to increase student mastery of concepts and skills, thus increasing proficiency.	Data-Driven Instruction  Checks for Understanding
	According to the Academic Programs tab (on PowerBI), the 2018 sixth grade FSA ELA proficiency is 32%, the 2019 sixth grade FSA ELA proficiency is 33%, This is a one percentage point decrease over a two year period, indicating stagnation in proficiency.	Grade level data comparisons over multiple years provide information about cohort instructional effectiveness and consistent implementation of high yield best practices.	Job-embedded Professional Development  Data-Driven Instruction  Data-Driven Decision Making

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

Data-Driven Decision Making

<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>	According to the Academic Programs tab (on PowerBI), the 2018 FSA Math proficiency is 53% the 2019 FSA Math proficiency is 46%. This is a 7 percentage point decrease over a two year period.	Math Proficiency is one of the fundamental measures of school wide achievement, and is an indicator of academic success in other academic disciplines.	Differentiated Instruction  Establishing and Implementing Instructional Frameworks  Checks for Understanding

	According to the Academic Programs tab (on PowerBI), the 2018 SSA Science proficiency is 46%, the 2019 SSA Science proficiency is 34%, This is a 12 percentage point decrease over a two year period.	Extended learning opportunities via tutoring for students increases the amount of instructional time, and provide additional practice, which is needed to improving academic achievement due to more time on task.	Checks for Understanding  Data-Driven Decision Making  Student Engagement
	According to the Academic Programs tab (on PowerBI), the 2017 EOC Social Studies proficiency is 65%, the 2018 EOC Social Studies proficiency is 60%, and the 2019 EOC Social Studies proficiency is 50%. This is a 15 percentage point decrease over a three year period.	Civics proficiency is part of the state of Florida's annual accountability measure. Data comparisons over multiple years provide information about instructional effectiveness and consistent implementation of high yield best practices.	Checks for Understanding  Establishing and Implementing Instructional Frameworks  Inquiry-based Learning (Project based/Problem based learning)

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

Checks for Understanding

**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**

Welcoming Spaces

### **Primary Essential Practice**

Empower Teachers And Staff

### **Secondary Essential Practice**

Celebrate Successes

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Interventions/RtI

### **Primary Essential Practice**

Checks for Understanding

### **Secondary Essential Practice**

Data-Driven Decision Making

## **PART TWO**

### **SCHOOL LEADERSHIP CORE COMPETENCIES**

*The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.*

*The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.*

**Competency 1: Commitment to Students** *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

*Commitment to Students includes certain behaviors such as:*

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

*Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.*

**Competency 2: Focus on Sustainable Results** *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

*A Focus on Sustainable Results includes certain behaviors such as:*

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

*Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.*

**Competency 3: Developing Others** *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

*Developing Others includes certain behaviors such as:*

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

*Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.*

**Competency 4: Engages the Team** *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

*Engaging the Team includes certain behaviors such as:*

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

*Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.*

## **Competency 1: Commitment to Students**

**Describe the School Leadership Team's current reality regarding Commitment to Students.**

The School Leadership Team currently builds teacher capacity in taking ownership for students' learning via teachers meeting with students to set annual goals, implementing differentiated instruction systems and setting high expectations to meet the learning needs of all students, regardless of their barriers and ongoing Leadership Team-Teacher data chats. Teachers taking ownership of students' learning by consistent monitoring of data, and making instructional adjustments to improve instruction and advance learning for all students.

**As evidenced by:**

The School Leadership Team meets monthly with Teacher Leaders to discuss student progress. The implementation of an academic mentoring program for our Lowest 25% performers, providing teachers with a turnkey Differentiated Instruction (DI) system to advance student learning. Teachers tracking student data, and targeting Tiered support based on results to advance learning for all students.

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

The School Leadership Team is committed to putting students' learning at the center of all decisions, with each action by the Leadership Team in pursuit of advancing our agenda of meeting the social, emotional and intellectual needs of our students. Our action steps will always purpose implementation of what is right for students, by believing in students' ability to learn despite barriers, while continuously seeking to improve instructional practices.

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

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

The School Leadership Team is committed to taking initiatives to create change and deliver results. The School Leadership Team has implemented systems for tracking and remediation of student assessment performance and attendance concerns.

#### **As evidenced by:**

School-wide systems in the areas of DI and Intervention, as well as teacher and student data tracking systems across all curriculum content areas. The implementation of data chats across grade levels between teacher and student, and teacher and administration. Utilizing appropriate aligned resources based on individual student needs.

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

We will continue to refine the systems in place by tracking progress towards school grade goals and adjust as needed. Additionally, teachers and students will consistently track their progress towards their annual goals during data chats. The School Leadership Team will make repeated efforts to meet goals and sustained success through ongoing reflection of current practices.

## **Competency 3: Developing Others**

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

The School Leadership Team (SLT) currently provides developmental feedback and on-the-job training through staff meetings and coaching cycles. Additionally, staff are afforded leadership opportunities via the Curriculum Council. Throughout the School Improvement Process, the SLT regularly provides feedback to faculty and staff on specific practices and strategies. Additionally, we promote and highlight effective practices as well as ensure that opportunities are provided to build others capacity.

#### **As evidenced by:**

The School Leadership Team develops others through Coaching Cycles, Professional Development activities, Participation in Curriculum Council Meetings, Peer Observations, and the sharing of best practices at faculty meetings/collaborative planning sessions. Teacher lead professional developments, and support from mentor teachers, providing developmental feedback to novice teachers based on observations.

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

The School Leadership Team will use the Developing Others competency indicators as a guide to continue developing others through current meetings, peer mentoring, observation of exemplar teachers followed by feedback sessions. Lastly, allow staff to participate during instructional reviews through a rotational mode. Provide opportunities to influence and improve implementation of best practices via the curriculum council, and the School Improvement Process.

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

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

The School Leadership Team acts to boost staff morale and performance through regularly scheduled staff meetings, team building activities, collaborative planning, providing leadership opportunities and allocation of resources.

#### **As evidenced by:**

The School Leadership Teams conducts monthly Curriculum Council / Teacher-Leaders meetings. The Leadership Team members keeping all stakeholders informed through written communication, collaborative planning, ESSAC and PTSA meetings of policies and procedures related academics and behavior. We also recognize staff for perfect attendance and student achievement on district and state assessments. The School Leadership Team has also obtained resources that the staff needs to perform effectively. This includes course curriculum materials and turn-key DI/Intervention Systems.

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

The School Leadership Team will use the Engages the Team competency indicators as a guide to facilitate a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process. We will keep faculty/staff informed of the school's progress towards our annual goals on a weekly/monthly basis. Additionally, we will continue to boost morale by motivating teachers with rewards/incentives providing opportunities for leadership via the Curriculum Council and allowing for the sharing of best practices. Lastly, the School Leadership Team will continue to ensure that each student and staff have the resources needed to perform effectively.

## **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**

Welcoming Spaces

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

Administration will ensure the creation and maintenance of a safe, secure, and positive learning environment. Security monitors will conduct hourly checks through the building. Custodians will maintain a clean learning environment for all by conducting bathroom checks hourly to clean/sanitize, and conducting walk through around school corridors to clean up any trash/garbage as needed. Growth Mindset Signage will be posted in working spaces and classrooms.

### **Primary Essential Practice**

Empower Teachers And Staff

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

Administration will include teachers and staff in the decision-making process. Offer opportunities for self-development. Foster collaboration within the team. Communicate shared school vision. Recognize efforts and reward successes.

### **Secondary Essential Practice**

Celebrate Successes

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

Administration will create a reward system where faculty/staff and students will be recognized regularly for attendance, achievement, citizenship via Social Media outlets, bulletin boards, and PA acknowledgement during announcements.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Interventions/RtI

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

Administration, Transformational Coach, Counselor, General Education and Special Education teachers will devise an integrated instructional framework for effective co-teaching, to assist students who are struggling with a skill or lesson, via interventions to ensure intended learning targets are met.

## **Primary Essential Practice**

Checks for Understanding

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

Administration will build teacher capacity in scaffolding of questioning and checks for understanding to ascertain student mastery of intended learning target.

## **Secondary Essential Practice**

Data-Driven Decision Making

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

Teachers will develop and utilize an ongoing calendar to review and utilize data to identify resources /activities to address the specific needs of students. Teachers will use information gathered from learning results to determine next steps in instruction.

## **OUTCOME STATEMENTS**

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

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

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

## **SCHOOL CULTURE**

### **OUTCOME STATEMENT**

#### **School Culture**

1. If we successfully implement our sustained practice of Welcoming Spaces, then all teachers, students and staff will be placed in an optimized learning environment. 2. If we successfully implement our primary essential practice of rewards/incentives, then students and staff will be recognized for their successes consistently throughout the school year. 3. If we successfully implement our secondary essential practice of establishing and Implementing Instructional Framework, then student achievement will increase.

## **ACADEMIC PROGRAMS**

### **OUTCOME STATEMENT**

#### **Academic Programs**

1. If we successfully implement our sustained essential practice of Intervention / RTI, then we will see an increase in the collaboration between general education teachers and special education teachers to deliver timely and effective intervention for all students, along with increases in proficiency, learning gains, and teacher effectiveness. 2. If we successfully implement our primary essential practice of Checks for Understanding, then students will experience increases in proficiency and learning gains. 3. If we successfully implement our secondary essential practice of Data Driven Decisions, then teachers will use both formal and formative student data to drive instruction and support.

## **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>  (08/20/20) AM-PM	<b>Phase I Topic</b>  <i>What topic will be shared?</i> <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>	<b>Process Description</b>  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	<b>Activity Lead</b>  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/19/20 AM	Data and Systems Review Summary	Review 2019-20 School Improvement Process Review Data Maps: School Climate Surveys School Culture Data Maps ? Academic Programs Data Maps Staff highlighted significant items/data.	Dr. Bridgette Tate-Wyche Earl Allick Marla Crumpler - Math Coach
8/19/20 AM	Reopening Safe and Smart: Opening Together! District Core Practices	Interactive viewing of A video presentation Outlines district protocols and employee practices to safely assist employees' transition to the worksite. Strategies for coping with these emotional issues as we navigate through this "new normal."	Dr. Bridgette Tate-Wyche Earl Allick
8/19/20 PM	School Leadership Core Competency Course	School Leadership Core Competencies Jigsaw: PowerPoint, handouts	Mr. Allick Marla Crumpler - Math Coach
8/19/20 PM	Primary & Secondary Essential Practice	Positive Behavior System, Class Dojo Overview, School wide Incentive Brainstorm Session Participants brainstormed in two groups (Primary & Secondary); Class Dojo overview PowerPoint and Video presentation.	Mr. Allick, Ms. Etienne, All participants (brainstorm)
8/19/20	Sustained Essential	Priority Actions Development and Outcome Statements ? School	Dr. Bridgette Tate-Wyche

PM	Practice Primary & Secondary Essential Practice Selections	Culture ? Academic Programs Participants brainstormed in small groups and shared out whole group.	Mr. Allick
8/19/20 PM	Sustained Essential Practice Primary & Secondary Essential Practice Selections	Data Findings: Significantly Improved, Neutral, Significantly Decreased o Essential Practices: Sustained, Primary, Secondary ? 2019-20 School Grade Goals	Dr. Bridgette Tate-Wyche Mr. Allick

## 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.fldoe.org](http://edudata.fldoe.org)) in order to assist in the identification of those target subgroup(s).

- [Federal Index and ESSA Support Categories](#)

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

## Quarter 1 Systems Review & Data Reflection

**October 19 – October 30, 2020**

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

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

## Quarter 2 Implementation

**November 2 – December 18, 2020**

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

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

## SCHOOL CULTURE Quarter 1 Implementation (August 31 – October 16, 2020)

### School Culture Outcome Statement

1. If we successfully implement our sustained practice of Welcoming Spaces, then all teachers, students and staff will be placed in an optimized learning environment. 2. If we successfully implement our primary essential practice of rewards/incentives, then students and staff will be recognized for their successes consistently throughout the school year. 3. If we successfully implement our secondary essential practice of establishing and Implementing Instructional Framework, then student achievement will increase.

### Sustained Essential Practice

Welcoming Spaces

### Priority Actions for the Sustained Essential Practice

Ensure the creation and maintenance of a safe, secure, and positive learning environment. Security monitors will conduct hourly checks through the building. Custodians will maintain a clean learning environment for all by conducting bathroom checks hourly to clean/sanitize, and conducting walk through around school corridors to clean up any trash/garbage as needed. Growth Mindset Signage will be posted in working spaces and classrooms.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the)	Monitoring (How and Who?)

			Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Custodian will clean high touch areas every two hours on a daily basis, to ensure sanitization.	Clarethia Frazier, Head Custodian	Completion of daily cleaning sign in sheet showing cleaning times and custodian performing action will support the process of creating a welcoming campus.	Collection of daily sign- In sheet by Earl Allick, Assistant Principal.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	School Security will conduct hourly safety checks throughout the building, to ensure all areas and perimeters are clear and safe.	Bridgette Tate-Wyche, Principal. Earl Allick, Assistant Principal; Octavia Washington, Security Monitor; Shari Cooper, Security Monitor; Cheryl Bell, Security Monitor	Daily security schedule in 15 minute increments, along with hourly radio check-in calls will facilitate the creation of a safe welcoming environment.	Radio Check in, Walkthroughs / Earl Allick, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Custodians will conduct hourly bathroom checks to clean and sanitize as part of maintaining a safe and welcoming workplace.	Bridgette Tate-Wyche, Principal. Earl Allick, Assistant Principal; Octavia Washington, Security Monitor; Shari Cooper, Security Monitor; Cheryl Bell, Security Monitor	Daily custodial work schedule in 15 minute increments. Completion of daily cleaning sign in sheet showing cleaning times and custodian performing action.	Collection of daily sign- In sheet,, Administrative Walkthrough / Earl Allick, Assistant Principal.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Administration will create a school-wide system of daily and weekly communication to all stakeholders that share messages that promote a growth mindset.	Bridgette Tate-Wyche, Principal. Earl Allick, Assistant Principal	Weekly school messenger scripts, daily public announcement script, signage sharing growth mindset messages will support the creation of a positive learning and working environment.	Announcement Schedule, Collect Scripts, Adminstratie walkthroughs , Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal.

### Primary Essential Practice

Empower Teachers And Staff

### Priority Actions for the Primary Essential Practice

Include teachers and staff in the decision-making process. Offer opportunities for self-development. Foster collaboration within the team. Communicate shared school vision. Recognize efforts and reward successes.

<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, Sept 7 <b>End:</b> Fri, Oct 16	Spotlight best practices/strategies will be identified during weekly virtual classroom walkthroughs to select staff for recognition.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Weekly Virtual classroom walkthrough logs with areas of focus, along with emailed teacher feedback communication logs will document the process of identifying and sharing implemented best practices.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal Administrators will conduct walkthroughs to discover and share best practices.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Quarterly Peer observations to visit model classrooms to facilitate the local	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla	Ongoing observation notes, feedback / survey forms, common planning notes, and lesson plans will serve to document the collaborative	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal Administration will attend post peer observation meeting with teachers as they discuss area of

	sharing of high best practices among staff.	Crumpler, Transformational Coach	growth experiences of staff throughout the school year.	focus, review observation notes and feedback on what will be implemented as a result of the observations will serve as evidence.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Monthly sharing out of best practices by staff during faculty meetings to highlight implemented best practices.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;	Monthly featuring of Spotlight teachers during faculty meetings will, faculty meeting agendas, will provide leadership opportunities for teachers.	Faculty Meetings Agendas, Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will conduct monthly Curriculum Council meetings to collaborate with select staff on SIP implementation	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Monthly Curriculum Council meeting agendas indicating what was focus/goal discussed during the meeting, who was present, and what concerns were expressed will serve as evidence of implementation of staff empowerment activities.	Weekly Leadership Meetings. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

## Secondary Essential Practice

Celebrate Successes

### Priority Actions for the Secondary Essential Practice

Create a reward system where faculty/staff and students will be recognized regularly for attendance, achievement, citizenship via Social Media outlets, bulletin boards, and PA acknowledgement during announcements.

<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, Sept 7 <b>End:</b> Fri, Oct 16	Administration will Spotlight teachers via District TV sharing best practice observed via virtual walk-through., and peer observations.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Certificates, showcased through pictures on social media (Instagram, Workplace), lunch, PA and District TV acknowledgement will serve to document the implementation of ongoing staff recognition.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will spotlight students monthly to celebrate attendance, academic success, or doing the Right Thing.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;	Recognition on website and district TV for attendance, posts on social media, Instagram. for academic success or doing the Right Thing! Student celebration pictures will serve to document the implementation of ongoing student acknowledgement.	Administrators will monitor through students' attendance and academic reports.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will highlight quarterly perfect attendance recognition and celebrations with the end goal of decreasing staff absenteeism and gaps in instruction.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;	Monthly recognition of Spotlight teachers during morning announcements on virtual platform via district TV channel, Instagram page, Pictures of teachers selected for Perfect Attendance, posted on main entrance bulletin board will document the process of celebrating the achievements of staff.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7	Virtual Quarterly Field Trips for Home Room	Dr. Bridgette Tate-Wyche,	Quarterly field trip schedule, completed forms, trip rosters, recipient rosters, posted on school	Faculty Meeting

<b>End:</b> Fri, Oct 16	with best attendance. for the quarter to reward and encourage successful students.	Principal; Earl Allick, Asst. Principal; Teachers	social media, will document the process of celebrating the successes of students throughout the school year.	Agendas Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;
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**ACADEMIC PROGRAMS**  
**Quarter 1 Implementation**  
(August 31 – October 16, 2020)

**Academic Programs Outcome Statement**

1. If we successfully implement our sustained essential practice of Intervention / RTI, then we will see an increase in the collaboration between general education teachers and special education teachers to deliver timely and effective intervention for all students, along with increases in proficiency, learning gains, and teacher effectiveness. 2. If we successfully implement our primary essential practice of Checks for Understanding, then students will experience increases in proficiency and learning gains. 3. If we successfully implement our secondary essential practice of Data Driven Decisions, then teachers will use both formal and formative student data to drive instruction and support.

**Sustained Essential Practice**

Interventions/RtI

**Priority Actions for the Sustained Essential Practice**

Administration, Transformational Coach, Counselor, General Education and Special Education teachers will devise a integrated instructional framework for effective co-teaching, to assist students who are struggling with a skill or lesson, via interventions to ensure intended learning targets are met.

<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, Sept 7 <b>End:</b> Fri, Oct 16	Teachers will utilize break-out groups during synchronous virtual instruction to meet with data - indicated target groups to provide small group instruction.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Weekly Lesson Plans with framework indicating data sources , grouping activity and intervention rosters will serve to capture the process and implementation of intervention	Lesson Plan Checks, Classroom walkthroughs ; Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will schedule, and selected teachers will conduct additional asynchronous / synchronous sessions for L25/L35 populations.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Weekly Tutoring Rosters, and Sign in Sheets. Target rosters will serve as evidence of ongoing support for the L25 / L35 population.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will develop Lesson Planning with interventionists to ensure intervention framework is followed with fidelity.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Weekly Lesson Plans indicating framework, resources, schedules and target rosters for intervention, will serve to document the process of ongoing data-indicated support for target student populations.	Administrative Walkthroughs; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration and Transformational Coach will conduct Mini PD on Response to Instruction (RTI)	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler,	Professional Development Agendas, resources and sign-in sheets will document implementation of staff	Professional Development Attendance; Dr. Bridgette Tate-

	in a virtual environment empower teachers to provide support to all students.	Transformational Coach, Classroom Teachers; Instructional Coaches	engagement and participation in RTI activity.	Wyche, Principal; Earl Allick, Asst. Principal
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**Primary Essential Practice**

Checks for Understanding

**Priority Actions for the Primary Essential Practice**

Administration will build teacher capacity in scaffolding of questioning and checks for understanding to ascertain student mastery of intended learning target.

<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, Sept 7 <b>End:</b> Fri, Oct 16	(SWD) Administration will Plan for and implement a PD focused on creating instructional frameworks with designated checks for understanding in SWD subgroups, to develop the capacity of staff and quality of instruction.	Earl Allick, Assistant Principal; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Professional development agendas, resources and sign-in sheets will document implementation and staff engagement and participation in Check for Understanding activities.	Administrators will conduct virtual walkthroughs to review weekly lesson plans include priority action items.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will provide weekly teacher feedback based on student work samples to assess student mastery of daily learning targets.	Marla Crumpler, Math Coach.	Weekly feedback log; via email correspondence, will serve to document ongoing communication with teachers regarding the quality of student work.	Administrators will conduct virtual walkthroughs to review student work samples. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will schedule peer teaching visits to model classrooms to facilitate instructional development while empowering staff.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers; Instructional Coaches	Quarterly Classroom Visitation Schedule and debrief documents, along with lesson plans will capture successful implementation of collaboration via classroom visitations.	Administrative Classroom Walkthroughs ; Collaborative Planning Meeting Attendance; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration and Transformational Coach will conduct a Mini PD on Checks for Understanding Techniques and Best Practices to improve the capacity of staff and the quality of instruction.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers; Instructional Coaches	Professional development agendas, resources and sign-in sheets will document implementation and staff engagement in checking for understanding during instruction.	PD Attendance Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

**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).**

Students with Disabilities-32%

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

The school-wide improvement priorities for the Students With Disabilities subgroup will be addressed in the following ways. A professional development workshop on checks-for-Understandings for students with disabilities, in both virtual and traditional environments, virtual collaborative planning meetings with general education and special education teachers to fully integrate push in support and quarterly administrative data chats with students to foster ownership of data.

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**

Data-Driven Decision Making

**Priority Actions for the Secondary Essential Practice**

Teachers will develop and utilize an ongoing calendar to review and utilize data to identify resources /activities to address the specific needs of students. Teachers will using information gathered from learning results to determine next steps in instruction.

<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, Sept 7 <b>End:</b> Fri, Oct 16	Teachers will use 2019-20 Mid Year Data to create DI and Intervention groups at the beginning of the school year and after Mid-Year assessments.	Classroom Teachers, Marla Crumpler	Semi-annual DI Rosters, Intervention Rosters, along with virtual DI and Intervention schedules, will serve as evidence of successful of student data to drive lesson planning and instruction.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will conduct quarterly data chats with L25/35 and SWD Sub Groups to provide support and foster student ownership of data.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Data Chat Logs and student feedback forms will document the ongoing process of supporting the L25 /35 and SWD populations.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will utilize I-Ready diagnostics and growth monitoring assessments to target students for extended day support.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal, Marla Crumpler, Transformational Coach, Teachers	Leadership Meeting Agenda and tutoring logs will document the process of providing ongoing support to targeted students via extended day classroom sessions.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Sept 7 <b>End:</b> Fri, Oct 16	Administration will utilize quarterly electronic gradebook reviews to compare earned grades to diagnostic results in an effort to calibrate gradebook results to content mastery.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Transformational Coach	Leadership meeting agenda and faculty meeting agendas, along with email correspondence will document the process of providing support targeted student.	Quarterly Electronic Grade Book Review; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Assistant. Principal

**Parent Family Engagement Plan (PFEP)**

(November 2 – December 18, 2020)

**School Culture Outcome Statement**

1. If we successfully implement our sustained practice of Welcoming Spaces, then all teachers, students and staff will be placed in an optimized learning environment. 2. If we successfully implement our primary essential practice of rewards/incentives, then students and staff will be recognized for their successes consistently throughout the school year. 3. If we successfully implement our secondary essential practice of establishing and Implementing Instructional Framework, then student achievement will increase.

**Sustained Essential Practice**

Welcoming Spaces

**Priority Actions for the Sustained Essential Practice**

Administration will ensure the creation and maintenance of a safe, secure, and positive learning environment. Security monitors will conduct hourly checks through the building. Custodians will maintain a clean learning environment for all by conducting bathroom checks hourly to clean/sanitize, and conducting walk through around school corridors to clean up any trash/garbage as needed. Growth Mindset Signage will be posted in working spaces and classrooms.

<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	Custodian will clean high touch areas every two hours on a daily basis, to ensure sanitization.	Clarethia Frazier, Head Custodian	Completion of daily cleaning sign in sheet showing cleaning times and custodian performing action will support the process of creating a welcoming campus.	Collection of daily sign- In sheet by Earl Allick, Assistant Principal.

**Primary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Primary Essential Practice**

Administration will Include teachers and staff in the decision-making process. Offer opportunities for self-development. Foster collaboration within the team. Communicate shared school vision. Recognize efforts and reward successes.

<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	Administration will conduct monthly Curriculum Council meetings to collaborate with select staff on SIP implementation	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Monthly Curriculum Council meeting agendas indicating what was focus/goal discussed during the meeting, who was present, and what concerns were expressed will serve as	Weekly Leadership Meetings. Dr. Bridgette Tate-Wyche,

			evidence of implementation of staff empowerment activities.	Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Spotlight best practices/strategies will be identified during weekly virtual classroom walkthroughs to select staff for recognition.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Weekly Virtual classroom walkthrough logs with areas of focus, along with emailed teacher feedback communication logs will document the process of identifying and sharing implemented best practices.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Administration will attend post peer observation meeting with teachers as they discuss area of focus, review observation notes and feedback on what will be implemented as a result of the observations will serve as evidence.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;	Monthly featuring of Spotlight teachers during faculty meetings will, faculty meeting agendas, will provide leadership opportunities for teachers.	Faculty Meetings Agendas, Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Administrators will conduct walkthroughs to discover and share best practices.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Transformational Coach	Ongoing observation notes, feedback / survey forms, common planning notes, and lesson plans will serve to document the collaborative growth experiences of staff throughout the school year.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

### Secondary Essential Practice

Celebrate Successes

### Priority Actions for the Secondary Essential Practice

Administration will create a reward system where faculty/staff and students will be recognized regularly for attendance, achievement, citizenship via Social Media outlets, bulletin boards, and PA acknowledgement during announcements.

<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	Administration will Spotlight teachers via District TV sharing best practice observed via virtual walk-through., and peer observations.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Certificates, showcased through pictures on social media (Instagram, Workplace), lunch, PA and District TV acknowledgement will serve to document the implementation of ongoing staff recognition.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Administration will spotlight students monthly to celebrate attendance, academic success, or doing the Right Thing.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.	Recognition on website and district TV for attendance, posts on social media, Instagram. for academic success or doing the Right Thing! Student celebration pictures will serve to document the implementation of ongoing student acknowledgement.	Administrators will monitor through students' attendance and academic reports.
<b>Start:</b> Mon, Nov 2	Administration will highlight quarterly perfect attendance recognition and	Dr. Bridgette Tate-Wyche, Principal; Earl	Monthly recognition of Spotlight teachers during morning announcements on virtual platform via district TV channel, Instagram page, Pictures of	Weekly Leadership Meetings; Dr.

<b>End:</b> Fri, Dec 18	celebrations with the end goal of decreasing staff absenteeism and gaps in instruction.	Allick, Asst. Principal;	teachers selected for Perfect Attendance, posted on main entrance bulletin board will document the process of celebrating the achievements of staff.	Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Virtual Quarterly Field Trips for Home Room with best attendance. for the quarter to reward and encourage successful students.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Quarterly field trip schedule, completed forms, trip rosters, recipient rosters, posted on school social media, will document the process of celebrating the successes of students throughout the school year.	Faculty Meeting Agendas Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.

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

**Academic Programs Outcome Statement**

1. If we successfully implement our sustained essential practice of Intervention / RTI, then we will see an increase in the collaboration between general education teachers and special education teachers to deliver timely and effective intervention for all students, along with increases in proficiency, learning gains, and teacher effectiveness. 2. If we successfully implement our primary essential practice of Checks for Understanding, then students will experience increases in proficiency and learning gains. 3. If we successfully implement our secondary essential practice of Data Driven Decisions, then teachers will use both formal and formative student data to drive instruction and support.

**Sustained Essential Practice**

Interventions/RtI

**Priority Actions for the Sustained Essential Practice**

Administration, Transformational Coach, Counselor, General Education and Special Education teachers will devise a integrated instructional framework for effective co-teaching, to assist students who are struggling with a skill or lesson, via interventions to ensure intended learning targets are met.

<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, Nov 13	Administration will develop Lesson Planning with interventionists to ensure intervention framework is followed with fidelity.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Weekly Lesson Plans indicating framework, resources, schedules and target rosters for intervention, will serve to document the process of ongoing data-indicated support for target student populations.	Administrative Walkthroughs; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

**Primary Essential Practice**

Checks for Understanding

### Priority Actions for the Primary Essential Practice

Administration will build teacher capacity in scaffolding of questioning and checks for understanding to ascertain student mastery of intended learning target.

<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	1. Utilize weekly administrative walkthrough schedule to ensure teachers are consistently infusing effective Checks for Understanding techniques including online interactive tools, during instructional delivery.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach,	Ongoing observation notes, feedback / survey forms, common planning notes, and lesson plans will serve to document the implementation of checks for understanding strategies growth with fidelity by staff throughout the school year.	Administrators will conduct virtual, and in person walkthroughs to review student work samples. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	(SWD) Administration will Plan for and implement a PD focused on creating instructional frameworks with designated checks for understandings, including online interactive tools, in SWD subgroups, to develop the capacity of staff and quality of instruction.	Earl Allick, Assistant Principal; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Weekly feedback log; via email correspondence, will serve to document ongoing communication with teachers regarding the quality of student work.	Administrators will conduct virtual walkthroughs to review student work samples. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	During weekly collaborative planning sessions, teachers will create systematic checks for understanding strategies, that will provide empirical formative student feedback to inform instruction.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Weekly Lesson Plans indicating framework, resources, schedules and target rosters for intervention, will serve to document the process of ongoing data-indicated support for target student populations.	Administrative Walkthroughs; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	4. During Monthly Faculty Meetings select Staff will share out Checks for Understanding Best Practices	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Faculty Meeting Agendas, highlighting Teacher best practices share out, will serve as documentation of ongoing staff implementation of Checks for Understanding strategies throughout the school year.	Administrative Walkthroughs; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

### Secondary Essential Practice

Data-Driven Decision Making

### Priority Actions for the Secondary Essential Practice

Teachers will develop and utilize an ongoing calendar to review and utilize data to identify resources /activities to address the specific needs of students. Teachers will using information gathered from learning results to determine next steps in instruction.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>	<b>Expected Evidence</b>	<b>Monitoring</b>
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Review Performance Matters data trackers bi-weekly to ensure that Ongoing Progress Monitoring is occurring with fidelity.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Completed data trackers identifying target populations will document teacher awareness and student ownership of formative data	Administrative Walkthroughs. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will monitor Quarterly i-Ready Progress Monitoring and Diagnostic AP2 Exam data to modify Differentiated Instructional groups to target support.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Modified Differentiated Instruction groups with folders, with aligned resources, completed student work, current student data trackers/	Administrative Walkthroughs. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Administration will conduct Monthly Data Chats with Teachers to review academic achievement and align support based on data deficiencies.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Data chat logs and data chat meeting agendas will document the ongoing process of intentional data analysis by administration and instructional staff.	Dara Chat Attendance Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Transformation Coach will conduct a mini-Professional development activity to train staff on performance matters and i-ready to facilitate data-informed decision making.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom	Professional development agendas, resources and sign-in sheets will document implementation and staff engagement in using various school data sources to drive decisions about instructional practices.	PD Attendance Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. 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).**

Administrative team is conducting daily virtual, and in person classroom walkthroughs to observe the quality of tier 1 instruction and provide timely feedback to classroom instructors. Conduct data chats to analyze topic assessment and biweekly data to identify weak standards and create Instructional focus calendars for remediation. Utilize i-Ready pre-requisite reports and other available data, to diagnose student unfinished learning. Continuously monitor i-ready usage and pass rate data to monitor student progress towards growth target.. Work with teachers and transformation coach to develop next steps to support identified teachers.

#### **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.**

To further inform instruction and remediation, we will continue to assess students musing topic assessments, mini benchmarks assessments and i- ready growth monitoring. To determine the tiered services and instruction services for students, we will utilize MTSS flowchart, learning loss index, i-Ready implementation guide, and reading placement decision tree. Targeted tier 2 and tier 3 students receive daily and weekly intervention. During DI, small group instruction, or asynchronous instruction computer assisted learning software such as i-Ready and reflex math are utilized as well as standards based lessons to address student learning gaps. Teachers will continue to assess students utilizing topic assessments,

#### **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 offer extended learning opportunities through the Kindergarten Success after school tutoring , Governor's Emergency Education Relief Fund (GEER) , Title1, and the Middle School Enrichment Grant, to provide before and after school tutoring for

elementary school students. The Middle school enrichment Grant is used to provide after school tutoring with tier 1 receiving enrichment, and tier 2 and 3 receiving intervention. Ongoing progress monitoring of formative and summative data is used to target to data indicated tiered accountability groups.

## **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.

On January 26, 2021, the SLT met to examine the i-Ready diagnostic assessments (AP1, AP2), as well as Science, Math, Civics and Reading assessments data. The purpose of the SLT meeting was to measure progress towards the 2021 school grade goals. Strengths and areas of concerns were identified. Data chats were conducted with teachers on January 19-January 28, 2021, with all grade levels and core content areas. During the data chat meetings, teachers addressed areas of concern and identified their next steps to ensure students' academic growth and progress towards their goals for each targeted group - L25, LG and Proficient.

### 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.

Data findings that are most encouraging is teacher attendance. Thirty-one percent of our teachers have perfect attendance through December 18th, which is only 2 percentage points below the district (33%). Additionally, 62% of our teachers have 0.5 -5 days absent through December 18th, which is 5 percentage points higher than the district (57%). Moreover, 93% of our teachers have 0-5 days absent through December 18th, which is 3 percentage points higher than the district (90%). The school-wide incentive program for teacher's attendance had a positive impact on reducing teachers' absences. The area of most concern is our percentage of students, 5.6%, with Disciplinary Referrals. This is 3.5% higher than the district (3.1%), and 3.3% higher than Tier 1W, T2/T3 schools. Third grade Disciplinary Referrals is 3.8 % higher than district (2.1%), and 3.6% higher than Tier 1W/2/3 schools. This is an area of concern because these are our most fragile students who are in our L25/35 subgroup, which can negatively impact two school grade components: school-wide ELA Learning Gains and L25 Learning Gains. These referrals are generated for truancy, and not for behavior that is not aligned to model student behavior as outlined in Code of Student Conduct. An additional area of concern is student attendance. The percentage of our students with 0-5 days absent is 37% compared to the district 70% and ETO 45%. The percentage of students with 11-15 days absent is 13.1% while the district is 6.1% and ETO 10.6%. The percentage of students with 16-30 days absent is 17.2% while the district was 6.9% and ETO 15.5%. Finally, the percent of students with 31 or more days absent is 11.6% with the district 3.8% and ETO 10.7%.

### 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.

Data findings that are most encouraging is there was an increase of 8 percentage points of proficient students in i-Ready AP2 ELA, which is exactly aligned to our school grade goal of 38%. Tier 1 increased from 30% in AP1 to 38% in AP2 . Additionally, 8th Grade Science 2021 YTD Topic proficiency rate of 53%. This is encouraging because this is 11 percentage points higher than our overall 2020 school grade Science goal of 42%. Additionally, \_\_\_\_\_ of proficient students in math are Tier 1 based on AP2. The area of most concern is 6th/7th grade reading. Sixth grade reading had an 8 percentage point increase in Tier 3 from 49% to 57%. Although, there was a slight decrease in Tier 3 for 7th grade ELA, there still remains 55% of students in Tier 3, or two grade levels below. Additionally, the i-Ready AP2 ELA/Math- L35 Subgroup Performance reflects only 2% of students in reading, and 3% in math are Tier 1. Moreover, 70% of L35 remains in Tier 3 for ELA i-Ready Subgroup.

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

After reviewing i-Ready AP1 and AP2 data, we exhibited growth in the percentage of students in Tier 1 from 30% to 38% in reading, and 21% to 28% in math. There also was a decrease in the percentage of students in Tier 3, from 36% to 32% in reading, and 33% to 28% in math. There also was growth in the percentage of students making learning gains for Grades 3 to 8 in math.

**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?**

The reading results for Tier 2/3 students on i-Ready AP2 compared to i-Ready AP1 Reading revealed a 3 percentage point decrease in tier 3 from 36% to 33%, and an overall tier 2/3 decrease from 71% to 64%. The data also showed a 3 percentage acceleration of students moving from Tier 2 to Tier 1 (36% to 33%). The reading results for Tier 2/3 students on i-Ready AP2 compared to i-Ready AP1 Math revealed a 5 percentage point decrease in tier 3 from 33% to 28%, and an overall tier 2/3 decrease from 79% to 71%. The data also showed a 3 percentage acceleration of students moving from Tier 2 to Tier 1 (33% to 30%).

**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 targeted for extended learning support, that attended regularly (evidenced by roll sheets) showed gains when comparing AP1 and AP2 for both Reading and Math.

## **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 actions that led to data surpassing expectations were the Rewards and Incentives, and Empowering Teachers and Staff during Quarter 1 and 2 Implementation. For example, teacher attendance data surpassed our expectation. We attribute that success to teachers feeling safe and secure to come to work due to COVID-19 protocol in place. There is signage posted, sanitizers in high frequent areas and all class rooms, temperature checks prior to entering building, custodians half hour rotations of wiping doors handles, desk and rails. Additionally, sanitizing every classroom and lab, main office, lounge, cafeteria and restrooms. Staff members receive Perfect Attendance Certificates, recognized via PA during morning/afternoon announcements, as well as pictures posted on social media platforms.

**2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

The actions that led to data falling short of expectations were continual communication with lack of follow through from stakeholders (parents/guardians). Although parents/guardians of students with six or more absences were contacted daily, very little was done to get students with attendance issues to school consistently due to varied circumstances, in some cases beyond the faculty, staff, and parent/guardians control. Despite ensuring MSO students with excessive absences have computers, 21% of students failed ELA in Grading Period 1, compared to the districts 5%. Also, there are 12% of 3rd and 7th grade students with 2 or more disciplinary referrals for Grading Period 1. We will continue to meet with parents/guardians, and offer outside assistance when needed with the guidance of the school counselor and Community Involvement Specialist.

### **Academic Programs**

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

The actions that led to data surpassing expectations were checks for understanding using best practices optimized for virtual learning such as spotlighting, and passing the mic. These strategies were instrumental in the performance of 8th grade science, kindergarten reading (AP1 vs AP2) with Tier 1 demonstrating a 28 percentage point growth (62%-90%), and grade 8 ELA 28 percentage point growth (24% to 52%).

**2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

The actions that led to the data falling short of expectations are loss of instructional time due to multiple Covid-19 quarantine intervals.

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

No

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

N/A

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

## **School Leadership Core Competencies**

### **Competency 1: Commitment to Students**

The School Leadership Team is committed to putting students' learning at the center of all decisions, with each action by the Leadership Team in pursuit of advancing our agenda of meeting the social, emotional and intellectual needs of our students. Our action steps will always purpose implementation of what is right for students, by believing in students' ability to learn despite barriers, while continuously seeking to improve instructional practices.

**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.**

Meeting the social, emotional and intellectual needs of our students have been the driving force behind all decision making of the School Leadership Team (SLT). Our Commitment to Students is evident in the results of data findings for School Culture and Academic Programs. The implementation of several on-site professional development sessions specific to the academic needs of students allowed teachers' instructional delivery and engagement to be more enhanced. Moreover, school- wide data chats had a positive impact allowing students to take ownership of their learning, though tracking and monitoring their progress after every assessment. Also, rewards/incentives and celebrating successes played a big part in the commitment to students. We are not at full implementation; however, we are very close to meeting our goals and full implementation. As a SLT, we are hovering at Level 3 moving closer towards Level 4, but not quit there yet when it pertains to Commitment to Students competency. We must continue to provide feedback from walkthrough visits and collaborative planning sessions. The areas that are in need of improvement are increasing iReady pass rate and lessons passed across all grade levels and tiers. Data suggest there is a \_\_\_\_\_ percent pass rate for Tiers 1, and Tier 2 students in grades \_\_\_\_\_. In order to address these concerns we have put a plan of accountability with teachers, students and SLT in place. Weekly reports will be analyzed by administration and given to teachers with feedback, followed by data chats with students not meeting weekly goal.

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

We will continue to refine the systems in place by tracking progress towards school grade goals and adjust as needed. Additionally, teachers and students will consistently track their progress towards their annual goals during data chats. The School Leadership Team will make repeated efforts to meet goals and sustained success through ongoing reflection of current practices.

**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.**

SLT put in place a data tracking system monitoring the progress of students' OPM's, bi-weekly and Topic Assessments. After each assessment, students write or graph scores, which allows them to self monitor their academic progress. SLT conducted data chats with teachers to discuss students results, regrouping of students, and next steps in order to prioritize activities. The areas in need of improvement for SLC is the consistent monitoring of systems put in place to ensure everyone is compliant via daily walkthrough visits, and collaborative planning sessions. The SLT will continue to refine the systems in place by tracking progress towards school grade goals and making adjustments as needed. Additionally, teachers and students will continue to consistently track their progress towards their annual goals during data chats.

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

The School Leadership Team will use the Developing Others competency indicators as a guide to continue developing others through current meetings, peer mentoring, observation of exemplar teachers followed by feedback sessions. Lastly, allow staff to participate during instructional reviews through a rotational mode. Provide opportunities to influence and improve implementation of best practices via the curriculum council, and the School Improvement Process.

**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.**

In the School Improvement process, we have implemented the Developing Others competency about 80 percent. We have personally provided instruction via academic coaches through coaching cycles and modeling of lessons. SLT has provided developmental feedback to advise teachers on areas of concern, and successes as evidence of daily walk-through visits and feedback on specific skills and strategies. Novice teachers have been assigned peer mentors to guide, and support their development. All PD's have been created based on needs of teachers, and their students to build teacher's capabilities. The area in

need of improvement is more frequent observation of exemplar teachers followed by feedback sessions. Identify teacher leaders to spearhead a PD based on their best practice.

**Competency 4: Engages the Team**

The School Leadership Team will use the Engages the Team competency indicators as a guide to facilitate a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process. We will keep faculty/staff informed of the school's progress towards our annual goals on a weekly/monthly basis. Additionally, we will continue to boost morale by motivating teachers with rewards/incentives providing opportunities for leadership via the Curriculum Council and allowing for the sharing of best practices. Lastly, the School Leadership Team will continue to ensure that each student and staff have the resources needed to perform effectively.

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

The SLT involved the faculty in defining the school grade goals. The SLT consistently keep faculty/staff informed of the school's progress towards the annual goals on a bi-weekly/monthly basis via faculty meetings, ESSAC meetings, data chats, and collaborative planning sessions. Additionally, the SLT continues to boost teacher morale by motivating teachers with rewards/incentives. Lastly, the SLT will continue to make certain students and staff have all the resources they need to perform effectively. Teachers are empowered by allowing them to have a voice in decision-making and of sharing best practices with peers. Empowering others is the area in need of improvement for this competency. The SLC must also continue to engage faculty/staff members to carry out an the vision collectively by reflecting on current practices and current reality.

**MID-YEAR REVIEW COMMUNICATION**

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

The findings and the next steps from the Data Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders via Faculty meeting, ESSAC meeting, PFEP, School-wide Data review by grade levels.

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

**School Culture Outcome Statement**

1. If we successfully implement our sustained practice of Welcoming Spaces, then all teachers, students and staff will be placed in an optimized learning environment. 2. If we successfully implement our primary essential practice of rewards/incentives, then students and staff will be recognized for their successes consistently throughout the school year. 3. If we successfully implement our secondary essential practice of establishing and Implementing Instructional Framework, then student achievement will increase.

**Sustained Essential Practice**

Welcoming Spaces

**Priority Actions for the Sustained Essential Practice**

Administration will ensure the creation and maintenance of a safe, secure, and positive learning environment. Security monitors will conduct hourly checks through the building. Custodians will maintain an clean learning environment for all by conducting bathroom checks hourly to clean/sanitize, and conducting walk through around school corridors to clean up any trash/garbage as needed. Growth Mindset Signage will be posted in working spaces and classrooms.

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> Wed, Jun 9	Custodian will clean high touch areas every two hours on a daily basis, to ensure sanitization	Clarethia Frazier, Head Custodian	Completion of daily cleaning sign in sheet showing cleaning times and custodian performing action will support the process of creating a welcoming campus.	Collection of daily sign- In sheet by Earl Allick, Assistant Principal
<b>Start:</b> Mon, Feb 1				

<b>End:</b> Wed, Jun 9				
<b>Start:</b> Mon, Feb 1				
<b>End:</b> Wed, Jun 9				
<b>Start:</b> Mon, Feb 1				
<b>End:</b> Wed, Jun 9				

**Primary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Primary Essential Practice**

Administration will Include teachers and staff in the decision-making process. Offer opportunities for self-development. Foster collaboration within the team. Communicate shared school vision. Recognize efforts and reward successes.

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> Wed, Jun 9	Administration will conduct monthly Curriculum Council meetings to collaborate with select staff on SIP implementation	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Monthly Curriculum Council meeting agendas indicating what was focus/goal discussed during the meeting, who was present, and what concerns were expressed will serve as evidence of implementation of staff empowerment activities.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Spotlight best practices/strategies will be identified during weekly virtual classroom walkthroughs to select staff for recognition.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Weekly Virtual classroom walkthrough logs with areas of focus, along with emailed teacher feedback communication logs will document the process of identifying and sharing implemented best practices.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will attend post peer observation meeting with teachers as they discuss areas of focus, review observation notes and feedback on what will be implemented as a result of the observations will serve as evidence.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;	Monthly featuring of Spotlight teachers during faculty meetings will, faculty meeting agendas, will provide leadership opportunities for teachers.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal;
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administrators will conduct walkthroughs to discover and share best practices.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Transformational Coach	Ongoing observation notes, feedback / survey forms, common planning notes, and lesson plans will serve to document the collaborative growth experiences of staff throughout the school year.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

**Secondary Essential Practice**

Celebrate Successes

**Priority Actions for the Secondary Essential Practice**

Administration will create a reward system where faculty/staff and students will be recognized regularly for attendance, achievement, citizenship via Social Media outlets, bulletin boards, and PA acknowledgement during announcements.

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> Wed, Jun 9	Administration will Spotlight teachers via District TV sharing best practice observed via virtual walk-through., and peer observations.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Certificates, showcased through pictures on social media (Instagram, Workplace), lunch, PA and District TV acknowledgement will serve to document the implementation of ongoing staff recognition.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will spotlight students monthly to celebrate attendance, academic success, or doing the Right Thing	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.	Recognition on website and district TV for attendance, posts on social media, Instagram. for academic success or doing the Right Thing! Student celebration pictures will serve to document the implementation of ongoing student acknowledgement.	Administrators will monitor through students' attendance and academic reports.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Spotlight best practices/strategies will be identified during weekly virtual classroom walkthroughs to select staff for recognition.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal; Marla Crumpler, Math Coach.	Weekly Virtual classroom walkthrough logs with areas of focus, along with emailed teacher feedback communication logs will document the process of identifying and sharing implemented best practices.	Weekly Leadership Meetings; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will attend post peer observation meeting with teachers as they discuss area of focus, review observation notes and feedback on what will be implemented as a result of the observations will serve as evidence.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal;	Monthly featuring of Spotlight teachers during faculty meetings will, faculty meeting agendas, will provide leadership opportunities for teachers.	Faculty Meetings Agendas, Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

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

**Academic Programs Outcome Statement**

1. If we successfully implement our sustained essential practice of Intervention / RTI, then we will see an increase in the collaboration between general education teachers and special education teachers to deliver timely and effective intervention for all students, along with increases in proficiency, learning gains, and teacher effectiveness.
2. If we successfully implement our primary essential practice of Checks for Understanding, then students will experience increases in proficiency and learning gains.
3. If we successfully implement our secondary essential practice of Data Driven Decisions, then teachers will use both formal and formative student data to drive instruction and support.

**Sustained Essential Practice**

Interventions/RTI

**Priority Actions for the Sustained Essential Practice**

Administration, Transformational Coach, Counselor, General Education and Special Education teachers will devise a integrated instructional framework for effective co-teaching, to assist students who are struggling with a skill or lesson, via interventions to ensure intended learning targets are met.

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?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will develop Lesson Planning with interventionists to ensure intervention framework is followed with fidelity.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Weekly Lesson Plans indicating framework, resources, schedules and target rosters for intervention, will serve to document the process of ongoing data-indicated support for target student populations.	Administrative Walkthroughs; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

### Primary Essential Practice

Checks for Understanding

### Priority Actions for the Primary Essential Practice

Administration will build teacher capacity in scaffolding of questioning and checks for understanding to ascertain student mastery of intended learning target.

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?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	1. Utilize weekly administrative walkthrough schedule to ensure teachers are consistently infusing effective Checks for Understanding techniques including online interactive tools, during instructional delivery.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach,	Ongoing observation notes, feedback / survey forms, common planning notes, and lesson plans will serve to document the implementation of checks for understanding strategies growth with fidelity by staff throughout the school year.	Administrative Walkthroughs; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal Administrators will conduct virtual, and in person walkthroughs to review student work samples. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	(SWD) Administration will Plan for and implement a PD focused on creating instructional frameworks with designated checks for understandings, including online Diagnostic AP2 Exam data to modify Diffrentiated Instructional groups to target support.	Earl Allick, Assistant Principal; Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal	Weekly feedback log; via email correspondence, will serve to document ongoing communication with teachers regarding the quality of student work.	Administrators will conduct virtual walkthroughs to review student work samples. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb	During weekly collaborative	Bridgette Tate-	Weekly Lesson Plans	Administrative Walkthroughs;

1 <b>End:</b> Tue, Feb 9	planning sessions, teachers will create systematic checks for understanding strategies, that will provide empirical formative student feedback to inform instruction.	Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	indicating framework, resources, schedules and target rosters for intervention, will serve to document the process of ongoing data-indicated support for target student populations.	Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Tue, Feb 9	4. During Monthly Faculty Meetings select Staff will share out Checks for Understanding Best Practices including Student Engagement Strategies in the virtual Environment.	Bridgette Tate-Wyche, Principal; Earl Allick, Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Completed data trackers identifying target populations will document teacher awareness and student ownership of formative data. Inventory of teacher selected engagement strategy for virtual learning environment.	Administrative Walkthroughs. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal

## Secondary Essential Practice

### Data-Driven Decision Making

#### Priority Actions for the Secondary Essential Practice

Teachers will develop and utilize an ongoing calendar to review and utilize data to identify resources /activities to address the specific needs of students. Teachers will using information gathered from learning results to determine next steps in instruction.

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?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Review Performance Matters data trackers bi-weekly to ensure that Ongoing Progress Monitoring is occurring with fidelity.	Review Performance Matters data trackers bi-weekly to ensure that Ongoing Progress Monitoring is occurring with fidelity.	Completed data trackers identifying target populations will document teacher awareness and student ownership of formative data	Administrative Walkthroughs. Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will monitor Quarterly i-Ready Progress Monitoring and Diagnostic AP2 Exam data to modify Differentiated Instructional groups to target support.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Modified Diffrentiated Instruction groups with folders, with Data chat logs and data chat meeting agendas will document the ongoing process of iintentional data analysis by administration and instructional staff.	Dara Chat Attendance Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will conduct Monthly Data Chats with Teachers to review academic achievement and align support based on data defiencies. Administration will conduct post MYA and i-Ready AP2 assessment data chats with teachers.	Bridgette Tate-Wyche, Principal; Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom Teachers;	Data chat logs and data chat meeting agendas will document the ongoing process of iintentional data analysis by administration and instructional staff.	Dara Chat Attendance Dr. Bridgette Tate-Wyche, Principal; Earl Allick, Asst. Principal
<b>Start:</b> Mon, Feb 1	Transformation Coach will conduct a mini-Professional development	Bridgette Tate-Wyche, Principal;	Professional development agendas, resources and sign-in	PD Attendance Dr. Bridgette

<b>End:</b> Wed, Jun 9	activity to train staff on performance matters and i-ready to facilitate data-informed decision making.	Earl Allick, Assistant Principal; Marla Crumpler, Transformational Coach, Classroom	sheets will document implementation and staff engagement in using various school data sources to drive decisions about instructional practices.	Tate-Wyche, Principal; Earl Allick, Asst. Principal
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**MDCPS Levels of Support for Addressing Learning Loss**

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

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

1. Administrative team is conducting daily virtual, and in person classroom walkthroughs to observe the quality of tier 1 instruction and provide timely feedback to classroom instructors. Conduct data chats to analyze topic assessment and biweekly data to identify weak standards and create Instructional focus calendars for remediation. Utilize i-Ready pre-requisite reports and other available data, to diagnose student unfinished learning. Continuously monitor i-ready usage and pass rate data to monitor student progress towards growth target.. Work with teachers and transformation coach to develop next steps to support identified teachers.

**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.**

2. To further inform instruction and remediation, we will continue to assess students musing topic assessments, mini benchmarks assessments and i- ready growth monitoring. To determine the tiered services and instruction services for students, we will utilize MTSS flowchart, learning loss index, i-Ready implementation guide, and reading placement decision tree. Targeted tier 2 and tier 3 students receive daily and weekly intervention utilizing GEER in (K-5) and ESSER curricular (grades 3,4,5 Civics, . During DI, small group instruction, or asynchronous instruction computer assisted learning software such as i-Ready and reflex math are utilized as well as standards based lessons to address student learning gaps. Teachers will continue to assess students utilizing topic assessments

**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.**

3. We offer extended learning opportunities through the Kindergarten Success after school tutoring , Governor's Emergency Education Relief Fund (GEER) , Title1, and the Middle School Enrichment Grant, to provide before and after school tutoring for elementary school students. The Middle school enrichment Grant is used to provide after school tutoring with tier 1 receiving enrichment, and tier 2 and 3 receiving intervention. Ongoing progress monitoring of formative and summative data is used to target to data indicated tiered accountability groups.

**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

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.

### Opportunity for Improvement

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

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## End of Year Implementation Plan Reflection

### Strengths

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.

### Opportunity for Improvement

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

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

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

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

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

### 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which strategic steps the school implemented with success that helped to mitigate the loss of learning due to COVID-19?

**In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which steps the school implemented that did not yield desired results?**

### **Academic Programs Prediction**

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.