

## 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.**

Process used by SLT to examine, interpret, and disseminate Mid-Year Data Map for School Culture and Academic Programs: 1. SLT to conduct classroom walkthroughs to monitor implementation of the school improvement process Phase 2 action steps. 2. SLT to facilitate data conversations to review mid-year academic and school culture data. 3. Present data findings to the EESAC.

### **2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

Most Encouraging 2021 School Culture Outcome Statement: If we successfully implement our secondary essential practice of increasing administrative feedback, then more teachers will feel acknowledged, supported, and will embrace a growth mindset school culture. Outcomes of this goal are encouraging because walkthroughs are being conducted with consistency and constructive feedback is being provided. School records indicate that an average of 15 walkthroughs are being conducted per week. Additionally, the leadership team has focused their efforts on communicating instructional expectations while promoting a growth mindset school culture as evidenced by discussion topics on faculty meeting agendas. Midyear school culture data also revealed that 47% of teachers strongly agreed and 40% agreed with the statement “Our school’s priorities and essential practices are clearly communicated to all stakeholders. To build a culture of academic excellence and a growth mindset, instructional expectations need to be explicitly communicated and opportunities for teachers to reflect on their

practices need to be provided. Concerning 2021 School Culture Outcome Statement: If we successfully implement our primary essential practice of increasing student engagement, then students participation and attitudes regarding learning will improve. Outcomes of this goal are concerning because due to the COVID-19 pandemic student participation in both face-to-face and virtual learning environments has been negatively impacted. According to the 2020-2021 MTSS dashboard on PowerBi 119 students have been identified as unengaged. Additionally, 33% have 11 or more absences, which is 20 percentage points higher than the district's elementary school average.

**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.**

Most Encouraging 2021 School Academics Outcome Statement: If we successfully implement our primary essential practice of enhancing foundational skills instruction in reading, then fluency in reading will improve. Outcomes of this goal are encouraging because results of i-Ready AP2 have shown an increase in scores in foundational reading domains of phonics, HFQ, and Vocabulary as compared to the AP1 administration. 80% of students scored at proficiency on the Phonemic Awareness domain, 4 percentage point increase over AP1 administration (77%); 51% of students scored at proficiency on the Phonics domain, 7 percentage point increase over AP1 administration; and 72% High Frequency domain, 2 percentage points over the AP1 administration. Most Concerning 2021 School Academics Outcome Statement: If we successfully implement our secondary essential practice of goal-oriented learning through ongoing progress monitoring of reading, then the achievement gap will be decreased through the early identification and remediation of skills. Outcomes of this goal are concerning because only 21% of grade 3-5 ELA students are scoring at proficiency on biweekly assessments. Students are scoring below peers as compared to other T1 schools in the district. Additionally, biweekly standards mastery data reflect that a limited number of standards are being mastered across grade levels including grades K and 1 which assess foundational skills. An increased focus on improving Tier 1 instruction is needed.

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

Subject area patterns evident in the data examined include: ELA: 1. There was a 5 percentage point increase in the number of students scoring at ELA Tier 1 on AP2, from 31% on AP1 to 36% on AP2. 2. There was a 6 percentage point decrease in the number of students scoring at ELA Tier 3 on AP2, from 29% on AP1 to 23% on AP2. Math: 1. There was a 6 percentage point increase in the number of students scoring at Math Tier 1 on AP2, from 24% on AP1 to 30% on AP2. 3. There was a 9 percentage point decrease in the number of students scoring at Math Tier 3 on AP2, from 23% on AP1 to 14% on AP2. This data reveals that we have a higher number of students performing two or more grade levels below (Tier) 3 students in Reading. Grade level patterns evident in the data examined include: ELA: When analyzing grade level performance on biweekly assessments, students in grades 3-5 are have the lowest overall performance. Biweekly data for students in grades 3-5 reveals that we are averaging well below the district in the overall percent correct. Grade 3 students have not scored at mastery in any of the standards assessed thus far. Grade 4 students have mastered only 5% of the standards assessed and the overall percent correct on these assessments are at 56%, 5 percentage points below the districts average of 61%. Grade 5 students have mastered only 4 percent of the standards being assessed. Math: When analyzing grade level performance on topic assessment tests, our lowest performing grade levels are grade 4-5. Fourth grade students average overall percent correct on topic tests is 44%, 10 percentage points below the district at 54%. Additionally, only 2 percent of standards assessed have been mastered. Fifth grade students overall percent correct on topic assessments is 47%, 15 percentage points below the district average at 62%. Only 10 percent of standards assessed have been mastered. This data reflects a need to improve Tier 1 instruction in both Reading and 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?**

PowerBi biweekly Reading assessment data indicates that 7% of Tier 2/3 students are scoring at proficiency on biweekly reading assessments, averaging 30% percent correct on all assessments, which is well below their grade level peers average percent correct. Additionally the i-Ready Personalized Instruction Summary Report indicates that 65% of Tier 2/3 students have passed 70-100% of their i-Ready lessons since the beginning of the year. Tier 2/3 students need additional support and interventions to close their achievement gaps in Reading.

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

The patterns evident among students participating in extended learning opportunities include: Grade K GEER: Students overall percent correct on the letter sounds pre-assessment was 46% and 59% on the letter names pre-assessment. Post-assessment scores forthcoming. Grade 2 GEER: Students overall percent correct on the pre-assessment was 30% and 29% on the post-assessment. No notable gains were evidenced. Grade 3 GEER: Students overall percent correct on the pre-assessment was 39% and on the post-assessment was 35%, a decrease of 4 percentage points.

## **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.**

Actions that led to data increases for School Culture included: School Culture Midyear Survey data showed that 80% of staff strongly agreed or agreed that the leadership team is knowledgeable in the evaluation, interpretation, and use of data. Additionally 87% strongly agreed or agreed that school's priorities (essential practices) are clearly communicated. Positive staff perceptions that the leadership team is objective and clearly communicates expectations is needed in order to build a growth mindset school culture.

**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.**

Actions that fell short of expectations for School Culture included: According to the 2020-2021 MTSS dashboard on PowerBi 119 students have been identified as unengaged. Additionally, 7.2% (27 students) have been absent for 31 or more days and 13.64% (51 students) have been absent 16-30 days. These numbers are 5-7 percentage points higher than the district's averages. Outcomes of this goal are concerning because the COVID-19 pandemic has negatively impacted student attendance both in face-to-face and virtual learning environments. Attendance interventions employed to monitor, support, and increase participation in in both learning environments have yielded limited improvements among students with excessive absences.

### **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.**

Actions that led to data increases for Academic Programs included: 1. 2021 i-Ready Reading AP2 diagnostic data shows that 66% kindergarten students scored at Tier 1, mastering their letter names, sounds, and first 100 sight words. On the 2020 i-Ready Reading AP2 diagnostic data, only 44% had scored at Tier 1. Our current kindergarten group is performing 20 percentage points above the previous year's group. Actions that led to positive outcomes in this grade level includes teacher reassignments and increased focus on enhancing foundational skills instruction through the implementation of a supplemental phonics program.

**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.**

Actions that fell short of expectations for Academic Programs included: Reading data continues to show that a third of students are scoring at Tier 1 in grades 3-5. Actions that led to data falling short of expectations include lack of planning to effectively address student needs by providing explicit instruction and remedial support. Strengthening Tier 1 instruction in the primary grades is necessary in order to ensure all students develop strong foundational Reading skills which will better prepare them to comprehend complex text in the latter grades. Ongoing progress monitoring is needed in order to ensure students are mastering concepts and opportunities to

reteach/remediate are provided. Addressing non-mastered standards in a timely manner is needed in order to minimize achievement gaps.

### **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 will use the Commitment to Students competency in the School Improvement Process to plan for and develop activities which increase student engagement, motivation, and promote a positive school culture and learning environment.

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

The School Leadership Team will use the Commitment to Students competency in the School Improvement Process to develop systems specific to our needs to increase teacher accountability for student learning outcomes.

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

The School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process to plan for and implement initiatives that provide continuous monitoring of classroom instruction and student learning to ensure strategic support is being provided.

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

The SLT supported the Focusing on Sustainable Results competency by supporting professional growth through coaching cycles in Reading and Mathematics and sharing of instructional expectations and best practices during faculty and grade level meetings. Additionally, the frequency of walkthroughs to provide constructive feedback to improve teacher practices has increased.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process to plan for and provide professional development and support that ensure teachers obtain the experiences and training needed to develop new skills and levels of capacities.

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

The SLT supported the Developing Others competency by including grade level chairpersons in the school improvement instructional review process and providing curriculum support during grade level planning and data chats.

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

The School Leadership Team will use the Engages the Team competency in the School Improvement Process to plan and provide opportunities for to teachers to collaborate with one another, become teacher leaders, and learn from one another.

**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 supported the Engages the Team competency by holding data chats/collaborative conversations following AP1 and AP2, during faculty meetings, and grade level planning.

## 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?**

Findings from the mid-year review will be disseminated during the upcoming EESAC, leadership, grade level planning, and faculty meeting. Stakeholders will be provided with a summary of the findings and the action steps moving forward.

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

#### School Culture Outcome Statement

If we successfully implement our sustained essential practice of instructional support/building teacher capacity, then teachers willingness to embrace changes that will strengthen their teaching practices will increase. If we successfully implement our primary essential practice of increasing student engagement, then students participation and attitudes regarding learning will improve. If we successfully implement our secondary essential practice of increasing administrative feedback, then more teachers will feel acknowledged, supported, and will embrace a growth mindset school culture.

#### Sustained Essential Practice

Instructional Support/Building Teacher Capacity

#### Priority Actions for the Sustained Essential Practice

The School Leadership Team will support the effective use of school and district support personnel to provide professional development and build teacher capacity through coaching cycles, collaborative planning, and increased opportunities for teachers to reflect on their own practices.

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	Instructional coaches will continue to conduct coaching cycles to provide support and build teacher capacity.	Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Professional development (agendas and sign-in sheets) and support records (coaches log/notes) will be used to demonstrate that support has been provided. These records will be used to determine specific	Coaching Calendar/Log; Tangela D.Goa, Principal; Anailene Marban, Assistant Principal

			teacher needs and the allocation of support.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Instructional coaches and PLST will continue to provide and/or arrange for teachers to participate in professional development opportunities in core subject areas.	Clidia Gonalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Professional development evaluation records will be used to collect feedback regarding the efficacy of the professional development.	PD Evaluations; Clidia Gonzalez, PD Liaison; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Grade level chairperson meetings will be conducted monthly to address instructional needs and build a growth mindset school culture.	Tangela D. Goa,Principal; Anailene Marban, Assistant Principal	Classroom artifacts including lesson plans, anchor charts, journals, and student workfolders will be used to demonstrate that teachers are gaining content and pedagogical knowledge.	Coaching Calendar/Log; Classroom Walkthroughs; Tangela D.Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue to communicate instructional expectations and provide modeled support in explicit instruction.	Tangela D. Goa,Principal; Anailene Marban, Assistant Principal; Clidia Gonalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Faculty meeting agendas as well as grade level planning minutes will be used to monitor that instructional expectations and explicit instruction is being addressed.	Chairperson Calendar of Meetings; Meeting Agendas; Tangela D.Goa, Principal; Anailene Marban, Assistant Principal

**Primary Essential Practice**

Student Engagement

**Priority Actions for the Primary Essential Practice**

The School Leadership Team will support increased student engagement through social emotional learning strategies, building teacher-student connections, and planning for engaging lessons.

Implementation Date(s)	Implementation Steps <small>(Include the action, the frequency of the action, and the purpose of the action.)</small>	Person(s) Responsible <small>(First &amp; last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue to monitor and provide interventions to promote student attendance in both	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal;	Attendance records will be used to monitor that all teachers are taking attendance in each of their gradebook tabs to promote	Attendance Records; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

	virtual and face-to-face instructional modalities.	Classroom Teachers; Ms. Algarin, SchoolCounselor	participation of virtual students in all classes throughout the school day.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to plan for the delivery of engaging lessons to increase students interest and motivation to learn regardless of academic level and/or ability.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods, Math Coach	Classroom walkthroughs and lesson plans will be used to monitor that teachers are planning for engaging lessons.	Classroom walkthroughs/lesson plans: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue to monitor district learning loss lists monthly and provide extra support to identified students.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Classroom Teachers; Ms. Algarin, SchoolCounselor	Leadership team meeting agendas and minutes will incorporate monthly reviews of learning loss lists (general, ELL, ESE).	Weekly Leadership Meeting Agendas: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Plan to continue to provide Tier 2 and 3 students identified to have learning loss with extended learning opportunities including after-school tutorials.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods, Math Coach	After-school tutorial records will be used to progress monitor Tier 2 and 3 students participating in extended learning.	Extended Learning Tutorial Records: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

**Secondary Essential Practice**

Administrative Feedback

**Priority Actions for the Secondary Essential Practice**

The School Leadership Team will support increased administrative feedback and support to improve practices through formal and informal observations and walkthroughs, celebrating successes, and utilizing feedback to build a growth mindset school culture.

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	School administrators and leadership team will continue to provide positive feedback as	Tangela D. Goa, Principal; Anailene Marban, Assistant	Providing positive acknowledgement as demonstrated during school meetings,	Sharing of best practices during faculty meetings; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

	a way of building trust and encouraging others to emulate positive practices.	Principal; Clidia Gonzalez, Reading Coach; Danita Woods, Math Coach	morning announcements, etc.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administrators and instructional coaches will continue to conduct weekly targeted walkthroughs and meet with teachers to debrief and build capacity.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods, Math Coach	An administrative walkthrough protocol with targeted feedback will be used to promote reflection and a growth mindset culture.	Walkthrough/Feedback Protocol; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administrators will continue to provide feedback in a non-confrontational manner so that teachers feel motivated to improve and reflect upon their own practices.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods, Math Coach	Feedback protocol to include praise where specific examples of good teaching have been demonstrated and constructive feedback in those areas where performance falls short.	Walkthrough/Feedback Protocol; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administrators and instructional coaches will continue to incorporate feedback strategies that promote reflection and a growth mindset.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods, Math Coach	Administrators and instructional coaches will communicate this common vision and provide consistent feedback to support and assist all teachers in meeting these expectations.	Sharing of best practices during faculty meetings; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

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

### Academic Programs Outcome Statement

If we successfully implement or sustained essential practice of standards-aligned instruction in mathematics and science, then student achievement in mathematics and science will increase. If we successfully implement our primary essential practice of enhancing foundational skills instruction in reading, then fluency in reading will improve. If we successfully implement our secondary essential practice of goal oriented learning through ongoing progress monitoring of reading, then the achievement gap will be decreased through the early identification and remediation of skills.

### Sustained Essential Practice

## Standards-Aligned Instruction

**Priority Actions for the Sustained Essential Practice**

The School Leadership Team will continue to support standards-based instruction in Mathematics and Science, sharing of best practices, and planning for hands-on lessons to support understanding of concept.

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	Continue to monitor data from topic assessments to address those standards not mastered.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Danita Woods-Dominguez, Math Coach	Performance matters reports will be used to monitor overall percent correct and standards mastery.	Performance Matters Reports; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to promote mathematics fluency through math fact drills in grades K-5.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Danita Woods-Dominguez, Math Coach	Classroom observations and lesson plans will be used to monitor that fluency drills are being conducted.	Classroom Walkthroughs/Lesson Plans; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The instructional coach will continue to provide professional development and support in building conceptual understanding of math concepts through explicit instruction.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Danita Woods-Dominguez, Math Coach	Classroom observations and lesson plans will be used to monitor that fluency drills are being conducted.	Classroom Walkthroughs/Lesson Plans; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to incorporate the use of math journals as a reference tool and to provide instructional practice in problem-solving.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Danita Woods-Dominguez, Math Coach	Classroom walkthroughs will be used to monitor the use of math journals.	Classroom Walkthroughs; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

**Primary Essential Practice**

## Foundational Skills Instruction

**Priority Actions for the Primary Essential Practice**

The School Leadership Team will support foundational skills instruction in the primary grades through professional development in phonics instruction, effective utilization of instructional resources, and ongoing progress monitoring of basic skills acquisition.

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	Continue to provide systematic instruction in phonological awareness and phonics to accelerate students' reading development in grades K-2.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	Reading lesson plans will be used to monitor foundational skills instruction.	Lesson Plans; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Instructional coach will continue to provide professional development and support in explicit instruction.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	Instructional coaches log will be used to monitor cycles conducted addressing explicit instruction.	Lesson Plans; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Conduct quarterly data chats with grade K-2 teachers to monitor foundational skills acquisition and plan for remediation of non-mastered skills.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	Data from Reading Inventories, i-Ready, and Performance Matters will be used to monitor foundational skills.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Conduct conferences with all kindergarten and grade 1 parents to discuss their child's foundational skills development and solicit their support in supporting home learning.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Parent communication logs will be used to monitor that conferences are held with parents of K-1 to discuss their child's progress.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach

## Secondary Essential Practice

Goal Oriented Learning

### Priority Actions for the Secondary Essential Practice

The School Leadership Team will support ongoing progress monitoring through the administration of reading inventories, differentiated instructional strategies to support diverse learner needs, and goal oriented learning.

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

	(Include the action, the frequency of the action, and the purpose of the action.)	(First & Last Name, Position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue to utilize data from informal reading inventories in the primary grades to plan to address students' instructional needs.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	Leadership meeting agendas and minutes will include data analysis and discussion and outline strategies to implement to address deficient skills.	OPM/Inventory Data: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Primary grade teachers will incorporate fluency practice into daily lessons and will administer monthly fluency assessments to monitor students' progress.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	Classroom observations and lesson plans will be used to monitor that fluency practice and monthly ORF assessments are transpiring.	OPM/Inventory Data: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The instructional coach will support teachers in planning for DI to address targeted skills.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	Lesson Plans and weekly grade level minutes will be used to monitor implementation of DI.	Weekly Leadership Team Minutes: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The instructional coach will continue to conduct coaching cycles with teachers to strengthen Tier 1 instruction.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach;	Instructional Coaches Log will be used to monitor coaching cycles.	Review of instructional coaches log: Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach

### **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).**

Implement a mathematics and reading instructional focus calendar which prioritizes the most critical skills and knowledge and adjusts supports based on results of progress monitoring assessments. Plan strategically for DI to address skill deficits.

**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.**

Provide targeted interventions and scheduled time to utilize computer-assisted learning software to Tier 2 and 3 students during the school day. The SLT will continue to monitor Personalized Instruction Report in i-Ready to ensure Tier 2 and 3 students are meeting weekly usage recommendations and are working towards mastering 75% of lessons. Identified students will also participate in 30 minutes of Reading interventions daily.

**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.**

Continue to provide after-school tutoring in reading for students who score one or more grade levels below on the AP2 diagnostic. Hold skill-specific reading boot camps to remediate deficient skills.