

## 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.**

The process that is used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map is to conduct data chats and meetings with all stakeholders. Data chats are conducted with Department Chairs. The data used was a combination of reports from Topic Assessments for Algebra 1, Geometry, and Biology, as well as Baseline Assessment for Biology. In addition, data included Mid-Year Assessments for Algebra 1, Geometry, and English Language Arts (9 and 10). Biology, and US History Mid-Year Assessments are currently in progress and scores are unavailable currently. In addition, reports provided by the District on Attendance, Early Warning Indicators, and results from the Mid-Year Climate Survey were also analyzed. Based on the summary of the data, data chats are conducted with the teachers identifying the students’ weakest standards and skills. Remediation of students is being planned by scheduling for both after school and Saturday tutoring sessions. Next, the Mid Year Data Map is discussed with the faculty and staff via faculty meetings and department meetings. This information is also presented at an EESAC meeting to all other stakeholders.

### **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.**

In relation to our 2021 school grade goals and your Outcome Statements for School Culture, the data findings that are most encouraging include our implementation of our Primary and Secondary Essential Practices. According to the Staff Mid-Year School Culture Survey, 89.5% strongly agree that the school provides a safe

environment, which is clean and welcoming. This data point supports the implementation of our primary essential practice of consistent protocols. In addition, 82% of the staff strongly agree that the leadership team provides opportunities to be involved in the school. This data point supports the implementation of our secondary essential practice of empowering teachers and staff. Reviewing the implementation steps for Quarter 1 and 2 for School Culture, an area that falls short of expectations was the implementation of our Sustained Essential Practice of Positive Behavior Supports. With fewer students physically in the building, we have not had an opportunity to implement positive behavior rewards. According to the Early Warning Indicators, the number of discipline referrals is significantly decreased from the previous school year, and we are on par with the district. While we still offer Saturday School as an alternative to suspension, we have not needed to use this resource. We have also not used Indoor Suspension, as we have not wanted students to lose out on instructional time.

**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.**

In relation to our 2021 school grade goals and our Outcome Statements for Academic Programs, we reviewed the data findings through Performance Matters. In the area of Algebra, students scored an average of 35.2% on the Mid-Year Assessment as compared to the district average of 39.9%. This demonstrates a negative trend and notes that our students are falling behind the district's average. In the area of Geometry, students scored an average of 34.4% on the Mid-Year assessment as compared to the district average of 41.4%. This demonstrates a negative trend and notes that our students are falling behind the district's average. In the area of ELA, Grade 9 students scored an average of 44.6% on the Mid-Year Assessment as compared to the district average of 50.9%. This demonstrates a negative trend and notes that our students are falling behind the district's average. In the area of ELA, Grade 10 students scored an average of 52.8% on the Mid-Year Assessment as compared to the district average of 57.3%. This demonstrates a negative trend and notes that our students are falling behind the district's average. Additionally, we are currently administering the Mid-Year Assessments in Biology and US History. According to the data findings, it is encouraging to see that with each data point, we are within 5 percentage points of the district average. This is also what is most concerning, as we are below the district average across all data points.

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

When comparing this year's Mid-Year Assessment scores to last year's Mid-Year Assessment scores, there were significant decreases in Algebra 1. We have remained consistent in Geometry scores. And, regarding ELA, Grade 9, there was a slight increase, while there was a significant increase regarding ELA, Grade 10. According to the 2020 Mid-Year Assessment in Algebra 1, the school had a average score of 51%, compared to the 2021 Mid-Year Assessment, which is at 35%. This is a decrease of 16 percentage points. According to the 2020 Mid-Year Assessment in Geometry, the school had a average score of 34%, compared to the 2021 Mid-Year Assessment, which is still at 34%. According to the 2020 Mid-Year Assessment in ELA, Grade 9, the school had a average score of 40%, compared to the 2021 Mid-Year Assessment, which is at 45%. This is an increase of 5 percentage points. According to the 2020 Mid-Year Assessment in ELA, Grade 10, the school had a average score of 41%, compared to the 2021 Mid-Year Assessment, which is at 53%. This is an increase of 12 percentage points.

**5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?**

In order to address learning loss, tier 2/3 students have been the focus of receiving additional interventions, as well as support services beyond tier 1 instruction through the Elementary and Secondary Emergency Relief Plan. These students have been contacted and home visits took place, in order to re-engage these students.

**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 school is currently in the process of planning a series of tutoring sessions, to be held both after school and on Saturdays, which can be accessed by both our Physical and MSO students through the Elementary and Secondary Emergency Relief Plan. Additionally, through Title 1 funds, the school is looking to hire interventionists to offer pull-out tutoring during the school day. Continuous progress monitoring of attendance, participation, and data will be done to maintain the effectiveness of the extended learning opportunity. As a

result of these levels of support for addressing learning loss, patterns that will be evident for students participating in extended learning opportunities will be an increase in engagement.

## **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.**

Reviewing the implementation steps for Quarter 1 and 2 for School Culture, the actions that led to data surpassing expectations would be the focus on our primary essential practice of consistent protocols. As faculty and staff have streamlined their classroom rules and procedures, with similar expectations and consequences, students have adapted to simplified protocols which have been sustained since the beginning of the school year. According to the Early Warning Indicators, the number of discipline referrals is significantly decreased from the previous school year, and we are on par with the district. While we still offer Saturday School as an alternative to suspension, we have not needed to use this resource. We have also not used Indoor Suspension, as we have not wanted students to lose out on instructional time.

**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.**

Reviewing the implementation steps for Quarter 1 and 2 for School Culture, an area that falls short of expectations was the implementation of our Sustained Essential Practice of Positive Behavior Supports. With fewer students physically in the building, we have not had an opportunity to implement positive behavior rewards. Due to COVID-19 restrictions that have been placed by the district, we have been unable to provide incentives for our students, as we have done in the past, such as Pep Rallies, Pizza Parties, and Field Trips.

### **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.**

Based on the implementation steps for Quarter 1 and Quarter 2 and corresponding data for Academic Programs, the actions that led to the data surpassing expectations are listed below. Due to the current teaching modalities, teachers have been forced to adapt to incorporate new technologies in their classroom instruction. This has allowed for increased responsiveness across all stakeholders.

**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.**

Based on the implementation steps for Quarter 1 and Quarter 2 and corresponding data for Academic Programs, the actions that were lacking and could have led to data falling short of expectations are listed below. Due to current teaching modalities of having Physical and MSO students, it is difficult to implement Differentiated Instruction. Again, due to current teaching conditions, the inability to effectively monitor the administration of exams via Performance Matters have led teachers to use teacher produced assessment versus district assessments.

**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**

Our Academic Programs primary essential practice is Blended Learning. We plan to make a commitment to students by incorporating technology and focusing on Social Emotional Learning. Students will be provided an opportunity to receive remediation and enrichment through tutorial sessions before and after school. Also, students will be enrolled in various Dual enrollment Programs, which include Miami Dade College, Florida International University, and Embry-Riddle Aeronautical University. Miami Sunset will maintain an environment in which students feel safe and respected by encouraging them to become involved in extra-curricular activities and athletics. Students have met their assigned Counselor and Administrator, always having someone to address their need for guidance and/or advice.

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

The School Leadership Team has implemented the Competency 1: Commitment to Students fully at this time. Teachers have incorporated technology and there has been a focus on Social Emotional Learning. Students will be provided an opportunity to receive remediation and enrichment through tutorial sessions before and after school. Also, students have been enrolled in various Dual enrollment Programs, including Miami Dade College and Florida International University. The school has maintained an environment in which students feel safe and respected as evident by the responses to our Mid-Year School Climate Survey. Students will be meeting their assigned counselors within the coming weeks in preparation for subject selection.

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

Our Academic Programs sustained essential practice is data-driven instruction. We plan to focus on sustainable results by grouping students based on their proficiency levels in grades 9 and 10 in language arts, as well as Algebra I. The leadership team will focus on the use of Power Bi, in order to effectively disaggregate data based on individual teachers and their instructed courses. The ongoing use of data, based on teacher-made and district assessments will be used to modify instruction. Program Completion Certificates, through the completion of Industry Certifications will be used as part of our Career Academics.

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

The School Leadership Team has implemented Competency 2: Focusing on Sustainable Results fully at this time. Our Academic Programs sustained essential practice is data-driven instruction. The leadership team has used Power Bi, to effectively disaggregate data based on individual teachers and their instructed courses. The ongoing use of data based on teacher-made and district assessments will be used to modify instruction. We are currently working on Program Completion Certificates, through the completion of Industry Certifications as part of our Career Academics. One area that we were unable to meet was grouping students based on their proficiency levels in grades 9 and 10 in language arts, as well as Algebra I, as we shifted from an 8-period day to a 6-period day due to lack to funds.

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

Our School Culture secondary essential practice is Empowering Teachers. We plan to develop others by building teacher capacity. Various in-school committees will be formed in order to monitor the efficacy in which the goals of our School Improvement Plan are implemented with consistency throughout the course of the year. These committees include, but are not implemented to Administrative Team, Leadership Team, Curriculum Council, Literacy Leadership Team, Positive Behavior Support Team, and Dress Code Committee. Faculty and Staff members will be encouraged to participate in various sub-committee, formed by subject area and grade level.

**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 School Leadership Team has implemented Competency 3: Developing others partially at this time. Our School Culture secondary essential practice is Empowering Teachers. We have focused on building teacher capacity, offering a variety of opportunities to be involved across the school, as evident by our Mid-Year School Climate Survey results. One area that we need to improve is establishing various in-school committees. While we have established an Administrative Team, Leadership Team, and Curriculum Council, we did not form a Literacy Leadership Team or Positive Behavior Support Team. We have recently convened the Dress Code Committee.

**Competency 4: Engages the Team**

Our Academic Programs secondary essential practice is standards based collaborative planning. We plan to engage the team by developing cross-curricular, grade level groups to enhance lesson planning. The Educational Excellence School Advisory Committee will provide for input of the development of the School Improvement Plan. Expectations will be set for instruction, and processes and procedures were aligned. The team will be responsible for the implementation of the plan, as well as for any adjustments needed to be made throughout the school year.

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

The School Leadership Team has implemented Competency 4: Engages the Team partially at this time. Our Academic Programs secondary essential practice is standards based collaborative planning. We have set expectations for instruction, and processes and procedures were aligned. We have yet to develop cross-curricular, grade level groups to enhance lesson planning. The Educational Excellence School Advisory Committee has provided input of the development of the School Improvement Plan.

**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 next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders via faculty, department, and EESAC meetings.

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

**School Culture Outcome Statement**

If we successfully implement our sustained essential practice of Positive Behavior Support systems, then we will create an environment that rewards students positively for engaging in the learning process. If we successfully implement our primary essential practice of consistent protocols, we will prioritize the maintenance of a healthy and safe school environment. If we successfully implement our secondary essential practice of empowering teachers and staff, then we will help build teacher capacity, fostering an environment where teachers feel valued, respected, and part of the decision-making process.

Sustained Essential Practice

## Priority Actions for the Sustained Essential Practice

Presentations to all stakeholders to explain the Student Code of Conduct per District guidelines. Also, the school will provide Assessment and Graduation guidelines information to students and parents through the use of orientations and parent meetings. Incentives will be used to reinforce positive behaviors.

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	Through the Multi-Tiered System of Supports (MTSS) the school will identify struggling students early and intervene quickly with data-based problem-solving and decision-making practice.	Rex Perozo, counselor, MTSS liaison Terry Nall, Behavior Management	Alternatives to suspensions are being implemented through the Positive Behavior Support (PBS) System: Student Success Centers and the Pathways to Success programs.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of Positive Behavior Support log binder and teacher rules and regulations.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Parents will be contacted and conferences will be scheduled with the identified students . Options will be provided to students and their families in hopes to re-engage students.	Monica Cuenca, counselor Rex Perozo, counselor	The CIS will conduct home visits, if needed, to ensure that parents are aware of their struggling students. If additional help is required, the student will be referred to the social worker/mental health counselor.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review the Community Involvement Specialist log binder with Shirley Mantero, Community Involvement Specialist.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The school will provide incentives for students who fully re-engage in the learning process through participation of the Tutoring Bootcamps.	Academic Support Team consisting of those teachers who have volunteered to tutor	Students who attend the Tutoring Bootcamps will be awarded with 25 hours of community service for their full participation.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of Tutoring log binder.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Use Social Media to engage student body by highlighting the Values Matter campaign.	Israel Porras, Activities Director	Students of the month that have been chosen as embodying the core values will be showcased on our school's social media outlets.	John Lux, Principal, will review the social media feed daily

Primary Essential Practice

### Priority Actions for the Primary Essential Practice

To improve effectiveness and create sustainability, the school will adhere to a set of protocols, and not deviate from the plan. We will review procedures with stakeholders to ensure that our protocols are consistent.

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	Monitor attendance through the use of teacher gradebooks, daily attendance bulletin, and CIS report.	Monica Cuenca, counselor Rex Perozo, counselor Shirley Mantero, Community Involvement Specialist	Students are called to the office upon the third absence by their counselor. Upon the fifth absence, a parent conference is scheduled and an Assistant Principal must be present. At that time an Attendance/Behavior Contract is to be signed by parent, student, counselor and Assistant Principal. Students acquiring 10 or more absences will lose privileges to attend any extra-curricular activities.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review the Community Involvement Specialist log binder with Shirley Mantero, Community Involvement Specialist.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Issue after school detention slips for minor infractions, weekly.	Jose Trueba, Detention Monitor additional support personnel, such as Security Staff	Administrative detention assignments are utilized to provide an avenue in which students can receive support for their infractions which are aligned to the Student Code of Conduct.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of Detention log binder.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Issue referral to Administration for major infractions. Administrators will meet with students, and possibly parents, to refer students to Indoor Suspension or Saturday School.	Nick Cesarano, teacher additional support personnel, such as Security Staff	Saturday School assignments are utilized to provide an avenue in which students can receive support for their infractions, which are aligned to the Student Code of Conduct.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of School Center for Special Instruction log binder.
<b>Start:</b> Mon, Feb	Provide	John Lux,	The Administrative Team will provide	Raydelin Munoz,

1 <b>End:</b> Wed, Jun 9	opportunities for faculty and staff to actively participate in establishing common rituals and routines that will be implemented school-wide.	Principal Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal	time for faculty and staff members to meet by grade level, as well as departments, to draft common practices that all staff will abide by.	Assistant Principal, and Selene Gomez, Assistant Principal, will review meeting agendas and minutes.
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Secondary Essential Practice

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**Priority Actions for the Secondary Essential Practice**

The school will improve the effectiveness and implementation of our use of resources by encouraging positive working relationships between teachers, building teacher capacity, through the focus of developing others, to create a team of in-house "experts" on the use and incorporation of district resources. Through the scheduling of Collaborative/Common Planning opportunities bi-monthly, faculty and staff will be encouraged to work together towards our common goal of commitment to students. English Language Learners (ELL) and Special Education (SPED) Program teachers are part of the Collaborative/Common Planning activities to ensure equity of knowledge for each professional. Teachers will be given department time to collaborate and interact in highly engaging instructional best practices. Professional Learning Communities (PLC) will allow for teachers to work together and share best practices while engaging in innovative acquisition of research based practice. To engage the team, we will implement a team-building system of activities to increase morale and teacher camaraderie, such as, the Sunset Social Committee to provide opportunities for the staff to meet after school. Teacher capacity has been increased to incorporate more teacher leaders.

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	Implement a system of team building activities to increase morale and teacher camaraderie.	Israel Porras, Activities Director	Provide an opportunity to network and showcase all the programs within teachers' curriculum, clubs/honor societies, and extra-curricular activities. Through team building, the school will foster an environment based on supportive learning structures.	John Lux, Principal, will review Teacher Participation Binders.
<b>Start:</b> Mon, Feb 1	Time will be provided at each faculty meeting for teachers	John Lux, Principal Selene	Honoring teacher voice will help to empower teachers,	Raydelin Munoz,

<b>End:</b> Wed, Jun 9	voice their questions, comments, and/or concerns regarding school policies and procedures. In addition, time at each faculty meeting will be set aside to honor and celebrate accomplishments of faculty and staff.	Gomez, Assistant Principal Raydelin Munoz, Assistance Principal	as they feel that they are truly part of the decision making process. Also, my celebrating small successes teachers will feel appreciated.	Assistance Principal will review the Meeting Agenda and Minutes
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Survey teachers to help plan for the coming school year by determining the specific Professional Development needs for and have those who are experts in the field provide in-house training.	Raydelin Munoz, PLST team Deborah Fries, PLST Team Michelle Martinez, PLST Team Eric Castaing, PLST Team Gabriela Sandoval, PLST Team	Continued feedback is necessary to support collaboration with our academic departments and district support personnel to meet our goal of empowering teachers and building their capacity for involvement.	John Lux, Principal and Raydelin Munoz, Assistant Principal will review survey results to help plan the SIP.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	A Faculty and Staff Teams was created to promote and support campus wide communication and collaboration.	Michelle Martinez, Social Studies Department Chair	In an effort to promote transparency and support teacher empowerment, the Teams will be a space for faculty and staff to share best practices.	John Lux, Principal Selene Gomez, Assistant Principal Raydelin Munoz, Assistance Principal will review the teams activity feed.

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

**Academic Programs Outcome Statement**

If we successfully implement our sustained essential practice of data-driven decision making, then we will increase learning gains and proficiency in English/Language Arts and Algebra 1. If we successfully implement our primary essential practice of blended learning, then we will increase student learning and engagement through integration of technology, which will improve student achievement through proficiency in all academic areas as we move towards student-centered learning. If we successfully implement our secondary essential practice of standards based collaborative planning, then we will create a learning environment that is focused on academic success, in areas such as Biology, Geometry, and US History.

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

Through the use of data analysis, the school will make decisions on the placement of student cohorts based on their Florida Standard Assessment English Language Arts scores. We will continue to provide Algebra I students with an opportunity to meet daily with their Algebra I teacher, by offering Algebra IA and Algebra IB, which increased the direct instruction of students. Additionally, to prepare students for state examinations, pull-out

tutoring can take place for students that need intensive remediation. Data chats will be used between the Administration and Language Arts and Mathematics Departments to assess which areas of focus were targeted. The administrative team will conduct data chats, through the use of Power Bi, data will be analyzed and disaggregated.

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	The administrators will conduct weekly walkthrus to ensure instruction is standards-based and data driven.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal,	Walk thru logs will include the observed instructional practices, feedback shared with faculty, and follow-up with necessary professional development.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will maintain a walk-thru log and review during Administrative Team meetings.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administrators will use of data chats for the purpose of facilitating data-driven instruction.	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Use Power BI to disaggregate and disseminate data to all pertinent stakeholders which will help teachers focus instruction, by using data to drive decision making within the classroom. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will conduct Data Chats with faculty, and maintain Data Chat logs.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teacher will use Performance Matters to analyze data, which will be used to focus and guide instruction	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Use Performance Matters to disaggregate and disseminate data to all pertinent stakeholders which will help teachers focus instruction, by using data to drive decision making within the classroom. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review teacher's data chat logs with students and parents.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will identify those students who are in need of	Tested Subject Area Teachers in Mathematics, English/Language	Teachers will use data to help focus instruction for the teacher and help develop skills for students. For ESSA subgroups, Blacks and	John Lux, Principal, Raydelin Munoz, Assistant

	remediation in order to attend extended learning opportunities to maximize performance.	Arts, Science, and Social Studies	students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	Principal, and Selene Gomez, Assistant Principal will create and review the lesson plans.
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### Primary Essential Practice

Blended Learning

### Priority Actions for the Primary Essential Practice

To improve effectiveness and create sustainability we will use the incorporation of technology to facilitate support to teachers in the classrooms. School Based Professional Development to address Digital Convergence (ie: Tablet Training, Office 365, Promethean Board Training) and Data Analysis will be provided.

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	The Digital Leader Cadre will provide an Ed Tech Camp PLC for staff to learn implementation technology.	Eric Castaing, Digital Innovator (PLST member) Minecraft Mentor Michelle Martinez, Microsoft Innovative Educator, Nearpod Certified Teacher, Skype Ambassador	The faculty will be provided with professional development opportunities focused on technology integration to create engaging class environments.	Raydelin Munoz, Assistant Principal, will review Temporary Duty requests and My Learning Plan certificates.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Educational engagement tools will be used consistently by faculty and staff in order to increase student-centered lessons.	Michelle Martinez, Microsoft Innovative Educator/Nearpod Certified Educator Rachel Horowitz, Nearpod Certified Educator	Teachers will use digital web tools for learning, such as Nearpod, Edmodo, and Office 365 Apps, in order to differentiate instruction and enhance student engagement.	John Lux, Principal, Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Sheryl Place, Digital Convergence Facilitator, will review the PD Sign-in report in addition to participation reports generated from Nearpod.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	STEM lessons will be integrated school-wide, in conjunction with science, technology, engineering, and	Erin Cernuda, STEM lead teacher Eric Castaing, Science Dept. Chair	The school will provide on-site STEM training for all faculty and will encourage teachers within the STEM curriculum to collaborate with non-STEM teachers, in order	Selene Gomez, Assistant Principal, and Erin Cernuda, STEM/Magnet Coordinator will review our STEM binder.

	mathematics courses.		to meet STEM designation guidelines.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	The school will explore and implement the use of social media as a means to disseminate information to all stakeholders.	Israel Porras, Activities Director	To increase engagement among the student body, social media will be used to disseminate information in an innovative manner	John Lux, Principal will review the activity log on our social media outlets.

## Secondary Essential Practice

### Standards-Based Collaborative Planning

### Priority Actions for the Secondary Essential Practice

Cross-curricular support for core areas, such as language arts, mathematics, science, and social studies will be increased through departmental and grade level meetings to encourage and facilitate cross curricular lesson planning. District provided Curriculum Support Specialists assigned to the school will be a resource to continue working towards improved school goals. Additionally, teachers worked collaboratively to develop standards-based lesson plans, which were implemented, in conjunction with the District pacing guides. District provided Curriculum Support Specialists assigned to the school will be a resource to continue working towards improved school goals.

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	Engage in Collaborative Standards Based lesson planning by subject area.	Academic Department Chairs: Eric Castaing, Science Cynthia Lopez, Math Michelle Martinez, Social Studies Alina Tapanes, Language Arts Hector Arrocha, ESOL	Teachers, will plan collaboratively across the same subject areas, using the standards, to establish student goals and expectations, thus facilitating accountability between teachers and administration. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Gabriela Sandoval, Reading Contact, will review lesson plans created through collaborative process.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Engage in Cross Curricular Standards Based lesson planning by grade level.	Academic Department Chairs: Eric Castaing, Science Cynthia Lopez, Math Michelle Martinez, Social Studies Alina	Teachers, will plan cross curricular projects/assignments, using shared standards, to further enhance the teaching and learning process. For ESSA subgroups, Blacks and students with disabilities will be identified and specific strategies will be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Gabriela Sandoval, Reading Contact, will review lesson

		Tapanes, Language Arts Hector Arrocha, ESOL		plans created through collaborative process.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Engage in Cross Curricular Standards Based lesson planning by Magnet and NAF curriculum.	Erin Cernuda, NAF Lead Teacher Milagros Perez, NAF Lead Teacher Kelly Vargas, NAF Lead Teacher Terence Williams, NAF Lead Teacher	Teachers as members of their respective NAF Design Teams and Magnet curriculum, by grade level and content, will engage in cross-curricular collaboration. Teachers will be able to develop plans and projects where support can be provided in any subject area.	John Lux, Principal, will review of Design Team Meeting Minutes.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9				

### 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).**

Students are still being exposed to grade level texts and materials. Teachers are following district pacing guides and state standards when planning and delivering instruction. Students will meet with counselors for the purposes of articulation and will be encouraged to enroll in accelerated courses, such as honors and advanced placement. The school is also planning on offering the PERT/Accuplacer exam on site for those students who are interested in participating in our Dual Enrollment program.

**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.**

We will provide students, with targeted SAT boot camp instruction during the school day in a pull-out tutoring session that will occur concurrently to their intensive reading course. There will be both in-person and virtual sessions available. As a result, students will be able to practice the skills necessary for success and increase academic proficiency. Students who successfully participate and complete the tutoring academy will be to redeem a free SAT exam. Additionally, the school is looking to use the assistance of an interventionist to conduct additional pull out tutoring for those students that have been identified as being "at-risk".

**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 will provide targeted students, with small group tutoring sessions after school. There will be both in-person and virtual sessions available. As a result, students will be able to practice the skills necessary for success and increase academic proficiency. Students who successfully participate and complete the tutoring academy will be awarded 25 community service hours.