

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

2661-Kensington Park Elementary

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

Suarez, Susana

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

De'tra Anderson; Mauri, Johnny

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

Mauri, Johnny

#### **Demographic Overview**

The student body total population is 940. 97% percent Hispanic, 1% White, 1% Black, 1% Asian, 82% of our students are free/reduced lunch, 28% ESE, 44% ELL.

#### **Current School Status**

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

The students, staff, parents and community of Kensington Park Elementary School are dedicated to maximizing the potential of its learners. Achievement will be enhanced through high expectations, critical thinking skills and cooperative learning strategies as we emphasize literacy throughout the curriculum. Kensington Park Elementary will continue to uphold standards of educational excellence in a collegian learning environment.

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

All students at Kensington Park Elementary will meet, or exceed grade level expectations as set by State Standards. The staff, students and community of KPE have a commitment to the following values: COLLABORATION: working together towards a common goal COOPERATION: assisting each other to reach a goal TRUST: building confidence through honest, ethical and equitable actions PROFESSIONALISM: adhering to the highest of work standards through respectful and responsible actions. PRIDE: developing positive attitudes about ourselves and our school's achievements COMMUNICATION: sharing needs, ideas and beliefs about our mission All students at Kensington Park Elementary will meet, or exceed grade level expectations as set by State Standards. The staff, students and community of KPE have a commitment to the following values: COLLABORATION: working together towards a common goal COOPERATION: assisting each other to reach a goal TRUST: building confidence through honest, ethical and equitable actions PROFESSIONALISM: adhering to the

highest of work standards through respectful and responsible actions. PRIDE: developing positive attitudes about ourselves and our school's achievements COMMUNICATION: sharing needs, ideas and beliefs about our mission.

## **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.**

Kensington Park Elementary is a Title 1 school that serves a very diverse learning community. It consists of the following programs: ESOL English for Speakers of Other Languages (ESOL) Is a required program for students whose home language is other than English and who are classified as less than independent in English. It is a language arts program that incorporates all aspects of Language Arts instruction, content, and language development. The ESOL Competency-Based Curriculum for each grade level addresses the following components: Reading/Literature Composition Vocabulary/Word Study/Language Listening/Speaking/Viewing Information Literacy/Study and test taking Culture EFL Extended Foreign Language Program (EFL) The EFL Program emphasizes the teaching of language arts and curriculum content in both English and another language (e.g., Spanish). It aims towards a 60% of instruction in English and a 40% of instruction in the targeted language. The program is designed for a group of students at each grade level who, after participating in the program for one school year, are automatically enrolled in the subsequent grade level in order to move towards a continuum of bilingual studies through twelfth grade. Gifted Gifted Students are served in self-contained classrooms in which gifted strategies are utilized throughout the school day and across all subject areas. All of the students in the gifted course are eligible for gifted services; the program offers gifted content area courses in Mathematics, Science, Social Studies, Reading and Language Arts. Exceptional Student Education with Disabilities (SPED) are served in a safe and nurturing environment which ensures that curriculum, instructional and behavioral practices are tailored to meet the individual educational needs. We are committed to enhancing academic success for all students by providing access to age appropriate school and resources that will benefit the individual needs of each student.

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

yes

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

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

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

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

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate

the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

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

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

Phase I includes:

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

## **Phase I**

### **Data Analysis**

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

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

July 15 - August 14, 2020

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

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

*Phase I will conclude with each school:*

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

## **PART ONE - Synergy Summer Institute**

### **DATA AND SYSTEMS REVIEW**

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

#### *Data and Systems Review*

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

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

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm*

performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.

- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.

4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

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

## DATA AND SYSTEMS REVIEW ORGANIZER

### SCHOOL CULTURE

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	As identified on the 2019-2020 School Climate Survey results (on Power BI), 17% of teachers had 10 or more absences during the school year. When compared to 32% during the 2018-2019 school year, there is a decrease of 15 percentage points. This decrease indicates a significant improvement.	We find this data to be most impactful because if teachers are in school, students receive effective instruction, thus resulting in increased student success.	Attendance Initiatives
	As identified on the 2019-2020 School Climate Survey results (on Power BI), 89% of staff indicated that personnel worked a team. When	We find this data to be most impactful because if teachers, staff and administration work well	Team Building Activities

	compared to 49% during the 2018-2019 school year, there is an increase of 40 percentage points. This increase indicates a significant improvement.	as team this will result in smooth and positive daily operations which will translate into positive student achievement.	
	As identified on the 2019-2020 School Climate Survey results (on Power BI), 79% of staff indicated that our administrator resolved problems effectively. When compared to 49% during the 2018-2019 school year, there is an increase of 30 percentage points. This increase indicates a significant improvement.	We find this data to be most impactful because it fosters open communication and trust between teachers and administration and empowers teachers to problem solve effectively.	Leadership Visibility and Accessibility

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

#### Team Building Activities

<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>	As identified on the 2019-2020 School Climate Survey results (on Power BI), 100% of teachers feel safe and secure at our school. When compared to 94 % during the 2018-2019 school year, there is an increase of 6 percentage points. This increase indicates a neutral impact.	Although this area shows neutral for the school year, the measures used in the past proved to be effective. Currently, we maintained two points of entry, two raptors systems, an armed security guard for our PLC building and an MDCPS Police officer assigned to our safety program. Also, we have added security cameras to the school. The safety of our students and staff is our highest priority and translates to student achievement.	Effective Use of School and District Support Personnel
	As identified on the 2019-2020 School Climate Survey results (on Power BI), 69% of our teachers felt that our students were lacking in basic academic	Although this area shows minimal growth, we continued to provide individual academic programs that targeted each student's academic needs. Remediation and goal setting continued to be used to meet significant gains in	Response to Early Warning Systems (EWS)

	skills. When compared 60 % during the 2018-2019 school year, there is an increase of 9 percentage points. This increase indicates a neutral impact.	basic academic skills. Cross referencing among grade levels, among teachers, were part of the plan to prepare students for the next level of instruction and success.	
	As identified on the 2019-2020 School Climate Survey results (on Power BI), 96% of staff feel the principal represents the school in a positive manner. When compared to 89% during the 2018-2019 school year, there is an increase of 7 percentage points. This increase indicates a neutral impact.	Although this area is neutral, it continued to show an increase rating, suggesting the Principal continued to demonstrate a growth mindset. She exhibited respect for students', parents', and staffs' opinions. Our principal set a tone for a positive school climate where individuals felt valued, cared for, and respected.	Leadership Visibility and Accessibility

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

#### Response to Early Warning Systems (EWS)

<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>	As identified on the 2019-2020 School Climate Survey results (on Power BI), 19% of students had 16 or more absences during the school year and 8% of students had 31 or more absences. When compared to 15% and 3% respectively during the 2018-2019 school year, there is an increase	Student attendance was directly related to academic outcomes. Students who attended school regularly were shown to achieve at higher levels. To achieve the goal of improving student attendance, we worked with the student and his/her family to find the best way to manage satisfactory attendance. Strategies were provided to care givers to achieve this goal. Incentives were provided school wide, as well as in the student's classroom setting. Example of incentives included; lunch with the	Attendance Initiatives

	of 4 and 5 percentage points respectively. These increases indicate a negative impact.	Principal or teacher, tangibles, ice cream party, etc. A plan was developed school-wide to achieve and improve student attendance.	
	As identified on the 2019-2020 School Climate Survey results (on Power BI), 50% of our students felt that their school was clean and in good condition. When compared to 64% during the 2018-2019 school year, there is a decrease of 14 percentage points. This decrease indicates a negative impact.	A clean school promotes good health for all students and staff. This is was identified by our students as an area that needed improvement. We worked together to keep our school clean by practicing recycling practices, encouraging students and teachers with cleaning day events. Custodial staff, teachers and students were trained with cleaning for health and safety based on our current health situations (Covid19).	Consistent Protocols to Maintain a Clean and Welcoming School Environment
	As identified on the 2019-2020 School Climate Survey results (on Power BI), 84% of our teachers agree that in-service programs kept them up to date. When compared to 91% during the 2018-2019 school year, there is a decrease of 7 percentage points. This decrease indicates a negative impact.	We find this data impactful and have provided more staff lead design opportunities to empower teachers during faculty meetings. Sessions were more tailor made and teacher guided. This helped support staff to be leaders, innovators, risk-takers, and designers of new way to approach challenges.	Empower Teachers And Staff

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

Attendance Initiatives

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>	<b>Rationale for Selection of Data</b>	<b>Connected Essential Practices</b>
	Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Which Essential Practice(s)

			contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	Based on the FLDOE data for 2018-2019, FSA ELA Proficiency levels were 53%, when compared to 51% during the 2017-2018 school year, there is an increase of 2 percentage points. This indicates an improvement.	Our students showed growth because we used our data to drive instruction within the Reading block and during Differentiated Instruction/Intervention.	Data-Driven Decision Making
	Based on the FLDOE data for 2018-2019, the Median Percentile Rank for SAT-10 Math was 53%, when compared to 42% during the 2017-2018 school year, there is an increase of 10 percentage points. This indicates an improvement.	Our students showed growth because we used Differentiated Instruction, as suggested by the district, using the Go Math as an essential resource.	Data-Driven Instruction
	Based on the FLDOE data for 2018-2019, the Median Percentile Rank for SAT-10 Reading was 55%, when compared to 50% during the 2017-2018 school year, there is an increase of 5 percentage points. This indicates an improvement.	Our students showed growth because we used Differentiated Instruction within the Reading Block.	Data-Driven Instruction

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

#### 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>Neutral Data Findings</b>	Based on the FLDOE data for 2018-2019, FSA Math Proficiency levels were 58%, when compared to 60% during the 2017-2018 school year, there is a decrease of 2 percentage points. This indicates a neutral impact.	A lack of underlying basic computation skills throughout K-5. Therefore, affecting the overall the Math scores of the school.	Goal Oriented Learning

	Based on the FLDOE data for 2018-2019, FSA ELA Proficiency levels were 53% in grades 3-5, when compared to previous school years (2016-2018), there is an increase of 1 or 2 percentage points. This indicates a neutral impact.	Learning Gains need to increase in order to see a greater number of students meeting proficiency levels.	Goal Oriented Learning
	Based on the FLDOE data for 2018-2019, FSA Reading Learning Gains were 48%, when compared to prior school years (2016-2018) there has been no change. This indicates a neutral impact.	There is a need to use additional resources during Differentiated Instructions in order to make Learning Gains.	Effective Curriculum and Resource Utilization

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

#### Goal Oriented Learning

<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>	Based on the FLDOE data for 2018-2019, FSA Lowest 25% making learning gains were 42% in ELA and 42% in Math, when compared to 55% in ELA and 59% in Math during the 2017-2018 school year, there is a decrease of 13 and 17 percentage points respectively. These decreases indicate a negative impact.	Students in the lowest quartile need more intensive and focused Intervention in order to increase learning and achieve proficiency. This drop indicates we are not presently addressing their needs. A restructured approach is necessary.	Ongoing Progress Monitoring
	Based on the FLDOE data for 2018-2019, Science Statewide Assessment Proficiency levels were 49%, when compared to 45% during the 2017-2018 school year, there is a decrease of 4 percentage points. This decrease indicates a negative impact.	Science strategies and labs were not built into the curriculum and put into practice with fidelity.	Effective Curriculum and Resource Utilization
	Based on the FLDOE data for 2018-2019, the Median Percentile Rank for second grade for SAT-10 Math was	Building on our second graders proficiency in Math will improve our overall	Ongoing Progress Monitoring

37%, when compared to 42% during the 2017-2018 school year, there is a decrease of 5 percentage points. This decrease indicates a negative impact.	performance levels in the intermediate grades.
--	--

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

Ongoing Progress Monitoring

### 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

Team Building Activities

## **Primary Essential Practice**

Attendance Initiatives

## **Secondary Essential Practice**

Response to Early Warning Systems (EWS)

## **ACADEMIC PROGRAMS**

## **Sustained Essential Practice**

Data-Driven Decision Making

## **Primary Essential Practice**

Ongoing Progress Monitoring

## **Secondary Essential Practice**

Goal Oriented Learning

## **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.**

Based on the Leadership Competency, we ranked our school a 4 in this area. Our school's Leadership Team establishes a school-wide commitment to high standards and expectations that contributed to the overall success of all students.

**As evidenced by:**

Our students showed academic growth during the 2018-19 school year. Teachers conducted data chats with students and used grade level resources to assess learning.

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

We will continue our intervention program by using data to identify and track our lowest 25%. We will implement the use of student data trackers to facilitate this process. Members of the leadership team will meet monthly with selected students from target group. Additional time will be provided for differentiated instruction to students at risk. We will also continue the "Adopt a Cub" program with the students in the target group. Our staff will choose one student from our lowest 25% to mentor and follow-up on their academic needs as well as their emotional wellness.

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

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

Based on the Leadership Competency, we ranked our school a 3 in this area. Our Leadership Team demonstrates a commitment to continuous drive to reach high standards in the core content areas.

**As evidenced by:**

This was evident by the increase in standards based grading. Grading norms were established during weekly common planning and evidence was found through regular grade book checks of standards-based assignments and routine reviews of corrective teacher feedback found in student journals.

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

The leadership team will continue to conduct weekly walk-throughs. During faculty and professional development days, the staff will work on vertical planning to meet the rigor of the Math and ELA standards throughout all grade levels.

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

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

Based on the Leadership Competency, we ranked our school a 2 in this area. Our leadership team needs to create more opportunities for the staff to grow professionally, as leaders, while building all faculty with the capacity to reflect on their individual strengths.

**As evidenced by:**

Our school leadership team provides different pathways of development to meet the needs of all staff with small group and large group professional development monthly. Our administration provides feedback monthly to all teachers to encourage growth. Our coaches ensure all teachers are provided strategic support and participate in coaching cycles based on individual goals.

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

We will promote professional learning and development of all stakeholders in our building and ensure others obtain the experience and training needed to develop new skills and levels of capability. Administration will regularly give positive and constructive feedback to faculty and staff on specific practices/strategies.

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

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

Based on the Leadership Competency, we ranked our school a 1 in this area. Our current reality is that a small percentage of the staff engages in leadership roles while the other half is reluctant to step into those leadership roles.

**As evidenced by:**

More teachers than in the previous year stepped out of their comfort zone to initiate for professional development opportunities for their peers.

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

We will begin the year with STEAM specific building activities to engage and strengthen staff morale. These activities will foster professional relationships to empower teachers and support effective collaboration. All teachers will be encouraged to participate in collaborative activities to create or strengthen leadership roles.

## **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**

Team Building Activities

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

Leadership team implements ongoing team building and social activities for all school staff.

### **Primary Essential Practice**

Attendance Initiatives

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

Improve overall attendance for students and staff members.

### **Secondary Essential Practice**

Response to Early Warning Systems (EWS)

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

EWS responses to utilizes predictive data, identifies off track or at-risk students, targets interventions and reveals patterns and root causes.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Decision Making

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

Data Driven Instruction to have precise and systematic approach to improving student learning throughout the year.

### **Primary Essential Practice**

Ongoing Progress Monitoring

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

Promote student accountability as the student and teacher hold data chats to set goals for their learning,

### **Secondary Essential Practice**

Goal Oriented Learning

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

We will implement a systematic approach to ensure a basic foundation of mathematics skills.

## **OUTCOME STATEMENTS**

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

- Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*

- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

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

## **SCHOOL CULTURE**

### **OUTCOME STATEMENT**

#### **School Culture**

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal-Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that do not work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of Ongoing Progress Monitoring, then the teacher will measure the student's academic progress regularly, teacher decision making improves, and students become more aware of their own progress.

## **ACADEMIC PROGRAMS**

### **OUTCOME STATEMENT**

#### **Academic Programs**

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that don't work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of On going Progress Monitoring, then The teacher will measures the student's academic progress regularly, teacher decision making improves, and students become more aware of their own.

## **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**

<p><b>Opening of School Date</b></p> <p>(08/20/20) AM-PM</p>	<p><b>Phase I Topic</b></p> <p><i>What topic will be shared?</i></p> <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>	<p style="text-align: center;"><b>Process Description</b></p> <p>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</p>	<p style="text-align: center;"><b>Activity Lead</b></p> <p>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</p>
--	---	---	--

8/19/20	School-Site Opening of Schools Meeting (Virtual)	Teachers and school leaders will be trained on the new safety precautions regarding COVID-19. *Opening Together! District Core Practices video •Coronavirus: Managing Stress and Anxiety PowerPoint presentation.	School Site Administrators
8/24/20	Innovative Learning Model Training for K12 Platform	Teachers and school leaders will be trained on the new virtual platform resources prior to the opening of school.	Office of Academics and Transformation (Virtual)
8/25/20 & 8/26/20	Innovative Learning Model Training for K12 Platform	Teachers and school leaders will be trained on the new virtual platform resources prior to the opening of school.	Office of Academics and Transformation (Virtual)
8/27/20	School-Site Opening of Schools Meeting (Virtual)	District developed trainings for school operations & human resources will be provided at all schools to provide the safest environment possible for all students, staff, and visitors. *Covid-19 Reporting Procedures *Supporting Student Mental Health *Effective Family Communication Strategies for schools *Personal Protective Equipment/School Readiness	School Site Administrators

## Phase II

### Action Planning

### Consensus – Define – Implement

**Phase II will be developed and executed by the school as described below:**

#### **Phase II Development & Stakeholder Engagement**

*August 17 – August 28, 2020*

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

*Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.*

### ***Implementation Steps Requirements:***

- Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- Provide specific implementation dates*
- Describe the specific action or activity that will take place*
- Include the name(s) and position(s) of the person(s) responsible*
- Specify what evidence would demonstrate the intended Implementation Step was achieved*
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

### **Quarter 1 Implementation**

#### **August 31 – October 16, 2020**

- Participate with the School Leadership Team in a Region Review Process*
- Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

*During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.*

### **Every Student Succeeds Act (ESSA) Data Incorporation**

- In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and*

*Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site ([edudata.fl DOE.org](http://edudata.fl DOE.org)) in order to assist in the identification of those target subgroup(s).*

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

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

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

**October 19 – October 30, 2020**

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

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

## **Quarter 2 Implementation**

**November 2 – December 18, 2020**

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

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

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

## School Culture Outcome Statement

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal-Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that do not work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of Ongoing Progress Monitoring, then the teacher will measure the student's academic progress regularly, teacher decision making improves, and students become more aware of their own progress.

### Sustained Essential Practice

Team Building Activities

### Priority Actions for the Sustained Essential Practice

Leadership team implements ongoing team building and social activities for all school staff.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	The School Improvement Plan will be shared with teachers during the September faculty staff meeting. Teachers will collaborate within their grade levels and subject areas to identify their academic expectations for the school year.	Susana Suarez, Principal Johnny Mauri, Assistant Principal De'Etra Anderson, Assistant Principal	This will be evident in the meeting agendas, sign-in sheets, and the facilitation of cross-reference while planning among staff members.	This will be monitored by Johnny Mauri, Assistant Principal, and meeting agendas sign-in sheets will be saved in forms.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Faculty and staff will participate in team building activities to shared responsibility and leadership roles	Susana Suarez, Principal Johnny Mauri,	This will be evident in the meeting agendas, sign-in sheets and surveys	This will be monitored by administrators throughout the use of meeting agendas,

	while working collaboratively with administration.	Assistant Principal De'Etra Anderson, Assistant Principal	conducted to evaluate teacher morale.	sign-in sheets, and teacher participation.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide opportunities for teacher lead faculty meetings to share best practices in a virtual setting.	Susana Suarez, Principal Johnny Mauri, Assistant Principal De'Etra Anderson, Assistant Principal	Teacher lead faculty meetings will be evident as teachers take on leadership roles to share best practices that will later be visible as teachers apply those practices in the learning environment.	The school principal, Susana Suarez, will monitor teacher lead meetings by reviewing meeting agendas and staff sign-in forms. Best practices will also be observed as administrators conduct informal observations.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	At the end of each month, during a faculty meeting, birthdays will be recognized with a treat for teachers who celebrated a birthday that month.	Susana Suarez, Principal Johnny Mauri, Assistant Principal De'Etra Anderson, Assistant Principal	Monthly meeting agendas will demonstrate staff members being celebrated and surveys will be conducted to measure staff morale.	Administrators will monitor the continues fidelity of celebrating staff by reviewing monthly agendas.

### Primary Essential Practice

Attendance Initiatives

### Priority Actions for the Primary Essential Practice

Improve overall attendance for students and staff members.

<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?)
-------------------------------	-----------------------------	---	--	---

<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Teachers will monitor their students' attendance. Daily attendance will be correlated to attendance bulletin to assure accuracy.</p>	<p>Susana Suarez, Principal, Classroom Teachers</p>	<p>The evidence of successful implementation is the increase in student attendance as reported in the attendance report.</p>	<p>Daily attendance reports will be monitored by teachers, counselors, and administrators to ensure acceptable rates of attendance are achieved.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>The attendance team will meet monthly to review the school attendance tracker to identify the students that need intervention.</p>	<p>Karina Aspillaga, Counselor, Mary Castellon, Counselor</p>	<p>The evidence of successful implementation will be an increase in student attendance. A log will be kept, by the counselor, of intervention strategies recommended to assist the student.</p>	<p>Administration will monitor attendance reports. Counselors will keep a log of meetings and recommendations.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Monthly recognition for students with perfect attendance will be held to promote good attendance.</p>	<p>Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal</p>	<p>The evidence of successful implementation will be an increase in student attendance and a decrease in school wide absences.</p>	<p>Attendance reports will be reviewed and monitored by Johnny Mauri, Assistant Principal. Students will be recognized by the administration.</p>
<p><b>Start:</b> Mon, Aug 31</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Teachers with perfect attendance will be recognized monthly during faculty meetings.</p>	<p>Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal</p>	<p>The evidence we expect to see to demonstrate successful implementation is a decrease in substitute usage and an increase in teacher attendance.</p>	<p>Susana Suarez, Principal, will review attendance reports. Administrators will recognize teachers during faculty meetings.</p>

**Secondary Essential Practice**

## Response to Early Warning Systems (EWS)

### Priority Actions for the Secondary Essential Practice

EWS responses to utilizes predictive data, identifies off track or at-risk students, targets interventions and reveals patterns and root causes.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	The Leadership Team will identify all Response to Early Warning Systems (EWS) for students from the Report Tab. Their status will be reviewed for intervention.	Johnny Mauri, Assistant Principal, Karina Aspillaga, Counselor, Mary Castellon, Counselor	The evidence of successful implementation will be the documentation provided to teachers to demonstrate intervention taking place. The counselor will keep a log of students who have received intervention as identified by the EWS.	The counselors will ensure that all teachers receive a list of identified students. Counselors will keep a log of intervention meetings with students.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Teachers and staff will conduct data chats with the students to set short- and long-term goals.	Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	Teachers, with the support of curriculum coaches, will analyze data reports to determine students' individual performance goals. Teachers and coaches will work together to plan instruction, as well as the implementation intervention groups after i-Ready assessment API.	Classroom teachers will monitor weekly reports that include usage time, completion of instructional lessons, and proficiency of lessons on i-Ready. Coaches will provide support to teachers while analyzing reports.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	The status of students on the Request for Assistance (RFA) list will be reviewed to ensure all	Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant	An Excel spreadsheet of pending cases from the previous school year will be reviewed by the Leadership Team and school psychologist to ensure all the	Cases that are pending will be monitored by the counselors and Assistant Principals to meet

	elements are in place to move forward with cases.	Principal, Karina Aspillaga, Counselor, Mary Castellon, Counselor	requirements are complete to proceed with cases.	the requirements for evaluation.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students with academic needs categorize in the lowest 25% and 35% for reading and math will be scheduled to attend interventions.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach	The evidence we expect to see is students being strategically scheduled to attend intervention classes. The successful implementation of intervention instruction groups will be observable during informal and formal observations.	Interventionists will provide student's work samples as proof of intervention to Johnny Mauri, Assistant Principal. Formal and informal observations will take place to evaluate the effectiveness of the program.

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

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that don't work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of On going Progress Monitoring, then The teacher will measures the student's academic progress regularly, teacher decision making improves, and students become more aware of their own.

**Sustained Essential Practice**

Data-Driven Decision Making

**Priority Actions for the Sustained Essential Practice**

Data Driven Instruction to have precise and systematic approach to improving student learning throughout the year.

<b>Implementation</b>	<b>Implementation</b>		<b>Expected Evidence</b>	<b>Monitoring</b>
-----------------------	-----------------------	--	--------------------------	-------------------

<b>Date(s)</b>	<b>Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Teachers and coaches will engage in monthly data chats to align curriculum to instruction while sharing strategies for best practices in the classroom.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga Math, Coach, Classroom Teachers	The evidence we expect to see is teachers being able to speak about the data they have analyzed, including how they will individualize instruction and group students for mastery.	Coaches will conduct data guidance meetings with teachers. The administration will monitor and review data binders when holding meetings with teachers or throughout walkthroughs.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Grade Level meetings will include the sharing of instructional strategies that support small group and collaborative learning.	Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers, Administration	The evidence we expect to witness is teachers demonstrating best practices and documenting it in their lesson plans. Grade level meeting agendas will also reflect the sharing of instructional strategies aimed at supporting small groups and collaborative instruction.	Administrators will monitor by reviewing collaborative meeting agendas and sign-in sheets. Teachers' lessons plans will also be reviewed formally.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Teachers will maintain a data binder that identifies students that are in the lowest 25% and 35% to differentiate instruction and to create groups for intervention.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	The evidence we expect to see for successful implementation is teachers being able to speak about the data including specific data results that support grouping for individualized students' learning.	Assistant Principal, Johnny Mauri, will hold quarterly data chats with teachers to review data binders and to ensure that lessons are reflective of

				individualized academic needs.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will review, weekly, Performance Matters, and i-Ready reports to form groups for differentiated instruction.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	As evidence of the implementation of differentiated instruction taking place, teachers will keep a log/checklist of attendance and work that is reflective of individualized instruction. Data needs to reflect the mastery of concepts taught in intervention groups.	The administrative team will monitor reports to compare growth within the groups. The administration will monitor the differentiated instructional process by conducting virtual and in-person visits.

### Primary Essential Practice

Ongoing Progress Monitoring

### Priority Actions for the Primary Essential Practice

Promote student accountability as the student and teacher hold data chats to set goals for their learning,

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Common planning time will be provided to all grade levels so that teachers can collaborate and set goals for the Lowest 25% and 35%.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math	The implementation will be evident in lesson plans, student grouping for differentiated instruction, and student's folders with work reflective of DI activities groups. Discussions of	Johnny Mauri, Assistant Principal, will conduct quarterly data chats. Meeting agendas and sign-in sheets, using Microsoft forms, will be

		Coach, Classroom Teachers	student progress will take place during weekly PLC's and administrative quarterly data chats.	utilized for record-keeping.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will receive a data binder with reports such as PowerBi, i-Ready, and a differentiated instruction checklist to assist them in the collection of data and analysis of reports.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach	The evidence of the implementation will be found in the data binders, and documentation of the student grouping will reflect on lesson plans. Successful implementation is the examples of students' work on academic activities that match the individualized learning goal.	Susana Suarez, Principal, will monitor data-driven instructions, students' work samples, and coaches will keep a record of sign-in sheets and agendas.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Student Data trackers will be used to help teachers and interventionists analyze the data collected from the students. These resources will include data-analysis protocols as well as reports that monitor progress toward academic goals. This type of feedback is vital in order to engage in a cycle of continuous improvement.	Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal, Classroom Teachers	The expected evidence will be the use of data trackers to inform and guide students to their academic goals. The students will engage in academic goal setting activities and teachers' lesson plans will reflect strategies for individualized learning.	Susana Suarez, Principal, will review data binders checking for student data trackers and sign-in sheets of student data chats.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	After collecting and analyzing student data, all at-risk students will be placed in tier 2 and tier 3 intervention groups to receive differentiated	Susana Suarez, Johnny Mauri, Assistant Principal, De'Etra Anderson,	The evidence we expect to see which will demonstrate successful implementation in assessments and programs, are scores that fall between 90 –	Susana Suarez, Principal, will review data binders looking for academic groupings and students' work that is reflective

	instruction in areas of need.	Assistant Principal	100%, with students scoring at 70% or above. The data after remediation needs to demonstrate adequate progress and students' work that is reflective of individualized academic needs.	of differentiated instructional strategies. Administrators will review weekly i-Ready reports looking for student usage and passing rates.
--	-------------------------------	---------------------	--	--

**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).**

N/A

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

N/A

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**

Goal Oriented Learning

**Priority Actions for the Secondary Essential Practice**

We will implement a systematic approach to ensure a basic foundation of mathematics skills.

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

		position)	Implementation Step was successfully executed?)	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Identify 3–5 routines and practices that can impact student learning to be implemented school-wide. Ensure teachers and interventionists have the skills to implement strategies with fidelity to ensure academic growth.	Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	Successful implementation will be evident as teachers and interventionists collaborate to implement routines and practices while planning and delivering instruction.	Administrators will monitor best practices through formal and informal observations in the schoolhouse as well as during virtual learning.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will assist students with data analysis for goal setting purposes. Quarterly, the teacher will provide students with diagnostic feedback that focuses on personal improvement based on topic assessments.	Classroom Teachers, Lily Pesì, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	Students will be able to engage in academic goal setting activities as evident by their data tracker folders. Students data trackers will be reflective of updated goal setting based on previous performance.	Administrators will monitor goal setting activities through informal reviews of student data trackers.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Following the administration of the i-Ready Diagnostic test, teachers will assist students with data analysis to set goals for academic growth.	Classroom Teachers, Lily Pesì, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	The evidence we expect to see is students being able to talk about their data to where they can show understanding of their strengths and weaknesses to be able to set goals for their own academic goals. Students' data trackers will be reflective of their data collection for personal growth.	Coaches will monitor i-Ready reports. Administrators will review students' goal-setting data trackers and students' DI folders.
<b>Start:</b> Mon, Aug 31	Teachers will participate in	Lily Pesì, Reading	Implementation will be evident as teachers work	Coaches will keep a record

<b>End:</b> Fri, Oct 16	collaborative planning to set short- and long-term goals for students across the grade level.	Coach, Amarilys Colunga, Math Coach, Classroom Teachers	collaboratively to plan grade-level activities. Evidence of activities implemented can be found in teachers' lesson plans and students' work folders.	of meeting agendas and sign-in sheets of collaborative planning. The administration will monitor teacher participation while planning.
-------------------------	---	---	---	--

## Parent Family Engagement Plan (PFEP)

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

#### School Culture Outcome Statement

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal-Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that do not work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of Ongoing Progress Monitoring, then the teacher will measure the student's academic progress regularly, teacher decision making improves, and students become more aware of their own progress.

#### Sustained Essential Practice

Team Building Activities

#### Priority Actions for the Sustained Essential Practice

Leadership team implements ongoing team building and social activities for all school staff.

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

			Step was successfully executed?)	
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Foster professional relationships between school staff that support effective collaboration.	Susana Suarez, Principal Johnny Mauri, Assistant Principal De'Etra Anderson, Assistant Principal	The PLST team will provide teachers with quality, online virtual experiences. PLST Team will provide staff with customized learning to produce team building and foster professional relationships.	Faculty meeting agenda, sign in sheet
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Provide STEAM PD that will foster best practices, implementation strategies, fun projects, robust teaching tools and tons of hands-on making to inspire leading and learning in dynamic ways.	Amarilys Colunga, Math Dr. Vivian Veiga Lidys Toro	Provide support and opportunities to participate in Professional Development during planning days, common planning,, or faculty meetings.	Administrators will monitor Professional Development offerings, Agendas, and Sign-in sheets.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Provide opportunities for teacher lead faculty meetings to share best practices in a virtual setting.	Susana Suarez, Principal Johnny Mauri, Assistant Principal De'Etra Anderson, Assistant Principal	Teacher lead faculty meetings will be evident as teachers take on leadership roles to share best practices that will later be visible as teachers apply those practices in the learning environment.	The school principal, Susana Suarez, will monitor teacher lead meetings by reviewing meeting agendas and staff sign-in forms. Best practices will also be observed as administrators conduct informal observations.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	At the end of each month, during a faulty meeting, birthdays will be recognized with a	Susana Suarez, Principal Johnny Mauri,	Monthly meeting agendas will demonstrate staff members being celebrated and	Administrators will monitor the continues fidelity of celebrating staff by

	treat for teachers who celebrated a birthday that month.	Assistant Principal De'Etra Anderson, Assistant Principal	surveys will be conducted to measure staff morale.	reviewing monthly agendas.
--	--	---	--	----------------------------

### Primary Essential Practice

Attendance Initiatives

### Priority Actions for the Primary Essential Practice

Improve overall attendance for students and staff members.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will monitor their students' attendance. Daily attendance will be correlated to attendance bulletin to assure accuracy.	Susana Suarez, Principal, Classroom Teachers	The evidence of successful implementation is the increase in student attendance as reported in the attendance report.	Daily attendance reports will be monitored by teachers, counselors, and administrators to ensure acceptable rates of attendance are achieved.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The attendance team will meet monthly to review the school attendance tracker to identify the students that need intervention.	Karina Aspillaga, Counselor, Mary Castellon, Counselor	The evidence of successful implementation will be an increase in student attendance. A log will be kept, by the counselor, of intervention strategies recommended to assist the student.	Administration will monitor attendance reports. Counselors will keep a log of meetings and recommendations.
<b>Start:</b> Mon, Nov 2	Monthly recognition for	Susana Suarez,	The evidence of successful	Attendance reports will be reviewed

<b>End:</b> Fri, Dec 18	students with perfect attendance will be held to promote good attendance.	Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	implementation will be an increase in student attendance and a decrease in school wide absences.	and monitored by Johnny Mauri, Assistant Principal. Students will be recognized by the administration.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers with perfect attendance will be recognized monthly during faculty meetings.	Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	The evidence we expect to see to demonstrate successful implementation is a decrease in substitute usage and an increase in teacher attendance.	Susana Suarez, Principal, will review attendance reports. Administrators will recognize teachers during faculty meetings.

## Secondary Essential Practice

Response to Early Warning Systems (EWS)

### Priority Actions for the Secondary Essential Practice

EWS responses to utilizes predictive data, identifies off track or at-risk students, targets interventions and reveals patterns and root causes.

<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	The Leadership Team will identify all Response to Early Warning Systems (EWS) for students from the Report	Johnny Mauri, Assistant Principal, Karina Aspillaga, Counselor, Mary	The evidence of successful implementation will be the documentation provided to teachers to demonstrate intervention taking place. The counselor	The counselors will ensure that all teachers receive a list of identified students. Counselors will keep a log of intervention

	Tab. Their status will be reviewed for intervention.	Castellon, Counselor	will keep a log of students who have received intervention as identified by the EWS.	meetings with students.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Students with academic needs categorize in the lowest 25% and 35% for reading and math will be scheduled to attend interventions.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach	The evidence we expect to see is students being strategically scheduled to attend intervention classes. The successful implementation of intervention instruction groups will be observable during informal and formal observations.	Interventionists will provide student's work samples as proof of intervention to Johnny Mauri, Assistant Principal. Formal and informal observations will take place to evaluate the effectiveness of the program.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	The status of students on the Request for Assistance (RFA) list will be reviewed to ensure all elements are in place to move forward with cases.	Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal, Karina Aspillaga, Counselor, Mary Castellon, Counselor	An Excel spreadsheet of pending cases from the previous school year will be reviewed by the Leadership Team and school psychologist to ensure all the requirements are complete to proceed with cases.	Cases that are pending will be monitored by the counselors and Assistant Principals to meet the requirements for evaluation.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Truancy reports will be generated and analyzed to target students with Early Warning Systems for low attendance rates.	Karina Aspillaga, Counselor, Mary Castellon, Counselor	As a result of monitoring attendance reports, students can be counseled and parents can be contacted in order to provide support to improve attendance.	Kensington Park Elementary will collect and analyze percentage of students that successfully reached incentive.

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

## Academic Programs Outcome Statement

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that don't work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of On going Progress Monitoring, then The teacher will measures the student's academic progress regularly, teacher decision making improves, and students become more aware of their own.

### Sustained Essential Practice

Data-Driven Decision Making

### Priority Actions for the Sustained Essential Practice

Data Driven Instruction to have precise and systematic approach to improving student learning throughout the year.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Teachers and coaches will engage in monthly data chats to align curriculum to instruction while sharing strategies for best practices in the classroom.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga Math, Coach, Classroom Teachers	The evidence we expect to see is teachers being able to speak about the data they have analyzed, including how they will individualize instruction and group students for mastery.	Coaches will conduct data guidance meetings with teachers. The administration will monitor and review data binders when holding meetings with teachers or throughout walkthroughs.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Grade Level meetings will include the sharing of instructional strategies that	Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach,	The evidence we expect to to witness is teachers demonstrating best practices and documenting it in their lesson plans. Grade	Administrators will monitor by reviewing collaborative meeting agendas and sign-in

	support small group and collaborative learning.	Classroom Teachers, Administration	level meeting agendas will also reflect the sharing of instructional strategies aimed at supporting small groups and collaborative instruction.	sheets. Teachers' lessons plans will also be reviewed formally.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will review, weekly, Performance Matters, and i-Ready reports to form groups for differentiated instruction.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	As evidence of the implementation of differentiated instruction taking place, teachers will keep a log/checklist of attendance and work that is reflective of individualized instruction. Data needs to reflect the mastery of concepts taught in intervention groups.	The administrative team will monitor reports to compare growth within the groups. The administration will monitor the differentiated instructional process by conducting virtual and in-person visits.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will maintain a data binder that identifies students that are in the lowest 25% and 35% to differentiate instruction and to create groups for intervention.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	The evidence we expect to see for successful implementation is teachers being able to speak about the data including specific data results that support grouping for individualized students' learning.	Assistant Principal, Johnny Mauri, will hold quarterly data chats with teachers to review data binders and to ensure that lessons are reflective of individualized academic needs.

### Primary Essential Practice

Ongoing Progress Monitoring

### Priority Actions for the Primary Essential Practice

Promote student accountability as the student and teacher hold data chats to set goals for their learning,

<b>Implementation</b>	<b>Implementation</b>		<b>Expected Evidence</b>	<b>Monitoring</b>
-----------------------	-----------------------	--	--------------------------	-------------------

<b>Date(s)</b>	<b>Steps</b>	<b>Person(s) Responsible</b>  (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	Common planning time will be provided to all grade levels so that teachers can collaborate and set goals for the Lowest 25% and 35%.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	The implementation will be evident in lesson plans, student grouping for differentiated instruction, and student's folders with work reflective of DI activities groups. Discussions of student progress will take place during weekly PLC's and administrative quarterly data chats.	Johnny Mauri, Assistant Principal, will conduct quarterly data chats. Meeting agendas and sign-in sheets, using Microsoft forms, will be utilized for record-keeping.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	After collecting and analyzing student data, all at-risk students will be placed in tier 2 and tier 3 intervention groups to receive differentiated instruction in areas of need.	Susana Suarez, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	The evidence we expect to see which will demonstrate successful implementation in assessments and programs, are scores that fall between 90 – 100%, with students scoring at 70% or above. The data after remediation needs to demonstrate adequate progress and students' work that is reflective of individualized academic needs.	Susana Suarez, Principal, will review data binders looking for academic groupings and students' work that is reflective of differentiated instructional strategies. Administrators will review weekly i-Ready reports looking for student usage and passing rates.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Fri, Dec 18	Monthly RTI meetings to identify students not making adequate progress and not meeting grade	Karina Aspillaga, Counselor, Mary Castellon, Counselor	As a result of conducting RTI meetings, students will be identified for additional Tier 2 or Tier 3 interventions.	Administration will monitor RTI reports. Counselors will keep a log of meetings and recommendations.

	level expectations.			
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Administration will conduct classroom walkthoughts to ensure that classroom instruction is aligned with the grade level standards.	Susana Suarez, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	As a result of classroom walkthroughs, administration will debrief findings to assist and guide teachers with the classroom instruction.	Administration will keep records of debriefing with teachers.

## Secondary Essential Practice

Goal Oriented Learning

### Priority Actions for the Secondary Essential Practice

We will implement a systematic approach to ensure a basic foundation of mathematics skills.

<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	Identify 3–5 routines and practices that can impact student learning to be implemented school-wide. Ensure teachers and interventionists have the skills to implement strategies with fidelity to ensure academic growth.	Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	Successful implementation will be evident as teachers and interventionists collaborate to implement routines and practices while planning and delivering instruction.	Administrators will monitor best practices through formal and informal observations in the schoolhouse as well as during virtual learning.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will assist students with data analysis for goal setting purposes. Quarterly, the teacher	Classroom Teachers, Lily Pesí, Reading Coach,	Students will be able to engage in academic goal setting activities as evident by their data	Administrators will monitor goal setting activities through

	will provide students with diagnostic feedback that focuses on personal improvement based on topic assessments.	Amarilys Colunga, Math Coach, Classroom Teachers	tracker folders. Students data trackers will be reflective of updated goal setting based on previous performance.	informal reviews of student data tracke
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Monthly, teachers will continue to systematically apply data from on-going assessments to formulate instructional groups while prioritizing fluidity according to student progress.	Susana Suarez, Principal, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	Data binders will evidence student data profiles and trends utilized with tier students and appropriately plan for remediation and/or enrichment activities. Teachers will update their DI groups on a regular basis.	During walk-throughs, administrators, should observe a physical learning environment that reflects the use of data in a routine and systematic way.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Fri, Dec 18	Teachers will participate in collaborative planning to set short- and long-term goals for students across the grade level.	Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers	Implementation will be evident as teachers work collaboratively to plan grade-level activities. Evidence of activities implemented can be found in teachers' lesson plans and students' work folders.	Coaches will keep a record of meeting agendas and sign-in sheets of collaborative planning. The administration will monitor teacher participation while planning.

### **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).**

Teachers are using recent student data to plan for and deliver high quality instruction by using all available resources to reach every student by incorporating the SAMR model and aspiring to Redefine the educational experience for every student. Coaches and administrators are participating in common planning sessions biweekly with grade level staff to ensure district

frameworks and models are being implemented in both the Schoolhouse and MSO models of delivery. Face to face and virtual walkthroughs are being conducted to identify areas of strength and possible areas of weakness to identify for support.

**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.**

All students needing Tier 2/Tier 3 support have been identified (initially through 2019-2020 AP2 data and most recently using 2020-2021 AP1 data). Students have been given the appropriate program code in the system to that we can ensure program success. Every teacher providing Intervention has watched the appropriate Webinar and is using the Intervention Year at A Glance and Intervention Calendar to add the correct iReady grade level lesson. We have also Created Growth Monitoring groups so that those students receive the appropriate Assessment during the GM weeks. We have an Interventionist providing additional program support virtually for those grade levels with high numbers of Tier 2 students. Our Reading Coach is participating in the Recording & Monitoring the RTI/MTSS Process for Student Intervention in Performance Matters PD and is targeting the Tier 3 students.

**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 hope to avail ourselves of the Governor's Emergency Education Relief (GEER) Fund and Kindergarten Success Grant to provide extended learning services that target the essential prerequisite reading skills necessary for success within their current grade level. We hope to offer this AM and PM to Schoolhouse and MSO students.

## **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.**

At the January School Leadership Team Meeting, the School Improvement Process 2020-2021 School Mid-Year Data Map was shared with all members. Time was allotted to examine and interpret the data. The team discussed the encouraging and concerning findings by specific grade levels and subjects. The team also examined the Staff Survey and Student Survey to look for areas that can impact our school culture. Members identified patterns and the areas of most concerns. Ideas were shared on how to best address these deficiencies.

### **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.**

Based on our 2020 school grade goals and Outcome Statement for School Culture the most encouraging data finding was the 12% increase of students having zero absences from school. This can directly be attributed to teacher's, counselors and staff commitment to school's shared vision and dedication to our students academic progress. The most concerning data finding was our staff attendance increased by 37% for teachers missing school 5-10 days.

**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 School Academic Outcome Statement, we found that our most encouraging finding was that we had a 9% increase of students moving to Tier 1 showing proficiency on iReady AP2 for ELA and a 10% increase in proficiency on iReady Ap2 for Math. The most concerning finding was that 27% of our students are still in Tier 3 in ELA iReady AP2 and 24% in Tier 3 for Math iReady AP2.

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

In terms of grade-levels, our school had positive growth in student proficiency in both Reading and Math iReady showing increases consistent with the overall increase in reading scores when comparing iReady AP1 to iReady AP2..

**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?**

Upon a close examination of the subgroups listed on the Mid-Year Data Map, it appears that all subgroups have made significant progress, and that there are certain trends and patterns which require further attention during phase III of the School Improvement Process. The significant positive findings are a direct result of ongoing progress monitoring, intervention and RTI, and technology for both Reading and Mathematics intervention programs that are in place. Kensington Park has incorporated the use of several strategic programs and initiatives to support fragile student populations and tier 2 and tier 3 students. In addition to varying levels of support that are in place, additionally programs have been added which are aimed at addressing all learners. Upon a close examination of the growth monitoring reports from i-Ready, much progress has been made in all grade levels. Overall, the results are encouraging and demonstrates that progress has been made towards proficiency for tier 2/3 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?**

In accordance with the MDCPS school wide initiatives to address learning losses, Kensington Park is participating and coordinating several programs in an effort to close learning gaps. In addition to the i-Ready/Teacher Toolbox Tier 2/3 intervention program, the school is providing both the GEER program and ELL Title III intervention programs as extended learning opportunities. The data for the Tier 2/3 intervention programs has show an increase in student proficiency and has demonstrated that students are making progress towards both typical growth and stretch growth goals. Upon a close examination of the comparative results of the GEER program there has been minimal, but positive progress toward increased student proficiency.

# 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 implementation steps that were executed during quarter 1 and 2 have had a positive impact on improving school culture in several ways. The positive significant findings for student attendance rates, and early warning indicators are a direct result of the implementation steps that were implemented during phase I and phase II. Empowering teachers and staff has led to improved student attendance, improved parent and student communication, and significant gain in achievement through professional development. It has had a significant impact of overall well-being of student attending school in that when examining the climate survey, the number one response was students felt happy at school. On all these occasions our positive school culture was highlighted and is a testament to our efforts through the detailed perceptions of these contributing stakeholders.

**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.**

In order to provide for successful progress in the area of social-emotional learning, it is important to reflect on the outcomes of the implementation steps for quarter 1 and quarter 2 to determine if there are any deficits and if so, what led to the lack of progress. Upon examining the Mid-Year Data Map, student attendance is an area of concern. There was a 10% change in the amount of students with 11 or more absences from school when comparing 2019-2020 to 2020-2021, and even though the instructional personnel and counselor provided celebrating successes, social emotional learning and provided professional development on empowering teachers, during phase I and phase II, there still appears to be a need to focus on increasing student attendance.

## 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.**

Upon a close examination of the outcomes of quarter 1 and quarter 2 implementation steps, there has been significant progress in the area of academic programs and progress. The i-Ready comparison of AP1 to AP2 has demonstrated significant gains in both ELA and Mathematics. The use of ongoing progress monitoring, intervention programs and RTI, and increased use of technology programs have promoted student learning and enabled all learners to access their educational goals. Ongoing progress monitoring and technology programs has enabled teachers

to plan more effectively using data driven resources to more accurately identify student needs and provided re-teaching. Using the data to identify students, intervention services have been put in place to promote better student understanding and target our most fragile learners. In order to further support students in this area of focus, extended morning and afternoon tutoring programs using the GEER grant and Title III have been recently implemented with grades K-5 to assist students with closing learning gaps in our fragile population of learners. Follow up for students participating in intervention and possible referral to the MTSS Team is critical to determine if students qualify for specialized services/programs beyond the strategies we have in place.

**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.**

In order to provide for successful progress in the area of academic programs, it is important to reflect on the outcomes of the implementation steps for quarter 1 and quarter 2 to determine if there are any deficits and if so, what led to the lack of progress. In order to effectively execute phase III, an identified area of concern on the Mid-Year data map is the students in the lowest 35% in both Reading and Math. During grade level meetings, the reading coach will provide support to teachers in order to facilitate understanding of the need to improve i-Ready pass rates. Teachers will receive information and training from the reading coach on how to interpret i-Ready reports that contain lesson pass rate information and how to best use student conferencing protocols to inform students of their current rate of progress. Additionally, during mid-year data chats, students progress and achievement was discussed with each staff member and targeted students will be provided additional lesson practice for i-Ready lessons.

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

No

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

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

## **School Leadership Core Competencies**

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

We will continue our intervention program by using data to identify and track our lowest 25%. We will implement the use of student data trackers to facilitate this process. Members of the leadership team will meet monthly with selected students from target group. Additional time

will be provided for differentiated instruction to students at risk. We will also continue the "Adopt a Cub" program with the students in the target group. Our staff will choose one student from our lowest 25% to mentor and follow-up on their academic needs as well as their emotional wellness.

**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 Core Competencies to fully and effectively implement the required components of the School Improvement Process. The SLT will use the Commitment to Students competency through the use and application of data-driven instruction, ongoing progress monitoring, and rigorous differentiated instruction, and extensive intervention/tutoring programs for both Mathematics and ELA. Data chats take place at grade level meetings, with the administrative team, student to teacher, and teacher to instructional coach/administration in order to continue identifying students requiring enrichment or intervention. Various data charts are reviewed and/or prepared by instructional personnel to monitor their own student data. Additionally, the instructional coach, triangulating data, in an effort to identify problem areas. Using that information, instructional coaches design curriculum materials aimed at small group reteaching in order to promote student learning. An area of improvement will be to continue the processes and steps that were in place in phase I and phase II, and continue to monitor both the academic and social achievements through the model of continuous improvement.

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

The leadership team will continue to conduct weekly walk-throughs. During faculty and professional development days, the staff will work on vertical planning to meet the rigor of the Math and ELA standards throughout all grade levels.

**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 will use the Core Competencies to fully and effectively implement the required components of the School Improvement Process. The SLT will use the Focusing on Sustainable Results competency through the use and application of meaningful professional development. Our professional development days focused on improving both the social-emotional and academic components of our School Improvement Process. At KPE, professional development is ongoing and support is provided to the staff on an as needed basis by various coaches, the administrative team, and school counselor. An area of improvement will be to continue the processes and steps that were successfully implemented in phase I and phase II because further growth from effective strategies/practices is important to our overall systems. Additionally, as a team, we will continue to monitor attendance as a vital improvement target. Academic and social achievements/concerns will be revisited through the model of continuous improvement.

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

We will promote professional learning and development of all stakeholders in our building and ensure others obtain the experience and training needed to develop new skills and levels of capability. Administration will regularly give positive and constructive feedback to faculty and staff on specific practices/strategies.

**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 will use the Core Competencies to fully and effectively implement the required components of the School Improvement Process. The SLT will use the Developing Others competency through the use and application of instructional coaches, the administrative team, and school counselor. Students' needs, both emotionally and academically, are addressed through the MTSS system that is in place at Kensington Park Elementary. Students' needs are predominantly met at the Tier 1 classroom level. When classroom routines and interventions are not meeting the needs of identified students, they are referred to the MTSS Team. Through tier 2 and tier 3 Response to Intervention, systems of support are put in place to assist students and provide a pathway for success and access to learning. An area of improvement will be to continue the processes and steps that were in place in phase I and phase II, and to continue to monitor both the academic and social achievements/concerns through the model of continuous improvement.

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

We will begin the year with STEAM specific building activities to engage and strengthen staff morale. These activities will foster professional relationships to empower teachers and support effective collaboration. All teachers will be encouraged to participate in collaborative activities to create or strengthen leadership roles.

**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 will use the Core Competencies to fully and effectively implement the required components of the School Improvement Process. The SLT will use the Engages the Team competency through the use and application of various levels of good collaboration among all stakeholders. The administrative team is directly responsible for providing the tools for all stakeholders to reach their full potential both academically and socially. Through professional development, faculty meetings, vertical and horizontal planning, school-based leadership team meetings, EESAC, and parent events, our school strives to achieve our school's mission, "to provide a productive, secure, learning environment, whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential." It is only when all stakeholders are committed to achieving our school goals, that our school family will grow and flourish. An area of improvement will be to continue the processes and steps that were in place in phase I and phase II, and continue to monitor both the academic and social achievements/concerns through the model of continuous improvement.

## **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?**

In order to fully implement with fidelity the implementation steps outlined in the School Improvement Process -Phase III, it will be necessary to inform all stakeholders of the results of phase I and II and notify team members, faculty, students, parents, and community members of the implementation steps outlined in phase III as well as the Mid-Year Data Chart findings. Staff and faculty will be advised of findings and phase III implementations steps at faculty meetings, grade level meetings, administrative team data chats, and the EESAC. Parent and Community Members will be informed of Mid-Year data results and phase III implementation at EESAC meetings and the posting of EESAC minutes. Lastly, students will be updated on their current progress towards their goals via teacher-student conferencing and through the use of progress monitoring folders and reports.

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

**School Culture Outcome Statement**

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal-Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that do not work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of Ongoing Progress Monitoring, then the teacher will measure the student's academic progress regularly, teacher decision making improves, and students become more aware of their own progress.

**Sustained Essential Practice**

Team Building Activities

**Priority Actions for the Sustained Essential Practice**

Leadership team implements ongoing team building and social activities for all school staff.

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	More teacher lead faculty meetings to share their best practices.	Susana Suarez, Principal Johnny Mauri, AP	Supporting charismatic environments where leaders are both energized and	Susana Suarez Principal Meeting agendas and sign in sheets

		De'Etra Anderson AP	inspired to share what works and what doesn't, will only reinforce a culture of collaboration but will also expand your leader's impact. Also, allow for opportunities to reflect and plan, and therefore improve effectiveness that ultimately results in increased student learning.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Leadership team will provide the staff with opportunities to oversee new initiatives within the school and community (STEAM, Fairchild, Vex IQ Robotics, Lions Gazette, etc.) giving them the opportunity for more leadership roles.	Susana Suarez, Principal Johnny Mauri, AP De'Etra Anderson AP	Teacher involvement in leadership to participate in the determination of school goals and policies while exercising professional judgment about what and how to teach.	Susana Suarez, Principal Meeting agendas and sign in sheets. Have staff complete a survey about leadership roles opportunities .
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers will continue to implement the use of instructional technology, assessment, and communication platforms to enhance classroom instruction and improve	Susana Suarez, Principal Johnny Mauri, AP De'Etra Anderson AP	The technology reports from i-Ready, communication logs, lesson plans, and assessment	Administrators will conduct classroom walkthroughs and observations to ensure that

	communication between stakeholders to better connect with students; optimize student engagement.		reports will serve as the expected evidence that the implementation steps have been carried out.	the use of effective technology for both teachers and students is implemented and used effectively.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Instructional coach will continue to provide support to teachers to target specific strategies which will support and empower teachers and staff. Strategies that the school is using to empower teachers is to assist teachers in providing instructional delivery that is effective in both the brick and mortar school setting and MSO (My School Online). Teachers were trained and informed on the most up-to-date technology guidelines released from the MDCPS district. Topics that were covered included Zoom and Teams applications, online testing platforms, i-Ready, McGraw-Hill, Performance Matters, and various parent communication programs such as Remind, and Class Dojo.	Susana Suarez, Principal Johnny Mauri, AP De'Etra Anderson AP	logs will serve as the evidence that the implementation step was completed.	Log in sheets as evidence that effective training has taken place

### Primary Essential Practice

Attendance Initiatives

### Priority Actions for the Primary Essential Practice

Improve overall attendance for students and staff members.

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	Attendance Reports will be reviewed regularly to monitor school wide progress	Susana Suarez Principal Johnny Mauri AP De'Etra Anderson AP	Attendance Bulletin, Early Warning System Findings, Power Bi reports	Susana Suarez Principal Reviewing attendance reports.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Meet with teachers that are showing signs of poor attendance throughout the year to review and discuss their attendance.	Susana Suarez Principal Johnny Mauri AP De'Etra Anderson AP	Sign in sheets and attendance dashboard reports	Susana Suarez Principal Review teacher attendance monthly
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Ensure that ongoing, monthly student recognition programs are implemented and that students receive various incentives as part of these recognition activities.	Susana Suarez Principal Johnny Mauri AP De'Etra Anderson AP	The attendance bulletin will be checked on a daily basis.	Johnny Mauri Review monthly homeroom attendance reports and provide incentives.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Teachers with perfect attendance will be recognized monthly during faculty meetings.	Susana Suarez Principal Johnny Mauri AP De'Etra Anderson AP	The attendance bulletin will be checked on a daily basis.	Susana Suarez Principal Review teacher attendance monthly

## Secondary Essential Practice

Response to Early Warning Systems (EWS)

## Priority Actions for the Secondary Essential Practice

EWS responses to utilizes predictive data, identifies off track or at-risk students, targets interventions and reveals patterns and root causes.

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	Truancy reports will be generated and analyzed to target students with Early Warning Systems for low attendance rates.	Karina Aspillaga, Counselor, Mary Castellon, Counselor	As a result of monitoring attendance reports, students can be counseled and parents can be contacted in order to provide support to improve attendance.	Kensington Park Elementary will collect and analyze percentage of students that successfully reached incentive.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Students with academic needs categorize in the lowest 25% and 35% for reading and math will be scheduled to attend interventions.	Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach	The evidence we expect to see is students being strategically scheduled to attend intervention classes. The successful implementation of intervention instruction groups will be observable during informal and formal observations.	Interventionists will provide student's work samples as proof of intervention to Johnny Mauri, Assistant Principal. Formal and informal observations will take place to evaluate the effectiveness of the program.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Continue monitoring students on the Request for Assistance (RFA) list to ensure all elements are in	Johnny Mauri, Assistant Principal,	An Excel spreadsheet of pending cases from the	Cases that are pending will be monitored by the counselors

	place to move forward with cases.	De'Etra Anderson, Assistant Principal, Karina Aspillaga, Counselor, Mary Castellon, Counselor	previous school year will be reviewed by the Leadership Team and school psychologist to ensure all the requirements are complete to proceed with cases.	and Assistant Principals to meet the requirements for evaluation.
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Wed, Jun 9</p>	The instructional coach will continue to ensure that students were identified and properly coded using the AP2 i-Ready data from the 2020-2021 school year as outlined by the MDCPS school district and labeled as either Tier 2 or Tier 3 students. These students will require additional levels of support using the i-Ready intervention framework. Additionally, administrative team will review the student failing report from Gradebook to determine if all learners needs are being met and consider referral to the MTSS Team if needed.	Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal, Karina Aspillaga, Counselor, Mary Castellon, Counselor	Student failing report will serve as the expected evidence that the implementation step was fully executed.	Review the data chart of students that have been identified and utilize i-Ready reports to ensure that the implementation step has been fully implemented.

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

**Academic Programs Outcome Statement**

If we successfully implement our Sustained Essential practice use of Data-Driven Instruction, then data will be used to identify student strengths and deficiencies and apply those findings to their practice. If we successfully implement our Primary Essential practice of Goal Oriented Learning, then students will engage in more effective learning strategies, such as learning from their mistakes, changing strategies that don't work, and seeking help when necessary. If we successfully implement our Secondary Essential practice of On going Progress Monitoring, then The teacher will measures the student's academic progress regularly, teacher decision making improves, and students become more aware of their own.

## Sustained Essential Practice

### Data-Driven Decision Making

#### Priority Actions for the Sustained Essential Practice

Data Driven Instruction to have precise and systematic approach to improving student learning throughout the year.

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?)
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Wed, Jun 9</p>	<p>Grade Levels will conduct quarterly data chats with administration to analyze, review, and discuss the data to determine how best to meet students' needs based on student performance scores. Administration will provide a schedule to meet with teachers, and teachers will bring with them current student performance data. As a team, they will analyze data and discuss possible action plans in order to make sure student's individual needs are met.</p>	<p>Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers, Administration</p>	<p>As a result of conducting quarterly data chats, the teachers will become better equipped in knowing how to analyze student performance data and how to use it to drive instruction.</p>	<p>Administration will meet with grade levels quarterly to analyze, review, and discuss the student data to determine how best to meet their individual student's needs. Administration will schedule meetings with teachers, and as a team, they will develop an action plan in order to increase student achievement. Adrienne Wright Mullings, Principal Suzette Friginals, Assistant</p>

				Principal Isabel Lazcano, Assistant Principal All Teachers
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Wed, Jun 9</p>	<p>Teachers will conduct a data chat with students on a quarterly basis to review, analyze and discuss their learning progress/goals. Students will complete an Individual Student Data Chart so they can keep track of their progress and take ownership of their learning. After assessments, teachers will give students the opportunity to complete their own Student Data Charts.</p>	<p>Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers, Administration</p>	<p>As a result of conducting quarterly data meetings with students, teachers will review data charts with each student and discuss their learning progress and goal. Together they will formulate a plan to ensure their learning goals are met.</p>	<p>Teachers will develop a quarterly schedule to meet with students to review, analyze, and discuss their learning progress/goals. After assessments, teachers will give students to update their own Student Data Charts. Together they will develop a plan to make sure their learning objectives are met. All Classroom Teachers</p>
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Wed, Jun 9</p>	<p>Teachers will maintain a data binder that identifies students that are in the lowest 25% and 35% to differentiate instruction and to create groups for intervention.</p>	<p>Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers</p>	<p>The evidence we expect to see for successful implementation is teachers being able to speak about the data including specific data results that support grouping for individualized</p>	<p>Assistant Principal, Johnny Mauri, will hold quarterly data chats with teachers to review data binders and to ensure that lessons are reflective of individualized academic needs.</p>

			students' learning.	
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Grade Level meetings will include the sharing of instructional strategies that support small group and collaborative learning.	Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers, Administration	The evidence we expect to witness is teachers demonstrating best practices and documenting it in their lesson plans. Grade level meeting agendas will also reflect the sharing of instructional strategies aimed at supporting small groups and collaborative instruction.	Administrators will monitor by reviewing collaborative meeting agendas and sign-in sheets. Teachers' lessons plans will also be reviewed formally.

**Primary Essential Practice**

Ongoing Progress Monitoring

**Priority Actions for the Primary Essential Practice**

Promote student accountability as the student and teacher hold data chats to set goals for their learning,

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	Teacher will use the monthly iReady Progress Monitoring Assessments	Johnny Mauri, Assistant	As a result of using the iReady	Teachers will review and analyze iReady

<p><b>End:</b> Wed, Jun 9</p>	<p>data to continually track tier 2 and tier 3 student progress and determine the areas of weakness and strengths. Teachers will use this data to guide their instruction to improve their students' academic achievements. SPED teachers will be assisting in the monitoring and intervention process of all Students with Disabilities.</p>	<p>Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers</p>	<p>Progress Monitoring Assessments data, teachers will review and analyze to plan for instruction to make sure learning gains are taking place.</p>	<p>Progress Monitoring Assessments data for tier 2, tier 3 and Students with Disabilities to determine area of weakness and strengths and utilize this information to develop an action plan to address the student's needs. Teachers will adjust their teaching strategies based on the data. All Classroom Teachers</p>
<p><b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9</p>	<p>Teachers will utilize the Performance Matters platform quarterly to monitor student progress on targeted benchmarks and identify specific student strengths and needs. Teachers will generate specific reports that they will analyze to determine student's mastery of skills on specific standards.</p>	<p>Johnny Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers</p>	<p>As a result of utilizing the data of the Performance Matters reports, the teachers will use the information to plan for remediation and provide additional learning opportunities to their students.</p>	<p>Teachers will collect and review Performance Matter reports to ensure student mastery of benchmarks, recognize areas of deficiencies, and identify learning gains. Teachers will use this data to plan for remediation and offer further learning opportunities for students to develop mastery of specific skills. All Classroom Teachers</p>
<p><b>Start:</b> Mon, Feb</p>	<p>Monthly RTI meetings to</p>	<p>Karina</p>	<p>As a result of</p>	<p>Administration</p>

1 <b>End:</b> Wed, Jun 9	identify students not making adequate progress and not meeting grade level expectations.	Aspillaga, Counselor, Mary Castellon, Counselor	conducting RTI meetings, students will be identified for additional Tier 2 or Tier 3 interventions.	will monitor RTI reports. Counselors will keep a log of meetings and recommendation.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Wed, Jun 9	Administration will conduct classroom walkthoughts to ensure that classroom instruction is aligned with the grade level standards.	Susana Suarez, Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal	As a result of classroom walkthroughs, administration will debrief findings to assist and guide teachers with the classroom instruction.	Administration will keep records of debriefing with teachers.

## Secondary Essential Practice

Goal Oriented Learning

### Priority Actions for the Secondary Essential Practice

We will implement a systematic approach to ensure a basic foundation of mathematics skills.

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	Truancy reports will be generated and analyzed to target students with Early Warning Systems for low attendance rates.	Karina Aspillaga, Counselor, Mary Castellon, Counselor	As a result of monitoring attendance reports, students can be counseled and parents can be contacted in order to provide support to improve attendance.	Kensington Park Elementary will collect and analyze percentage of students that successfully reached incentive.
<b>Start:</b> Mon, Feb	Students with	Johnny	The evidence we	Interventionists will

<p>1</p> <p><b>End:</b> Wed, Jun 9</p>	<p>academic needs categorize in the lowest 25% and 35% for reading and math will be scheduled to attend interventions.</p>	<p>Mauri, Assistant Principal, Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach</p>	<p>expect to see is students being strategically scheduled to attend intervention classes. The successful implementation of intervention instruction groups will be observable during informal and formal observations.</p>	<p>provide student's work samples as proof of intervention to Johnny Mauri, Assistant Principal. Formal and informal observations will take place to evaluate the effectiveness of the program.</p>
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Wed, Jun 9</p>	<p>Continue monitoring students on the Request for Assistance (RFA) list to ensure all elements are in place to move forward with cases.</p>	<p>Johnny Mauri, Assistant Principal, De'Etra Anderson, Assistant Principal, Karina Aspillaga, Counselor, Mary Castellon, Counselor</p>	<p>An Excel spreadsheet of pending cases from the previous school year will be reviewed by the Leadership Team and school psychologist to ensure all the requirements are complete to proceed with cases.</p>	<p>Cases that are pending will be monitored by the counselors and Assistant Principals to meet the requirements for evaluation.</p>
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Wed, Jun 9</p>	<p>Teachers will participate in collaborative planning to set short- and long-term goals for students across the grade level.</p>	<p>Lily Pesi, Reading Coach, Amarilys Colunga, Math Coach, Classroom Teachers</p>	<p>Implementation will be evident as teachers work collaboratively to plan grade-level activities. Evidence of activities implemented can be found in teachers' lesson plans and students' work folders.</p>	<p>Coaches will keep a record of meeting agendas and sign-in sheets of collaborative planning. The administration will monitor teacher participation while planning.</p>

### 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).**

In order to address a variety of learner needs and provide support for both students and teachers in the Schoolhouse model and My School Online (MSO), the administrative team has made every effort to ensure that quality instruction is taking place regardless of the setting. Teachers have been provided with an assortment of professional development, technology enhancements, and both collaborative and peer support guidance to guarantee that all learner all support during these special circumstances. Teachers are following district recommended pacing guides, using Microsoft Teams and Zoom, and district supported instructional materials and online programs to provide rigorous classroom instruction that is aligned to the Florida State Standards. The administrative team has conducted classroom walkthroughs, both in-house and virtually, to monitor and ensure that the instruction that is provided, while also gathering needs assessment survey from staff on a regular basis. The school will follow master scheduling guidelines for elementary students and will be place students properly in grade level courses and interventions. The school will prioritize the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly. The administrative team will ensure that teachers deliver strong Tier 1 core instruction in either the Schoolhouse or in MSO environment to ensure equity regardless of modality. The administrative team and teachers will diagnose students' unfinished learning and provide accelerated support using available data tools. The administrative team and curriculum coaches will administer and analyze diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real time micro-interventions that can prevent further gaps. The school will monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

**Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.**

In an effort to identify, provide support, and progress monitor struggling students, procedures have been put in place to allow for careful, direct, and guided procedures to close gaps in learning and create targeted learning goals. The school will identify what students know and can do through diagnostic and/or baseline assessments including i-Ready diagnostics (AP1, AP2, AP3), district-developed interim assessments and topic assessments. The school will use decision-making tools such as the ESE Learning Loss Index, the ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees to determine tiered instruction and services for students. Teachers will implement targeted, standards-based lessons and use computer-assisted learning software (i.e. i-Ready, Math Nation, Khan Academy, etc.) during differentiated, small-group instruction or individualized instruction. Teachers will provide intervention opportunities to targeted Tier 2/3 students. The school will continue to assess students using formative assessment tools (i.e., Topic Assessments, Mini-Benchmark Assessments, i-Ready Growth Monitoring, etc.) to further inform instruction and/or remediation. The school will carefully monitor student progress in all curriculum areas by using i-Ready reports, interim progress reports, performance matters, and imagine learning reports to analyze data trends regarding students progress. As well as monitoring data reports, teacher input regarding student progress will also be gathered to ascertain and determine the correct mode of support for students that are not meeting grade level expectations. Students not meeting current grade level expectations, and that have been identified using district created models will be placed under the Tier 2 category and labeled in

ISIS to alert both teachers, students, and parents that additional support is being provided using the district created tier 2 intervention recommendations required for daily additional intervention. The school will provide in addition to the reading block an additional thirty minutes daily using both the i-Ready teacher toolbox and the student's own instructional pathway. In the event that during the progress monitoring process, students are identified as not making sufficient progress according to MDCPS outlined standards, students will be referred to the MTSS Team in order to investigate the possibility of providing for more extensive intervention at the tier 3 level. Additional intervention time will be provided on a weekly basis to students that are identified for Tier 3. Tier 3 students will be monitored further to evaluate possible referral for an SST meeting.

**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.**

By continually providing for and monitoring student progress, it might be necessary to consider extended learning opportunities. Kensington Park Elementary, will provide extensive small group differentiated instruction, teacher led centers, technology programs, and tier 2 and tier 3 intervention during the school day. The school will provide afterschool ELL tutoring through the Title III funding. And lastly, the school is participating in the GEER Tutoring Program for grades K-5.

## **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.

--

# Academic Programs

May 3 – June 9, 2021

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

Academic Programs Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## End of Year Implementation Plan Reflection

### Strengths

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.

