

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) 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 of promoting growth mindset, faculty and staff will embrace professional development and seek opportunities throughout the school year as evidenced by My Learning Plan registrations. If we successfully implement our Primary Essential Practice of empowering teachers and staff, then teachers and staff will participate in committee meetings and lead the planning of school initiatives and activities throughout the school year as evidenced by agendas, sign-in sheets and event planning sheets. If we successfully implement our Secondary Essential Practice of family engagement, then

teachers will incorporate multiple methods of communicating and involving families in activities throughout the school year as evidenced by communication logs and agendas.

Sustained Essential Practice

Promoting Growth Mindset

Priority Actions for the Sustained Essential Practice

Faculty and staff will be provided with multiple opportunities for professional growth and development throughout the year. This will incorporate the use of new technological platforms to utilize during distance learning.

Implementation Date(s)	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers and paraprofessionals will be trained on the new K-12 platform and additional Teams training through professional development will be provided by the district.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Teachers and paraprofessionals will be able to engage, teach and assess students.	Administrators will monitor teaching and learning through the K-12 and Teams platforms.
Start: Mon, Aug 31 End: Fri, Oct 16	There will be continual Professional development through monthly faculty and department meetings.	Marybel Baldessari, Principal JoAnn Bowers, Program Specialist	Teachers and paraprofessionals will be motivated to continue to add strategies to their current repertoire as seen on lesson plans.	Administrators will monitor strategies implemented on the K-12 and Teams platforms.
Start: Mon, Aug 31 End: Fri, Oct 16	In order to ensure collaboration among teachers, common planning times were integrated into all classroom teachers' schedules.	Marsha Rogers, Assistant Principal	Agendas will outline areas addressed in each meeting. Teachers will sign-in.	Administrators will attend planning meetings.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will attend reading and math iCADs trainings and bring back important information to share with/model for colleagues.	Marybel Baldessari, Principal Amarilis Salazar, Curriculum Support	Agendas will outline areas addressed in each meeting. Teachers will sign-in.	A member of the administrative team will attend meetings.

Primary Essential Practice

Empower Teachers And Staff

Priority Actions for the Primary Essential Practice

School leadership roles will be supported by administration. Faculty members will be encouraged to serve on committees to examine new and effective methods of instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers and staff will have the opportunity to participate in various committees.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Throughout the year, teachers and staff will lead and collaborate to plan activities for students and parents as evidenced by committee meeting sign-in sheets and agendas.	Administration will monitor the planning and execution of each planned event.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will take on leadership roles providing support to colleagues by leading professional development and mentoring opportunities through NEST.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Teacher needs will be met by the support they receive from colleagues as evidenced by sign-in sheets, agendas and lesson plans.	Administration will monitor professional development and mentoring.
Start: Mon, Aug 31 End: Fri, Oct 16	Teacher leaders will be given the opportunity to participate on the EESAC Committee and Curriculum Support Team.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Teacher leaders will have the opportunity to voice their concerns and collaborate to propose solutions that will benefit students and the school. Agendas and sign-in sheets will serve as documentation.	Administration will participate in and monitor meetings on a monthly basis.
Start: Mon, Aug 31 End: Fri, Oct 16	Faculty will collaborate to develop common terminology to use school-wide for core subject areas to facilitate lateral transitions from one grade level to another.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Common language will be used during the teaching of core subjects across grade levels as evidenced in lesson plans and lessons.	Administrators will hear this common language used during informal and formal observations.

Secondary Essential Practice

Family Engagement

Priority Actions for the Secondary Essential Practice

Faculty and staff will participate in establishing multiple modes of communication with parents.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring

		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Families will receive weekly communication about school activities and classroom activities through multiple modes of communication such as School Messenger, Gulfstream's website, Instagram posts, Twitter posts, the Remind application, Class Dojo and phone calls.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Parents will be consistently informed of school activities and become active participants in their children's education.	Administrators will monitor all communication.
Start: Mon, Aug 31 End: Fri, Oct 16	Parents will participate in Beginning of the Year Parent Orientations and Open House virtually.	All Teachers	Attendance will be documented. This will be evidenced by parents signing in through the Zoom chat box. Teachers will save these conversations.	Administration will attend orientations virtually.
Start: Mon, Aug 31 End: Fri, Oct 16	Informative videos/flyers will be provided to parents to view to assist them with K-12 Platform, Microsoft Teams and accessing the Parent Portal.	Marybel Baldessari, Principal, Amarilis Salazar, Curriculum Coach	Parent knowledge base regarding technology will expand. Questions will be answered and students will be more productive. This will be evidenced by less phone call requests to the Main Office and student attendance and work completion in Gradebook.	Teachers will monitor student usage of platforms. Assignments will be completed and submitted.
Start: Mon, Aug 31 End: Fri, Oct 16	Students and parents will be able to view announcements on a daily basis through Eduvision.	Carmen Sanchez, Music Teacher	Parents will consistently be informed of school activities. These announcements will be recorded.	Administrators will monitor parent concerns and address school-wide concerns.

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

Academic Programs Outcome Statement

If we successfully implement our Sustained Essential Practice of differentiated instruction, then students' needs will be met as evidenced by i-Ready assessment data monitoring. If we successfully implement our Primary Essential Practice of student engagement, then active engagement will be viewed during class walk-throughs and observations. If we successfully implement our Secondary Essential Practice of corrective feedback for students, then students will be consistently informed of their progress as evidenced by comments on assignments, data chats and teacher/student conference logs.

Sustained Essential Practice

Differentiated Instruction

Priority Actions for the Sustained Essential Practice

Teachers will consistently review data to design effective differentiated instructional groups based on needs. Students needs will be met through small group instruction. Special area teachers and interventionists will assist classroom teachers.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers can use breakout room sessions through online platforms to target students through small group instruction.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal All teachers	Learning gaps will be bridged according to teacher observations, data from progress monitoring, differentiated instruction trackers and student grades.	Administration and teachers will monitor student progress through i-Ready, gradebook, informal observations and formal observations.
Start: Mon, Aug 31 End: Fri, Oct 16	Special area teachers and interventionists will push into classrooms and pull out small groups of students to work on specific concepts that need to be reinforced.	Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Student learning gaps will be reinforced allowing students to be able to progress.	Administrators and curriculum support personnel will observe differentiated instruction during walk-throughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Supplemental materials, supplemental platforms and computer programs will be used to reinforce concepts and skills in the classroom.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal All teachers	Students will be seen using supplemental materials, supplemental platforms and supplemental computer programs based on their needs as determined by data and the classroom teacher.	Administrators will monitor materials, platforms and program usage during walk-throughs and observations.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will meet during Common Planning Time to plan lessons and discuss differentiated instruction activities on a weekly basis.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Grade Level Chairpersons will develop agendas and sign-in sheets for each weekly meeting.	A member of the administrative team will attend each grade level meeting.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

Teachers will collaborate to design lessons that actively engage students. Common planning time will be used to share ideas and develop plans.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers can use PowerPoint in addition to Newrow and/ or Teams to make lessons interactive (students will be able to write and collaborate on the whiteboard space in Newrow.)	Classroom Teachers	PowerPoint, Newrow and/or Teams will be used during instruction.	Administrators will observe PowerPoint, Newrow and/or Teams being used during walk-throughs. These strategies will be outlined on teacher lesson plans.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will use a variety of computer programs to engage students and meet their needs.	Classroom Teachers	Usage reports and data will be used to assess student progress.	Administrators will monitor usage and data.
Start: Mon, Aug 31 End: Fri, Oct 16	The school counselor will motivate and engage students through small groups based on individual needs.	Belinda Valdes de Posada, School Counselor	The School Counselor will complete a log with the names of students and the topics addressed.	Administrators will monitor small group discussions through Teams/Zoom.
Start: Mon, Aug 31 End: Fri, Oct 16	Parents will be encouraged to view specific videos through The Parent Academy on the Parent Portal on a monthly basis.	Blanca Bouza, Community Involvement Specialist	Parental questions and concerns will be addressed as documented on the Community Involvement Specialist's monthly parent communication logs.	Community Involvement Specialist will keep a log of parent questions and concerns as well as parents who viewed videos.

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

Corrective Feedback for Students

Priority Actions for the Secondary Essential Practice

Teachers will collaborate to discuss and plan effective methods for providing corrective feedback to students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Wed, Sept 9	Data chats will be conducted to determine academic areas that need to be addressed according to 2019 AP2 i-Ready assessment in reading and math.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Academic areas to be addressed will be indicated on lesson plans and addressed during differentiated instruction.	Administrators will monitor usage and data from i-Ready progress monitoring and diagnostic tests to determine growth.
Start: Mon, Aug 31 End: Fri, Oct 16	Professional development on providing positive, corrective feedback to students will be provided to teachers and paraprofessionals.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Agendas and sign-in sheets from professional development sessions will serve as evidence.	Administrators will assist in planning and monitoring of professional development.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers and paraprofessionals will use explicit language to provide corrective feedback to students.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Classroom teachers and paraprofessionals	Corrective feedback provided will be positive and explicit. Teachers will model and/or provide examples of expectations for students in their lessons.	Administrators will see corrective feedback on student work samples and journals during observations.
Start: Mon, Aug 31 End: Fri, Oct 16	The school counselor will meet with students to support goals set by teachers individually based on IEP goals and as needed.	Belinda Valdes de Posada, School Counselor	Student self-esteem and motivation needs will be met.	The school counselor will log the names of each student, topic, date and time of sessions.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).

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

School Culture Outcome Statement

If we successfully implement our Sustained Essential Practice of promoting growth mindset, faculty and staff will embrace professional development and seek opportunities throughout the school year as evidenced by My Learning Plan registrations. If we successfully implement our Primary Essential Practice of empowering teachers and staff, then teachers and staff will participate in committee meetings and the lead the planning of school initiatives and activities throughout the school year as evidenced by agendas, sign-in sheets and event planning sheets. If we successfully implement our Secondary Essential Practice of family engagement, then teachers will incorporate multiple methods of communicating and involving families in activities throughout the school year as evidenced by communication logs and agendas.

Sustained Essential Practice

Promoting Growth Mindset

Priority Actions for the Sustained Essential Practice

Faculty and staff will be provided with multiple opportunities for professional growth and development throughout the year. This will incorporate the use of new technological platforms to utilize during distance learning.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers and paraprofessionals will receive Microsoft Teams and i-Ready training through professional development provided by the district.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Teachers and paraprofessionals will be able to engage, teach and assess students.	Administrators will monitor teaching and learning through observations and Teams platforms.
Start: Mon, Nov 2 End: Fri, Dec 18	There will be continual Professional development through monthly faculty and department meetings.	Marybel Baldessari, Principal JoAnn Bowers, Program Specialist	Teachers and paraprofessionals will be motivated to continue to add strategies to their current repertoire as seen on lesson plans.	Administrators will monitor strategies implemented through observations and Teams platforms.
Start: Mon, Nov 2 End: Fri, Dec 18	In order to ensure collaboration among teachers, common planning times were integrated into all classroom teachers' schedules according to grade level and/or department.	Marsha Rogers, Assistant Principal	Agendas will outline areas addressed in each meeting. Teachers will sign-in.	Administrators will attend planning meetings.

Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will attend reading and math iCADs trainings and bring back important information to share with/model for colleagues.	Marybel Baldessari, Principal Amarilis Salazar, Curriculum Support	Agendas will outline areas addressed in each meeting. Teachers will sign-in.	A member of the administrative team will attend meetings.
---	--	--	--	---

Primary Essential Practice

Empower Teachers And Staff

Priority Actions for the Primary Essential Practice

School leadership roles will be supported by administration. Faculty members will be encouraged to serve on committees to examine new and effective methods of instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers and staff will have the opportunity to participate in various committees	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Throughout the year, teachers and staff will lead and collaborate to plan activities for students and parents as evidenced by committee meeting sign-in sheets and agendas.	Administration will monitor the planning and execution of each planned event.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will take on leadership roles providing support to colleagues by leading professional development and mentoring opportunities through NEST.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Teacher needs will be met by the support they receive from colleagues as evidenced by sign-in sheets, agendas and lesson plans.	Administration will monitor professional development and mentoring.
Start: Mon, Nov 2 End: Fri, Dec 18	Teacher leaders will be given the opportunity to participate on the EESAC Committee and Curriculum Support Team.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Teacher leaders will have the opportunity to voice their concerns and collaborate to propose solutions that will benefit students and the school. Agendas and sign-in sheets will serve as documentation.	Administration will participate in and monitor meetings on a monthly basis.
Start: Mon, Nov 2 End: Fri, Dec 18	Faculty will collaborate to develop common terminology to use school-wide for core subject areas to facilitate lateral transitions from one grade level to another.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar,	Common language will be used during the teaching of core subjects across grade levels as evidenced in lesson plans and lessons.	Administrators will hear this common language used during informal and formal observations.

Secondary Essential Practice

Family Engagement

Priority Actions for the Secondary Essential Practice

Faculty and staff will participate in establishing multiple modes of communication with parents.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Families will receive weekly communication about school activities and classroom activities through multiple modes of communication such as School Messenger, Gulfstream's website, Instagram posts, Twitter posts, the Remind application, Class Dojo and phone calls.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Parents will be consistently informed of school activities and become active participants in their children's education.	Administrators will monitor all communication.
Start: Mon, Nov 2 End: Fri, Dec 18	Parents will participate in Open House virtually.	All Teachers	Attendance will be documented. This will be evidenced by parents signing in through the Zoom chat box. Teachers will save these conversations.	Administration will attend orientations virtually.
Start: Mon, Nov 2 End: Fri, Dec 18	Parents will be provided with information about technology platforms and programs through the school's website, School Messenger and flyers that go home.	Marybel Baldessari, Principal, Amarilis Salazar, Curriculum Coach	Parent knowledge base regarding technology will expand. Questions will be answered and students will be more productive. This will be evidenced by less phone call requests to the Main Office and student attendance and work completion in Gradebook.	Teachers will monitor student usage of platforms. Assignments will be completed and submitted.
Start: Mon, Nov 2 End: Fri, Dec 18	Students and parents will be able to view announcements three times a week through Eduvision.	Carmen Sanchez, Music Teacher Amarilis Salazar, Curriculum Coach	Parents will consistently be informed of school activities. These announcements will be recorded.	Administrators will monitor parent concerns and address school-wide concerns.

ACADEMIC PROGRAMS

Quarter 2 Implementation (November 2 – December 18, 2020)

Academic Programs Outcome Statement

If we successfully implement our Sustained Essential Practice of differentiated instruction, then students' needs will be met as evidenced by i-Ready assessment data monitoring. If we successfully implement our Primary Essential Practice of student engagement, then active engagement will be viewed during class walk-throughs and observations. If we successfully implement our Secondary Essential Practice of corrective feedback for students, then students will be consistently informed of their progress as evidenced by comments on assignments, data chats and teacher/student conference logs.

Sustained Essential Practice

Differentiated Instruction

Priority Actions for the Sustained Essential Practice

Teachers will consistently review data to design effective differentiated instructional groups based on needs. Students needs will be met through small group instruction. Special area teachers and interventionists will assist classroom teachers.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers can use breakout room sessions through online platforms to target students through small group instruction.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal All teachers	Learning gaps will be bridged according to teacher observations, data from progress monitoring, differentiated instruction trackers and student grades.	Administration and teachers will monitor student progress through i-Ready, gradebook, informal observations and formal observations.
Start: Mon, Nov 2 End: Fri, Dec 18	Special area teachers and interventionists will push into classrooms and pull out small groups of students to work on specific concepts that need to be reinforced.	Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Student learning gaps will be reinforced allowing students to be able to progress.	Administrators and curriculum support personnel will observe differentiated instruction during walk-throughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Supplemental materials, supplemental platforms and computer programs will be used to reinforce concepts and skills in the classroom.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal All teachers	Students will be seen using supplemental materials, supplemental platforms and supplemental computer programs based on their needs as determined by data and the classroom teacher.	Administrators will monitor materials, platforms and program usage during walk-throughs and observations.
Start: Mon, Nov 2	Teachers will meet during Common	Marybel Baldessari,	Grade Level Chairpersons will develop agendas and	A member of the administrative team

End: Fri, Dec 18	Planning Time to plan lessons and discuss differentiated instruction activities on a weekly basis.	Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	sign-in sheets for each weekly meeting.	will attend each grade level meeting.
-------------------------	--	---	---	---------------------------------------

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

Teachers will collaborate to design lessons that actively engage students. Common planning time will be used to share ideas and develop plans.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers can use PowerPoint in addition to Microsoft Teams to make lessons interactive.	Classroom Teachers	PowerPoint and Teams will be used during instruction.	Administrators will observe PowerPoint, Newrow and/or Teams being used during walk-throughs. These strategies will be outlined on teacher lesson plans.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will use a variety of computer programs to engage students and meet their needs.	Classroom Teachers	Usage reports and data will be used to assess student progress.	Administrators will monitor usage and data.
Start: Mon, Nov 2 End: Fri, Dec 18	The school counselor will motivate and engage students through small groups based on individual needs.	Belinda Valdes de Posada, School Counselor	The School Counselor will complete a log with the names of students and the topics addressed.	Administrators will monitor small group discussions through Teams/Zoom.
Start: Mon, Nov 2 End: Fri, Dec 18	Parents will be encouraged to visit the school's virtual Title I Resource Room through Microsoft Teams for additional resources.	Blanca Bouza, Community Involvement Specialist	Parental questions and concerns will be addressed as documented on the Community Involvement Specialist's monthly parent communication logs.	Community Involvement Specialist will keep a log of parent questions and concerns as well as parents who requested resources that were posted in virtual room.

Secondary Essential Practice

Corrective Feedback for Students

Priority Actions for the Secondary Essential Practice

Teachers will collaborate to discuss and plan effective methods for providing corrective feedback to students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Data chats will be conducted to determine academic areas that need to be addressed according to 2019 AP2 and 2020 AP1 i-Ready assessment in reading and math.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Academic areas to be addressed will be indicated on lesson plans and addressed during differentiated instruction.	Administrators will monitor usage and data from i-Ready progress monitoring and diagnostic tests to determine growth.
Start: Mon, Nov 2 End: Fri, Dec 18	Professional development on providing positive, corrective feedback to students will be provided to teachers and paraprofessionals.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal	Agendas and sign-in sheets from professional development sessions will serve as evidence.	Administrators will assist in planning and monitoring of professional development.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers and paraprofessionals will use explicit language to provide corrective feedback to students.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Classroom teachers and paraprofessionals	Corrective feedback provided will be positive and explicit. Teachers will model and/or provide examples of expectations for students in their lessons.	Administrators will see corrective feedback on student work samples and journals during observations.
Start: Mon, Nov 2 End: Fri, Dec 18	The school counselor will meet with students to support goals set by teachers individually based on IEP goals and as needed.	Belinda Valdes de Posada, School Counselor	Student self-esteem and motivation needs will be met.	The school counselor will log the names of each student, topic, date and time of sessions.

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 for each grade level/department are meeting through Zoom for common planning to ensure teachers are delivering strong Tier I core instruction prioritizing the most critical skills and knowledge for each subject area.

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.

Interventionists and paraprofessionals are working with small groups in-person and virtually to provide differentiated instruction and intervention. Progress is being monitored through i-Ready data.

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.

Extended learning opportunities will be provided to ELL students through Title III and to Tier II and Tier III students through after school tutoring.