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 using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from "Shared with me," adding this report to "Favorites" is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

The SLT met through Zoom to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

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.

It is most encouraging to find that Gulfstream's Inclusion rate has significantly increased to fifty-one percent this school year. Most concerning is that our percent of students with 31 or more absences is .72% higher than the district's average of 3.52%

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.

It is most encouraging that 61% of our Tier I students scored a passing rate of 75 or higher in mathematics. It is most concerning that only 56% of our Tier I students scored a passing rate of 75% or higher in reading.

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

In the area of reading, it is evident that we need to continue to provide intervention, i-ready incentives and differentiated instruction to address reading remediation and the passing rate in reading on i-Ready.

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?

It is evident that our Tier 2/3 students are in need of support. Parents are accessing the support that the school is providing through GEER tutoring, Title I tutoring and Title III tutoring.

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

Students need consistency, reinforcement and motivation.

MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

School Culture

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

The actions that led to Gulfstream surpassing expectatons include grade level/departments collaborating to learn and share information about Zoom, MicrosoftTeams, Performance Matters, and pulling i-Ready reports.

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.

We have yet to begin committee meetings this school year. In addition, MDCPS did not have Open House this year.

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.

Teachers are using a variety of computer programs to engage students and meet their needs.

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.

Due to teachers working remotely at times, special area teachers and the school counselor have not been able to push into other classes to offer support.

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

Yes

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

Due to the current siuation with some students attending classes in person and others on-line,the school's grade goals were adjusted to make them more reasonable and attainable for the circumstances.

School Leadership Core Competencies

Competency 1: Commitment to Students

We will use this stance in our SIP to ensure that our vision is aligned, our growth mindset is promoted, and established practices are in the best interest of the students' learning; pushing them to achieve their fullest potential.

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.

Although our students are being serviced through two different modalities, schoolhouse and on-line, Gulfstream has focused on continuing to keep its vision aligned in the best interest of students, pushing them to their fullest potential. An area that needs to be improved is consistent attendance and assignment completion including i-Ready usage.

Competency 2: Focusing on Sustainable Results

The school will strive to meet the goals set forth in the SIP. The SIP stipulates that we will use rigorous instruction that engages our students throughout the grade levels to ensure that all of our students' needs are being met. The fidelity of this commitment removes risks, closing learning gaps in the students' understanding.

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.

Teachers have been providing instruction through two learning modalities, schoolhouse and on-line. Teachers have been committed to communicating with families to ensure that students are receiving instruction on a consistent basis. Although we would like to provide rigorous instruction at all times for all students, the type of modality, attendance, and technology availability have affected implementation. These are areas that are addressed daily and we will continue to try to improve. In addition to consistent instruction, Gulfstream is providing afterschool GEER, Title I and Title III tutoring.

Competency 3: Developing Others

The SIP outlines the positive growth mindset that we want to instill in our school community this school year. This shared school vision will help the school reach a new level of positive school culture. Select training and work assignments will be given to build others' capabilities and to allow others to learn from their successes. Staff members will be called upon to share their expertise with others, as well as lead school-wide initiatives.

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.

Select faculty and staff have been called upon to lead curriculum efforts. Some of these efforts include i-Ready initiatives, STEAM/STEM activities, and curriculum updates from District trainings/PDs. In order to effectively develop others, we need to be able to provide in-person experiences. At this time, opportunities are limited and many social situations are held through Zoom. This has not been the ideal setting for developing others.

Competency 4: Engages the Team

The SIP outlines how the team will promote a growth mindset. We as an SLT will give the teachers extended learning opportunities, as well as mentoring and supplemental materials to help them meet their goals.

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.

Gulfstream has provided teachers with professional development for Performance Matters, i-Ready, and Microsoft Teams. Supplemental digital materials such as Perfomance Coach for reading and mathematics were purchased. At this time, opportunities are limited for mentoring as many social situations are held through Zoom. This has not been the ideal setting for mentoring.

MID-YEAR REVIEW COMMUNICATION

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

The next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders through faculty meetings, EESAC, and department/grade level meetings.

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

School Culture Outcome Statement

If we successfully implement our Sustained Essential Practice of 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 (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 Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers and paraprofessionals will receive continuous Microsoft Teams and i-Ready training through professional development provided by the district and by the school site.	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, Feb 1 **End:** Wed, Jun 9	There will be continual Professional development through monthly faculty and department meetings.	Marybel Baldessari, Principal JoAnn	Teachers and paraprofessionals will be motivated to continue to add	Administrators will monitor strategies implemented

		Bowers, Program Specialist	strategies to their current repertoire as seen on lesson plans.	through observations and Teams platforms.
Start: Mon, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	Teachers will continue to 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 (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 Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers and staff will have the opportunity to participate in committees such as STEM/STEAM and United Way,	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, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	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, Feb	Faculty will collaborate	Marybel	Common language will be used	Administrators

1 **End:** Wed, Jun 9	to develop common terminology to use school-wide for core subject areas to facilitate lateral transitions from one grade level to another.	Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	during the teaching of core subjects across grade levels as evidenced in lesson plans and lessons.	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 (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 Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	Students will receive Honor Roll and recognitions through Zoom meetings. Parents will be invited and attend as well.	Administration, Teachers	Students will receive ceertificates for their achievements	Administration will attend virtually.
Start: Mon, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	Students and parents will be able to view announcements three times a week through Eduvision.	Carmen Sanchez, Music Teacher Amarilis Salazar,	Parents will consistently be informed of school activities. These announcements will be recorded.	Administrators will monitor parent concerns and address

| | Curriculum Coach | | | school-wide concerns. |

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

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 (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?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	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, Feb 1 End: Wed, Jun 9	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 (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?)
Start: Mon, Feb 1 End: Wed, Jun 9	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, Feb 1 End: Wed, Jun 9	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, Feb 1 End: Wed, Jun 9	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, Feb 1 End: Wed, Jun 9	Students that need remediation will participate in afterschool tutoring and/or Saturday Academy.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal Amarilis Salazar, Curriculum Support	Students will attend sessions and attendance will be logged.	Administrators will monitor active participation and student attendance regularly.

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 (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?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	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, Feb 1 **End:** Wed, Jun 9	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 leaning opportunities will be provided to ELL students through Title III and to Tier II and Tier III students through after school tutoring.