

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 provide professional development in the area of empowering teachers and staff, social-emotional learning, and celebrate the success of all stakeholders, we expect to positively impact school culture and promote a school environment where all members work collaboratively towards the common goal of student achievement and promoting a sense of well being where learners are encouraged to reach their full potential.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Continue to enhance and fortify leadership team members that provide support for teachers, students, and staff. Encourage teachers to be leaders, innovators, risk-takers and designers of new ways to approach challenges. The focus will continue to be to instruct teachers, through professional development activities, grade level planning, and modeling the use of protocols and procedures which foster a sense of community whereby stakeholders are encouraged to participate in positive social support, development of trusting and caring relationships, effective collaboration, and provide a safe and supportive school environment where teachers are encouraged to use their skill sets and knowledge, and to serve as teacher leaders and mentors.

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: Tue, Sept 1 End: Sat, Sept 5	Instructional coach will provide support to teachers to target specific strategies which will empower teachers and staff to take ownership for their classroom goals and objectives for the school year while encouraging teachers to be teacher leaders. Team members for each grade level will meet during grade level meetings to devise a plan where each member of the grade level team is a teacher leader for special projects, activities, and school based learning objectives. Additionally, as the new K12 platform is implemented, along with various new technology interfaces, teachers will be encouraged to take an active role as teacher leaders and mentors.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy Coach- Dayami Borges.	As a result of the professional development and training that teachers received, My learning plan evaluations, K12 curriculum and technology training handouts, and list of grade level chair and technology mentor list shall serve as evidence that the implementation step has been fully executed.	Principal, Martha T. Jaureguizar, will review the mentor list and grade level chair list to ensure that effective training has taken place and that key personnel have been identified.
Start: Wed, Sept 9 End: Sat, Sept 12	Teachers will implement the use of a schedule of key personnel/contact person for special projects, activities, and school based learning objectives as well as provide support for colleagues that are new to technology platforms.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine	As a result of implementing a plan whereby staff with designated leadership roles within the grade level and school wide, the list of assigned personnel, along with schedule of	Principal, Martha T. Jaureguizar will conduct classroom walkthroughs and observations and review the list of designated personnel and

		Sanchez and Digital Literacy Coach- Dayami Borges.	activities/monthly calendar will serve as the documentation that the implementation step has been executed fully.	the school monthly activity calendar to ensure that the implementation step has been carried out with fidelity and review for effectiveness.
<p>Start: Tue, Sept 15</p> <p>End: Sat, Oct 10</p>	Digital literacy coach will revisit and check to ensure that teachers are implementing the use of a designated list of key personnel within the grade level and provide assistance to teachers requiring support via coaching models, classroom facilitation, and My Learning Plan support video resources. Personnel with technology expertise will continue to guide and mentor both students and staff on how to best implement the new K12 platform as well as other forms of technology such as Class Dojo, Remind, Flipgrip, Nearpod, Newrow, and Teams.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy Coach- Dayami Borges.	As a result of providing support and assistance to teachers requiring additional support for leadership roles, coaching logs and classroom visitation logs will serve as the expected evidence that the implementation step has as been fully executed.	Principal, Martha T. Jaureguizar will review coaching logs, classroom visitation logs, and My Learning Plan reports to ensure that teachers requiring additional assistance are provided the necessary training, and to make certain that the implementation step was carried out with fidelity and to check for effectiveness.
<p>Start: Tue, Oct 13</p> <p>End: Fri, Oct 16</p>	Continue implementation of strategies which empower teachers and staff by using designated personnel within the grade level that have been identified to take on leadership roles to serve as the contact person and main director of special school activities, programs, technology mentor roles, and school based learning goals.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy Coach- Dayami Borges.	As a result of continued support and guidance, reported grade level minutes, schedule of activities, monthly school calendar , and successful implementation of the k12 platform will serve as the expected documentation that the	Principal, Martha T. Jaureguizar will review the monthly school calendar, grade level minutes, classroom and school walkthroughs and observations during the implementation period on a weekly to ensure the

			implementation step was fully executed.	implementation step has been carried out with fidelity.
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Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

Continue to fortify and enhance existing Social-Emotional Learning/Mindfulness initiatives which promote support, care, and uplifting interpersonal connections school wide. The focus will be to promote a sense of belonging and support through a welcoming and nurturing school environment in order to cultivate a sense of overall social-emotional well-being to all students and staff. This will be visible through the provision of emotionally safe spaces, intellectually safe spaces, self-awareness activities, think-answer communication skills and problem solving skills as well as professional development that provides for continued mindfulness techniques.

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?)
<p>Start: Tue, Sept 1</p> <p>End: Sat, Sept 5</p>	<p>Counselor will provide to students social and emotional learning activities, strategies, and reinforce positive behavior actions which aide in creating an environment where students maintain a positive student engagement.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>The school counselor will implement her school-wide schedule and incorporate various classroom activities with appropriate materials to support social emotional learning.</p>	<p>Principal, Martha T. Jaureguizar will review weekly the school counselor's schedule to ensure that a schedule has been created and has been implemented with fidelity.</p>
<p>Start: Wed, Sept 9</p> <p>End: Sat, Sept 12</p>	<p>Counselor will coordinate an opening of school student assembly in which the MDCPS Core Values and code of student conduct will be reviewed. During the presentation, the school counselor will remind students of MDCPS Values, mindfulness activities, strategies, and reinforce positive behavior actions.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>In order to ensure the successful implementation of core values mindfulness, the student code of conduct, code of conduct powerpoint, student handouts, and monthly school calendar will serve as documentation that the implementation step was carried out effectively.</p>	<p>Principal, Martha T. Jaureguizar will review monthly the school counselor's schedule and school calendar to ensure that the implementation step has been carried out with fidelity and monitor for effectiveness.</p>

<p>Start: Tue, Sept 15 End: Sat, Oct 10</p>	<p>All students in Kindergarten through fifth grade will share their thoughts and feeling about the start of school after participating in the Values Matter/COSC Assembly virtually. Their feedback will be noted to monitor student perceptions in order to build upon existing strengths in our academic as well as social emotional initiatives currently implemented by personnel.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>In order to ensure the successful implementation of core values, mindfulness, the student code of conduct, code of conduct powerpoint; student charted responses will serve as documentation that the implementation step was carried out effectively.</p>	<p>Principal, Martha T. Jaureguizar will review monthly the school counselor's schedule and school calendar to ensure that the implementation step has been carried out with fidelity and monitor for effectiveness.</p>
<p>Start: Tue, Oct 13 End: Fri, Oct 16</p>	<p>Administrative personnel will review with the counselor log and identify classrooms or students that may need and require further assistance.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>As part of the review process to ensure that effective social emotional learning activities are taking place, the school counselor's schedule will be reviewed to look for evidence of additional counselor support groups.</p>	<p>Principal, Martha T. Jaureguizar will review the school counselor's schedule and small group logs on a weekly basis to ensure that the implementation step has been carried out with fidelity and monitor for effectiveness.</p>

Secondary Essential Practice

Celebrate Successes

Priority Actions for the Secondary Essential Practice

Continue to fortify and enhance existing Celebrating Success initiatives which promote recognizing and rewarding student's that accomplish and meet both academic and social-emotional learning goals. Using school personnel, district initiatives, goal setting activities, and student created objectives for success, both staff and students will work towards aiming for high student performance outcomes, learning gains, and a positive school environment.

<p>Implementation Date(s)</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>
<p>Start: Tue, Sept 1</p>	<p>Counselor will provide to students a character education/values matter overview during classroom lessons and</p>	<p>Administrative Staff: Principal-</p>	<p>The school counselor will implement her</p>	<p>Principal, Martha T. Jaureguizar,</p>

<p>End: Sat, Sept 5</p>	<p>school wide activities. Successful programs such Do The Right Thing, Student of the Month, and student shout-outs will be used as part of the celebrate successes initiative as an ongoing to commitment to providing a loving and nurturing school environment where all students are encourage to try their best, achieve personal confidence, become digital good citizens, and engage in classroom activities either virtually or face to face.</p>	<p>Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>school-wide schedule and incorporate various character education/values matter principles. The school counselor's schedule and school counselor materials will serve as the documentation that the implementation step has been carried out successfully.</p>	<p>will monitor on a weekly basis the WKLE schedule to ensure that the implementation step is taking place.</p>
<p>Start: Wed, Sept 9 End: Sat, Sept 12</p>	<p>School counselor will devise a schedule of recognition programs using the character education/values matter presentation and devise a student of the month campaign whereby students are recognized in the following areas: Honesty, Integrity, Cooperation, Kindness, Pursuit of Excellence, Fairness, Citizenship, Responsibility, and Respect. Students and classrooms will be celebrated for their successes using the WKLE morning announcement program weekly.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>Evidence of the successful implementation of student engagement activities will be in the form of the school counselor's schedule of monthly student of month recognition programs as displayed and shared via announcements.</p>	<p>Principal, Martha T. Jaureguizar, will review the student of the month schedule to ensure the implementation step has been executed with fidelity.</p>
<p>Start: Tue, Sept 15 End: Sat, Oct 10</p>	<p>Revisit to ensure that a schedule for the student of the month calendar has been devised and that student recognition and successes are celebrated on the morning announcements using WKLE.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos</p>	<p>As part of the review process to ensure that student of the month activities are taking place, the school counselor's bulletin board will be reviewed to look for evidence of selected students based on character education/values matters criteria .</p>	<p>Principal, Martha T. Jaureguizar, will monitor the school counselor's bulletin board to ensure that the implementation step has been carried out with fidelity and ensure effectiveness.</p>
<p>Start: Tue, Oct 13 End: Fri, Oct 16</p>	<p>Ensure that ongoing, monthly student recognition programs are implemented and that students receive various incentives as part of these recognition activities.</p>	<p>Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School</p>	<p>As part of the process to ensure that student recognition activities are taking place, the morning WKLE News</p>	<p>Principal, Martha T. Jaureguizar, will monitor the school counselor's bulletin board</p>

		Counselor- Ivett Ceballos	Broadcast, various public bulletin board spaces, and special assemblies will be utilized to recognize students' success schoolwide.	to ensure that the implementation step has been carried out with fidelity and ensure effectiveness.
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ACADEMIC PROGRAMS
Quarter 1 Implementation
(August 31 – October 16, 2020)

Academic Programs Outcome Statement

If we provide ongoing professional development in the area of ongoing progress monitoring, interventions/RTI, and technology integration, we expect to increase student performance, achievement, and engagement by providing more rigorous lessons and improved instructional delivery systems.

Sustained Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Sustained Essential Practice

Continue to enhance and fortify ongoing progress monitoring that is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Teachers will use local and state assessment data to design instruction that meets students' needs and provide feedback to students, parents, and stakeholders, while monitor on a regular basis the data through the use of i-Ready reports, My On reports, Accelerated Reader reports, math topic assessment proficiency levels, and Reflex Math reports.

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: Tue, Sept 1 End: Sat, Sept 5	Instructional coach will provide professional development to grade levels to target best practices for ongoing progress monitoring and devise a plan to enhance and fortify existing progress monitoring. Teachers will incorporate and use K12 curriculum, i-Ready, performance matters, and gradebook to monitor student progress.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of the professional development and training, teachers will receive agendas and handouts which support best practice principles for ongoing progress monitoring. The	Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will review the sign-in sheets, meeting minutes, agendas, and handouts to ensure that effective training has taken place.

			documentation will serve as the expected evidence that the implementation step was fully executed.	
<p>Start: Wed, Sept 9</p> <p>End: Sat, Sept 12</p>	<p>Teachers will implement the use of enhanced progress monitoring tools in order to more effectively monitor student progress. Administrative team and teachers will monitor progress weekly using reports from i-Ready, performance matters, and student folders. Students will also use their own self-created data tracker to plot their progress. Teachers will conference with students to discuss and devise a plan for next steps for instruction and design small group differentiated instruction to address reteaching needs.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of the implementation of more effective ongoing progress monitoring, small group lesson plans, student data trackers, the teacher/classroom data binder and data chat schedule with administration will serve as the documentation that the implementation step has been executed fully.</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and view the classroom data binder during the implementation period on a weekly basis to ensure that data is used effectively and is providing more timely progress monitoring for students and teachers.</p>
<p>Start: Tue, Sept 15</p> <p>End: Sat, Oct 10</p>	<p>Revisit and check to ensure that teachers are implementing the use of ongoing progress monitoring to guide classroom decision making. Identify personnel requiring additional assistance and provide support through coaching cycles and modeling.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of providing support and assistance to teachers requiring additional support on ongoing progress monitoring, coaching logs were serve as the expected evidence that the implementation step as been fully executed.</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will review coaching logs to ensure that teachers requiring additional assistance are provided the necessary training.</p>
<p>Start: Tue, Oct 13</p> <p>End: Fri, Oct 16</p>	<p>Continue implementation of ongoing progress monitoring and provide support to teachers that need any assistance.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, and gradebook will serve as the expected</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and observations during the implementation period on a weekly basis to ensure the implementation step has been</p>

			documentation that the implementation step was fully implemented.	carried out with fidelity.
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Primary Essential Practice

Interventions/RtI

Priority Actions for the Primary Essential Practice

Continue to fortify and enhance a strong culture of data that is used to ensure routine, consistent, and effective data-based decision making and provide for reteaching opportunities, small group skill focused lessons, teacher led centers, tier 2 and tier 3 programs and effective use of intervention materials and progress monitoring. Lastly, referral to the MTSS team for further evaluation as deemed appropriate. Teachers will collect and review student learning goals, analyze to identify content areas and skills that need to be reinforced, and factors that may motivate student learning. Teachers will collect, interpret, design, and modify as necessary the delivery of instruction, curriculum resources, and differentiated instruction to fit the needs of classroom students based on data reports. Administrative staff and instructional coaches will routinely provide technology data reports, facilitate and provide feedback, data chats via grade level meetings, reviews of technology reports and assessment data to determine levels of approach. Additionally, it will be critical to guide instruction and provide for intervention as necessary, while creating classroom, grade level, school wide, and individual student goals.

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?)
<p>Start: Tue, Sept 1 End: Sat, Sept 5</p>	<p>Instructional coach will provide professional development to grade levels to target specific intervention and RTI best practices instructional routines. The intervention will serve as a framework for effective teaching that involves providing all students within their diverse classroom community a range of ways for understanding new information and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Teachers will receive an overview of the RTI process via the MTSS/RTI manual.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of the professional development and training, teachers will receive agendas and handouts. The documentation will serve as the expected evidence that the implementation step was fully executed.</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will review the sign-in sheets, meeting minutes, agendas, and handouts to ensure that effective training has taken place.</p>
<p>Start: Wed, Sept 9</p>	<p>Teachers will implement the use of best practices intervention during the school day and continue to fortify and enhance support during instructional and small</p>	<p>Principal- Martha T. Jaureguizar Literacy</p>	<p>As a result of the implementation of intervention</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will</p>

<p>End: Sat, Sept 12</p>	<p>group times to promote continuous improvement of all learners.</p>	<p>Coach/PD Liaison- Kristine Sanchez</p>	<p>instruction, lesson plan studies, small group materials, i-Ready toolbox and teacher assign lessons, and teacher-led center curriculum resources will serve as the evidence that the implementation step has been executed fully.</p>	<p>conduct classroom walkthroughs and observe lesson plans to ensure that the implementation step has been executed with fidelity.</p>
<p>Start: Tue, Sept 15 End: Sat, Oct 10</p>	<p>Revisit and check to ensure that teachers are implementing the use of intervention instruction to guide classroom instruction. Identify personnel requiring additional assistance and provide support through coaching cycles and modeling.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of providing support and assistance to teachers requiring additional support on intervention, coaching logs will serve as the expected evidence that the implementation step as been fully executed.</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will review coaching logs to ensure that teachers requiring additional assistance are provided the necessary training.</p>
<p>Start: Tue, Oct 13 End: Fri, Oct 16</p>	<p>Continue implementation of intervention instruction and provide support to teachers that need any assistance.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, Reflex Math reports, McGraw-Hill assessments, and gradebook will serve as the expected documentation that the implementation</p>	<p>Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and review data reports to check for effectiveness and monitor fidelity of implementation. Observations during the implementation period on a weekly basis will occur to ensure the implementation step has been</p>

			step was fully implemented	carried out with fidelity.
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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

Technology Integration

Priority Actions for the Secondary Essential Practice

Continue to fortify and enhance existing best practices for technology integration which will create a digital learning environment in which students are confident using technology to complete assignments, work on student-centered instructional needs, apply technology to assist with understanding STEAM skills and standards, and using technology to produce projects and complete assessments. Staff will receive professional development and ongoing coaching in the use and applications of various district provided technology programs that promote student understanding and communication. The SAMR model will be incorporated at various levels of instruction and curriculum content areas. School wide digital leaders will provide assistance and coaching cycles to staff and key personnel will serve as digital teacher mentors promoting digital literacy to all stakeholders, especially given the immediate circumstances we are currently facing for our instructional delivery systems.

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: Tue, Sept 1 End: Sat, Sept 5	Instructional coach will provide professional development to grade levels to target specific technology integration best practices and instructional routines using the latest and most innovative and efficient ways to communicate. Teachers will	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison-	As a result of the professional development and training, teachers will receive agendas and handouts. The documentation will	Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will review the sign-in sheets, meeting minutes, agendas,

	learn and incorporate the use of i-Ready, K12 curriculum, flipgrid, padlet, and various other MDCPS student portal programs to enhance learning, communication, and student supported curriculum.	Kristine Sanche	serve as the expected evidence that the implementation step was fully executed.	and handouts to ensure that effective training has taken place.
<p>Start: Wed, Sept 9</p> <p>End: Sat, Sept 12</p>	Teachers will implement the use of technology infused instructional practices which encourage the use of technology to communicate, problem solve, and prepare students to be innovative thinkers and problem solvers.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of the implementation of technology integration, technology reports and lesson plans will demonstrate the expected evidence of the successful execution of the implementation step.	Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez, will conduct classroom walkthroughs and observations during the implementation period on a weekly basis to ensure that data is used effectively to guide instruction and promote student performance.
<p>Start: Tue, Sept 15</p> <p>End: Sat, Oct 10</p>	Revisit and check to ensure that teachers are implementing the use of technology driven instruction to guide classroom instruction and identify personnel requiring additional assistance and provide support through coaching cycles and modeling.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of providing support and assistance to teachers requiring additional support on technology integration instruction, coaching logs will serve as the expected evidence that the implementation step has been fully executed.	Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will review coaching logs to ensure that teachers requiring additional assistance are provided the necessary training.
<p>Start: Tue, Oct 13</p> <p>End: Fri, Oct 16</p>	Continue implementation of technology infused instruction and provide support to teachers that need any assistance.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, Reflex Math reports, McGraw-Hill assessments, and the gradebook will serve as the expected documentation that the implementation step was fully implemented.	Principal, Martha T. and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and observations during the implementation period on a weekly basis to ensure the implementation step has been carried out with fidelity.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

If we provide professional development in the area of empowering teachers and staff, social-emotional learning, and celebrate the success of all stakeholders, we expect to positively impact school culture and promote a school environment where all members work collaboratively towards the common goal of student achievement and promoting a sense of well being where learners are encouraged to reach their full potential.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Continue to enhance and fortify leadership team members that provide support for teachers, students, and staff. Encourage teachers to be leaders, innovators, risk-takers and designers of new ways to approach challenges. The focus will continue to be to instruct teachers, through professional development activities, grade level planning, and modeling the use of protocols and procedures which foster a sense of community whereby stakeholders are encouraged to participate in positive social support, development of trusting and caring relationships, effective collaboration, and provide a safe and supportive school environment where teachers are encouraged to use their skill sets and knowledge, and to serve as teacher leaders and mentors.

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?)
<p>Start: Tue, Nov 3</p> <p>End: Tue, Nov 3</p>	<p>Instructional coach will provide support to teachers to target specific strategies which will empower teachers and staff on the November 3, 2020 professional development day. Strategies cover topics on enabling and empowering teachers to provide instructional delivery that is effective in both the brick and mortar school setting and MSO (My School Online). Teachers will be trained and informed on the most up-to-date technology guidelines released from the MDCPS district. Topics will include Zoom and Teams applications, online</p>	<p>Administrative Staff: Principal-Martha T. Jaureguizar Assistant Principal-Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy</p>	<p>As a result of the professional development and training the powerpoints, My Learning Plan attendance sheets, and handouts will serve as the documentation that the implementation</p>	<p>Principal, Martha T. Jaureguizar, will review the powerpoints, and handouts to ensure that effective training has taken place.</p>

	testing platforms, i-Ready, McGraw-Hill, Performance Matters, and various parent communication programs such as Remind, Class Dojo, and Class Tag.	Coach- Dayami Borges.	steps have been completed.	
<p>Start: Wed, Nov 4</p> <p>End: Fri, Nov 13</p>	Teachers will implement the use of instructional technology, assessment, and communication platforms to enhance classroom instruction and improve communication between stakeholders to better connect with students; optimize student engagement.	Administrative Staff: Principal-Martha T. Jaureguizar Assistant Principal-Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy Coach- Dayami Borges.	As a result of providing professional development to staff covering a wide variety of topics that will empower teachers and staff, the technology reports from i-Ready, communication logs, lesson plans, and assesment reports will serve as the expected evidence that the implementation steps have been carried out.	Principal, Martha T. Jaureguizar will conduct classroom walkthroughs and observations to ensure that the use of effective technology for both teachers and students is implemented and used effectively.
<p>Start: Mon, Nov 16</p> <p>End: Tue, Dec 1</p>	Digital literacy coach will revisit and check to ensure that teachers are implementing the use of various technology platforms such as performance matters, i-Ready, Zoom and Microsoft Teams to better connect with both in-house students and MSO students. Teachers requiring additional support to fully implement will be supported via digital literacy coaching in the classroom/virtually as appropriate.	Administrative Staff: Principal-Martha T. Jaureguizar Assistant Principal-Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy Coach- Dayami Borges.	As a result of providing support and assistance to teachers requiring additional assistance, coaching logs and classroom visitation logs will serve as the expected evidence that the implementation step has been fully executed.	Principal, Martha T. Jaureguizar will review coaching logs, classroom visitation logs, and My Learning Plan reports to ensure that teachers requiring additional assistance are provided the necessary training, and to make certain that the implementation step was carried out with fidelity and to check for effectiveness.
<p>Start: Wed, Dec</p>	Continue implementation of strategies	Administrative	As a result of	Principal,

<p>2</p> <p>End: Fri, Dec 18</p>	<p>which empower teachers and staff using digital technology will be implemented fully in order to empower teachers and staff. Staff requiring additional assistance to fully implement will be assisted by the digital literacy coach.</p>	<p>Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine Sanchez and Digital Literacy Coach- Dayami Borges.</p>	<p>continued support and guidance, technology reports, assessment reports, lessons plans, and communication logs will serve as evidence that the implementation step has been carried out fully.</p>	<p>Martha T. Jaureguizar will review coaching logs and technology reports to ensure that teacher and students are effectively using technology to enhance learning objective goals and student performance.</p>
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Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

Continue to fortify and enhance existing Social-Emotional Learning/Mindfulness initiatives which promote support, care, and uplifting interpersonal connections school wide. The focus will be to promote a sense of belonging and support through a welcoming and nurturing school environment in order to cultivate a sense of overall social-emotional well-being to all students and staff. This will be visible through the provision of emotionally safe spaces, intellectually safe spaces, self-awareness activities, think-answer communication skills and problem solving skills as well as professional development that provides for continued mindfulness techniques.

<p>Implementation Date(s)</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>
<p>Start: Tue, Nov 3</p> <p>End: Fri, Nov 6</p>	<p>The counselor will continue to provide to students social and emotional learning activities and strategies that reinforce positive behavior actions which aide in creating an environment where students maintain a positive student engagement.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos, and Eliette Duarte-Mental Health Counselor.</p>	<p>The school counselor will continue to implement her school-wide schedule and incorporate various classroom activities with appropriate materials to support social emotional learning. The counselor's schedule will serve as the evidence that the implementation step has been completed.</p>	<p>Principal, Martha T. Jaureguizar will review monthly the school counselor's schedule and debrief with her to ensure that a schedule has been created and has been implemented with fidelity.</p>
<p>Start: Mon, Nov 9</p>	<p>The counselor and mental health coordinator will revisit key information through</p>	<p>Administrative Staff: Principal-</p>	<p>In order to ensure the successful implementation of core</p>	<p>Principal, Martha T. Jaureguizar will review monthly the</p>

<p>End: Fri, Nov 13</p>	<p>parent virtual meetings: attendance, Student Code of Conduct, MDCPS Values Matter initiates, mindfulness activities, and continue to reinforce positive behavior actions which focus on improving social emotional/academic support for students.</p>	<p>Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos</p>	<p>values mindfulness, the student code of conduct, powerpoint, student/parent handouts, and monthly school calendar will serve as documentation that the implementation step was carried out effectively.</p>	<p>school counselor's schedule and school calendar to ensure that the implementation step has been carried out with fidelity and monitor for effectiveness.</p>
<p>Start: Mon, Nov 16 End: Tue, Dec 1</p>	<p>The school counselor will follow-up with classrooms and students to ensure that understanding of core values and character education activities are incorporated and check for understanding. Individual student and classroom needs will be assessed to ensure that social emotional support and learning is implemented.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos</p>	<p>In order to ensure that students are presented with core values and character education activities, the school counselor presentations and lesson plans will serve as evidence that the implementation step has been carried out fully.</p>	<p>Principal, Martha T. Jaureguizar will review monthly the school counselor's schedule and school calendar to ensure that the implementation step has been carried out with fidelity and monitor for effectiveness.</p>
<p>Start: Wed, Dec 2 End: Fri, Dec 18</p>	<p>Administrative personnel will review the counselor log and identify classrooms or students that may need and require further assistance with social emotional learning activities. The administrative team will review classroom referrals. Students requiring more intensive support will be referred to the MTSS Team to consider more levels of support.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos, and Eliette Duarte, Mental Health Counselor.</p>	<p>As part of the review process to ensure that effective social emotional learning activities are taking place, the school counselor's schedule and correspondence from the mental health coordinator will be reviewed to look for evidence of additional counselor support groups.</p>	<p>Principal, Martha T. Jaureguizar will review the school counselor's schedule and small group logs on a monthly basis to ensure that the implementation step has been carried out with fidelity and monitor for effectiveness.</p>

Secondary Essential Practice

Celebrate Successes

Priority Actions for the Secondary Essential Practice

Continue to fortify and enhance existing Celebrating Success initiatives which promote recognizing and rewarding student's that accomplish and meet both academic and social-emotional learning goals. Using school personnel, district initiatives, goal setting activities, and student created objectives for success, both staff and students will work towards aiming for high student performance outcomes, learning gains, and a positive school environment.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<p>Start: Mon, Nov 2</p> <p>End: Fri, Nov 6</p>	<p>The counselor will continue to provide to students a character education/values matter overview during classroom lessons and school wide activities. Successful programs such Do The Right Thing, Student of the Month, and student shout-outs will continue to be used as part of the celebrate successes initiative as an ongoing to commitment to providing a loving and nurturing school environment where all students are encouraged to try their best, achieve personal confidence, become good digital citizens, and engage in classroom activities either virtually or face to face. The Triumphs Steps Program will also be made available through the Quaver Platform school wide.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos</p>	<p>The school counselor will continue to implement her school wide schedule and incorporate various character education/values matter principles. The school counselor's schedule, counselor bulletin boards, and school counseling materials will serve as the documentation that the implementation step has been carried out successfully.</p>	<p>Principal, Martha T. Jaureguizar, will monitor on a monthly basis the WKLE schedule, school counselor schedule and counselor bulletin board to ensure that the implementation step is taking place.</p>
<p>Start: Mon, Nov 9</p> <p>End: Fri, Nov 13</p>	<p>School counselor will continue to implement a schedule of recognition programs using the character education/values matter presentation and continue to implement the student of the month campaign whereby students are recognized in the following areas: Honesty, Integrity, Cooperation, Kindness, Pursuit of Excellence, Fairness, Citizenship, Responsibility, and Respect. Students and classrooms will be celebrated for their successes using the WKLE morning announcement program on a weekly basis. Bulletin boards/Twitter will also showcase recognized students.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos</p>	<p>Evidence of the successful implementation of student engagement activities will be in the form of the monthly student of month recognition program honorees as displayed and shared via announcements/bulletin boards/social media.</p>	<p>Principal, Martha T. Jaureguizar, will review the student of the month schedule to ensure the implementation step has been executed with fidelity.</p>
<p>Start: Mon, Nov 16</p> <p>End: Tue, Dec 1</p>	<p>Revisit to ensure that a schedule for the student of the month calendar has been devised and that student recognition and successes are celebrated on the morning announcements using WKLE. Additional highlights will appear as appropriate on our Twitter account @KLEFamily.</p>	<p>Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School</p>	<p>As part of the review process to ensure that student of the month activities are taking place, the school counselor's bulletin board will be reviewed to look for evidence of selected students based on character</p>	<p>Principal, Martha T. Jaureguizar, will monitor the school counselor's bulletin board to ensure that the implementation</p>

		Counselor- Ivett Ceballos	education/values matters criteria, and Twitter posts also..	step has been carried out with fidelity and ensure effectiveness
Start: Wed, Dec 2 End: Fri, Dec 18	Ensure that ongoing, monthly student recognition programs are implemented and that students receive various incentives as part of these recognition activities.	Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos	As part of the process to ensure that student recognition activities are taking place, the morning WKLE News Broadcast, various public bulletin board spaces, and classroom and virtual special assemblies will be utilized to recognize students' success schoolwide.	Principal, Martha T. Jaureguizar, will monitor the school counselor's bulletin board/social media posts to ensure that the implementation step has been carried out with fidelity and ensure effectiveness.

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

Academic Programs Outcome Statement

If we provide ongoing professional development in the area of ongoing progress monitoring, interventions/RtI, and technology integration, we expect to increase student performance, achievement, and engagement by providing more rigorous lessons and improved instructional delivery systems.

Sustained Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Sustained Essential Practice

Continue to enhance and fortify ongoing progress monitoring that is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Teachers will use local and state assessment data to design instruction that meets students' needs and provide feedback to students, parents, and stakeholders, while monitor on a regular basis the data through the use of i-Ready reports, My On reports, Accelerated Reader reports, math topic assessment proficiency levels, and Reflex Math reports.

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: Tue, Nov	The instructional coach will	Principal-	As a result of the	Principal, Martha T.

<p>3</p> <p>End: Tue, Nov 3</p>	<p>provide professional development to grade levels during the November 3, 2020 professional development day to target procedures on how to analyze student progress on various platforms such as i-Ready, performance, matters topic assessments, and Reflex Math.</p>	<p>Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>professional development and training, teachers will receive training materials and handouts which support steps for analyzing data to determine sufficient progress. The training materials will serve as the documentation that the implementation step was fully executed.</p>	<p>Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will review the sign-in sheets and meeting minutes, agendas, and handouts to ensure that effective training has taken place.</p>
<p>Start: Wed, Nov 4</p> <p>End: Fri, Nov 13</p>	<p>The teachers will analyze data and note trends in student performance and movement towards targeted student goals. Using data trackers, teachers will chart student results on various technology reports. Teachers will provide small group differentiated instruction and teacher led centers based on group and individual student needs.</p>	<p>Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>As a result of the analysis of student progress data, small group differentiated lesson plans, student data trackers, the teacher/classroom data binder and data chat schedule with administration will serve as the documentation that the implementation step has been executed fully.</p>	<p>Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and view the classroom data binder during the implementation period on a monthly basis to ensure that data is used effectively and is providing more timely progress monitoring for students and teachers.</p>
<p>Start: Mon, Nov 16</p> <p>End: Tue, Dec 1</p>	<p>Key personnel will revisit and check to ensure that teachers are implementing the use of ongoing progress monitoring to guide classroom decision making. As necessary, personnel requiring additional assistance will be identified. Support through coaching cycles and modeling will be provided as appropriate.</p>	<p>Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>As a result of providing support and assistance to teachers that require additional support to effectively analyze ongoing progress monitoring, coaching logs will serve as the expected evidence that the implementation step as been fully executed.</p>	<p>Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will review coaching logs to ensure that teachers requiring additional assistance are provided the necessary training.</p>
<p>Start: Wed, Dec 2</p> <p>End: Fri, Dec 18</p>	<p>School wide implementation of ongoing progress monitoring will continue and and support will be provided to teachers that need any assistance.</p>	<p>Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>As a result of continued support and guidance, data reports such as: district topic assessments, i-Ready reports, teacher-made tests, and gradebook will serve as the expected documentation that the implementation step</p>	<p>Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and observations during the implementation period on a weekly basis to ensure the implementation step</p>

was fully implemented.

has been carried out with fidelity.

Primary Essential Practice

Interventions/RtI

Priority Actions for the Primary Essential Practice

Continue to fortify and enhance a strong culture of data that is used to ensure routine, consistent, and effective data-based decision making and provide for reteaching opportunities, small group skill focused lessons, teacher led centers, tier 2 and tier 3 programs and effective use of intervention materials and progress monitoring. Lastly, referral to the MTSS team for further evaluation as deemed appropriate. Teachers will collect and review student learning goals, analyze to identify content areas and skills that need to be reinforced, and factors that may motivate student learning. Teachers will collect, interpret, design, and modify as necessary the delivery of instruction, curriculum resources, and differentiated instruction to fit the needs of classroom students based on data reports. Administrative staff and instructional coaches will routinely provide technology data reports, facilitate and provide feedback, data chats via grade level meetings, reviews of technology reports and assessment data to determine levels of approach. Additionally, it will be critical to guide instruction and provide for intervention as necessary, while creating classroom, grade level, school wide, and individual student goals.

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, Nov 6	The instructional coach will ensure that students were identified and properly coded using the AP2 i-Ready data from the 2019-2020 school year as outlined by the MDCPS school district and labeled as either Tier 2 or Tier 3 students that will require additional levels of support using the i-Ready intervention framework.	Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez	Students coded using the FUN BASS code chart in ISIS will serve as the expected evidence that the implementation step was fully executed.	Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will review the data chart of students that have been identified and assigned the FUN BASS code and utilize i-Ready reports to ensure that the implementation step has been fully implemented.
Start: Mon, Nov 9 End: Fri, Nov 13	The literacy coach will review the results of both the Reading and Mathematics AP1 i-Ready results to determine if additional students will require Tier 2 and/or Tier 3 intervention using the MDCPS outlined guidelines. Additional students will be coded in ISIS using the FUN BASS code as needed.	Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez	The results from AP1 for both Reading and Mathematics, FUN BASS codes, and the chart of Tier 2 and Tier 3 students will serve as the evidence that the implementation step has been fully executed.	Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will review the i-Ready reports and Tier 2 and Tier 3 students to ensure ensure that the implementation step has been executed with fidelity.
Start: Mon, Nov 16	Key personnel will revisit and check to ensure that	Principal-Martha T.	i-Ready growth monitoring reports	Principal, Martha T. Jaureguizar and Assistant

<p>End: Tue, Dec 1</p>	<p>teachers are implementing the use of the i-Ready teacher toolbox, i-Ready instructional pathways, and teacher assigned lessons to the Tier 2 and Tier 3 intervention.</p>	<p>Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>and the i-Ready student progress report will serve as the evidence that the implementation step as been fully executed.</p>	<p>Principal, Nancy Cabrera-Nuñez will review coaching logs and growth monitoring reports to ensure that students requiring additional support and intervention are coded and provided the extra time to close learning gaps and assist student in order to meet learning goals.</p>
<p>Start: Wed, Dec 2 End: Fri, Dec 18</p>	<p>Key personnel will continue implementation of intervention instruction and provide support to teachers that need any assistance.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>As a result of continued support and guidance to teachers to fully implement an effective intervention program, coaching logs, growth monitoring reports, and teacher assigned lesson results will serve as the evidence that the implementation step was fully implemented</p>	<p>Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will review coaching logs and i-Ready reports to ensure that the implementation step has been implemented fully and that effective intervention is taking place.</p>

Secondary Essential Practice

Technology Integration

Priority Actions for the Secondary Essential Practice

Continue to fortify and enhance existing best practices for technology integration which will create a digital learning environment in which students are confident using technology to complete assignments, work on student-centered instructional needs, apply technology to assist with understanding STEAM skills and standards, and using technology to produce projects and complete assessments. Staff will receive professional development and ongoing coaching in the use and applications of various district provided technology programs that promote student understanding and communication. The SAMR model will be incorporated at various levels of instruction and curriculum content areas. School wide digital leaders will provide assistance and coaching cycles to staff and key personnel will serve as digital teacher mentors promoting digital literacy to all stakeholders, especially given the immediate circumstances we are currently facing for our instructional delivery systems.

<p>Implementation Date(s)</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>
<p>Start: Tue, Nov 3 End: Tue, Nov 3</p>	<p>The instructional and digital literacy coach will provide professional development to teachers on the November 3,</p>	<p>Principal- Martha T. Jaureguizar Literacy</p>	<p>As a result of the professional development and training, teachers will receive agendas and</p>	<p>Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez</p>

	2020 professional development day to target specific technology and STEAM instructional strategies and best practices.	Coach/PD Liaison- Kristine Sanche	handouts. The documentation and professional development attendance will serve as the expected evidence that the implementation step was fully executed.	will review the sign-in sheets, meeting minutes, agendas, and handouts to ensure that effective training has taken place.
Start: Wed, Nov 4 End: Fri, Nov 13	Teachers will implement the use of technology, infused instructional best practices which encompass a wide variety of technology tools aimed at enhancing student performance.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of the implementation of technology integration, technology reports and lesson plans will demonstrate the expected evidence of the successful execution of the implementation step.	Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez, will review lesson plans and technology reports to ensure that technology is used to support student performance.
Start: Mon, Nov 16 End: Tue, Dec 1	Key personnel will revisit and check to ensure that teachers are implementing the use of technology driven instruction to guide classroom instruction and identify personnel requiring additional assistance. Support through coaching cycles and modeling will be provided as deemed necessary.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of providing support and assistance to teachers requiring additional support on technology integration instruction, coaching logs will serve as the expected evidence that the implementation step has been fully executed.	Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will review coaching logs to ensure that teachers requiring additional assistance are provided the necessary training.
Start: Wed, Dec 2 End: Fri, Dec 18	Key personnel will continue monitoring implementation of technology infused instruction and provide support to teachers that need any assistance.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, Reflex Math reports, McGraw-Hill assessments, and the gradebook will serve as the expected documentation that the implementation step was fully implemented.	Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera-Nuñez will conduct classroom walkthroughs and observations during the implementation period on a weekly basis to ensure the implementation step has been carried out with fidelity.

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. Kendale Lakes 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.