

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.

As part of the ongoing process of continuous self-improvement, along with the strategies outlined in the School Improvement Process, the School-Based Leadership Team is responsible for examining, interpreting, and disseminating both the Mid-Year Data for School Culture and Academic Programs and determining if the current course of implementation steps are effective or not. Based upon school performance, if any additional steps are needed to fully implement effectively, the SLT Team will recommend next steps for learning and achievement based on the current data maps. The School-Based Leadership Team met during the phase III reflection period to determine if modifications to the School Improvement Process were required to fully and effectively execute the School Improvement Process. The SLT reviewed the Mid-Year Data Chart and noted areas of strengths and weaknesses in order to determine if modifications were necessary. A course of action was discussed and implementation steps for phase III of the School Improvement Process Plan were developed. Overall, we refer to this process as the Plan-Do-Study-Act Cycle and although as a team we review the pertinent data/findings, every teacher also reflects upon the overall performance of their students, participates in data chats with the administration and reading coach, in order to ensure effective strategies are in place as well as the implementation of necessary resources to ensure the optimal growth of our students.

2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

In order for students to have academic success in school, children must feel that both their academic and social needs are being met. Our school's expected outcome statement for School Culture is, "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." Upon reflecting on the Mid-Year Data Maps, it appears that the implementation steps that have been put in place are having a significant positive impact on School Culture. The current Mid-Year Data Map reflects that 17% of teachers have 0 absences, 78% of teachers have 0.5-5 days absent, 3.7% of teachers have 6-10 absences, and 1.30% of teachers have more than 10 absences. In comparison to the district average, our school is within normal limits of the district's averages. When comparing the 2019-2020 to 2020-2021 student attendance rates, the amount of students with 0 absences moved from 24% to 35%. The amount of students receiving 1-5 absences moved from 58% to 51%. The amount of students receiving 6-10 absences moved from 14% to 8%. The most encouraging findings are that teacher absences, disciplinary referrals, and early warning indicators are very minimal, while student attendance, as compared to last year, has decreased minimally. This is an encouraging finding as student attendance has been impacted by COVID, and in light of that, the school maintains an attendance rate that is acceptable and within normal limits as compared to the previous year. In addition, the amount of student referrals is minimal at 1.2% when compared to the district's average of 1.8%. Two areas that remain a concern to address will be to continue efforts to have students report on time and attend, and the school counselor will continue to provide classroom presentations which focus on Zoom etiquette, school responsibilities, and good listening skills to all students regardless of the modality of instruction.

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.

Along with providing support for the social-emotional needs of all stakeholders, academic goals and strategies are critical tools that will provide a road map for school success and student academic achievement. Upon a close examination of the 2020 school grade goals and Outcome Statement for Academic Programs, "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," the data reveals that there has been much progress and gains toward reaching our academic goals. The growth in Reading is the result of several factors that were implemented in phase I and phase II of the School Improvement Process. Ongoing progress monitoring, interventions and RTI, and technology integration has had a positive direct impact on student achievement in Reading. Mathematics is an area which continues to reflect positive trends in student performance and achievement. In addition, the Science results are encouraging, but remains an area to monitor for improved student achievement.

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

Using the Mid-Year Data Map, the SLT has determined that there are patterns of progress that should be enhanced, and some grade level areas that still require additional support to promote progress. The i-Ready Mid-Year Data Map information reveals that much progress and significant gains have been made in both Reading and Mathematics. When analyzing the current school AP2 results for Reading when comparing AP1 to AP2, Tier 3 (red) students decreased from 15% to 12%, Tier 2 (yellow) decreased from 33% to 29%, and Tier 1 (green) increased from 52% to 58%. When examining the results for Reading when comparing AP1 to AP2 per grade level there has been significant growth in grades 1-5. Grade 1 increased from 46% on green to 56% on green, Grade 2 remained constant at 51%, Grade 3 increased from 59% to 68% on green, Grade 4 increased from 39% to 54%, and Grade 5 increased 43% to 49% on green. The Kindergarten results are concerning as there has been a decrease in the amount of students that were on green moving from 77% on green down to 68%. The positive findings for grades 1-5 are encouraging based on the given conditions of dual modality and remote learning. The decreased finding for Kindergarten may be a result of the move from students testing at home during AP1 to more students testing in person for AP2. Looking at the results and comparing AP1 to AP2 Mathematics, Tier 3 (red) students decreased from 14% to 9%. Tier 2 students (yellow) decreased from 48% to 42%, and the Tier 1 (green) students increased from 38% to 49%. Upon a close examination of the grade levels, grade 1 demonstrated an increase of Tier 1 (green) students moving from 45% to 48%. Grade 2 increased from 32% on green to 42%. Grade 3 increased from 32% to 46% on green. Grade 4 increased from 25% to 47%. Grade 5 increased from 32% to 54%. Kindergarten demonstrated a decrease with the amount of green students moving from 73% to 59%. All grade levels are currently showing a positive increase in the amount of students scoring proficiently in Mathematics with the exception of Kindergarten. The decreased finding for Kindergarten

may be a result of students testing at home for AP1 and testing in person for AP2 creating more valid data during this diagnostic cycle.

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

Upon a close examination of the subgroups listed on the Mid-Year Data Map, it appears that all subgroups have made significant progress, and that there are certain trends and patterns which require further attention during phase III of the School Improvement Process. The significant positive findings are a direct result of ongoing progress monitoring, intervention and RTI, and technology for both Reading and Mathematics intervention programs that are in place. Kendale Lakes has incorporated the use of several strategic programs and initiatives to support fragile student populations and tier 2 and tier 3 students. In addition to varying levels of support that are in place, additional integration programs have been added which are aimed at addressing all learners. Upon a close examination of the growth monitoring reports from i-Ready, much progress has been made in grade levels cumulatively. The current data for students participating in Tier 2/3 intervention reflects that 22% of students have already reached their typical growth goal and 10% of intervention students have met their stretch growth. Examining the data by grade level, 28% of kindergarten students have met their typical growth, 25% of grade 1 students have met their typical growth, 22% of grade 2 students have met their stretch growth, 21% of grade 3 students have met their typical growth, 34% of grade 4 students have met their typical growth, and 26% of grade 5 students have met their typical growth. Overall, the results are encouraging and demonstrates that progress has been made towards proficiency for tier 2/3 students.

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

In accordance with the MDCPS school wide initiatives to address learning losses, Kendale Lakes is participating and coordinating several programs in an effort to close learning gaps. In addition to the i-Ready/Teacher Toolbox Tier 2/3 intervention program, the school is providing both the GEER program and ELL Title III intervention programs as extended learning opportunities. The data for the Tier 2/3 intervention programs has show an increase in student proficiency and has demonstrated that students are making progress towards both typical growth and stretch growth goals. Upon a close examination of the comparative results of the GEER program there has been minimal, but positive progress toward increased student proficiency. Overall, the results from the Pre-Test GEER through performance matters demonstrated that students in grades K-5 had an average score of 44.6%. The Post-Test GEER through performance matters demonstrated that students in grades K-5 had an average score of 50.2%. Even though the GEER program time span from Pre-Test to Post-Test has only been four weeks, there has been a positive impact on student performance based the results. Currently, results from the ELL population that are enrolled in the Title III afterschool tutoring are pending as the program has been in place for two weeks.

MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

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

School Culture

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

The implementation steps that were executed during quarter 1 and 2 have had a positive impact on improving school culture in several ways. The positive significant findings of minimal behavior referrals for discipline, staff attendance rates, and early warning indicators are a direct result of the implementation steps that were implemented during phase I and phase II. Our sustained practice, empowering teachers and staff has led to improved teacher attendance, improved parent and student communication, and significant gain in achievement through professional development. Our primary essential practice, social-emotional learning has improved student attendance and decreased the number of student referrals. Our secondary essential practice, celebrate successes, has had a significant impact of overall well-being of student attending school in that when examining the climate survey, the number one response was students felt happy at school. On all these occasions our

positive school culture was highlighted, and is a testament to our efforts through the detailed perceptions of these contributing stakeholders.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

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

Academic Programs

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

Upon a close examination of the outcomes of quarter 1 and quarter 2 implementation steps, there has been significant progress in the area of academic programs and progress. The i-Ready comparison of AP1 to AP2 has demonstrated significant gains in both ELA and Mathematics. The use of ongoing progress monitoring, intervention programs and RTI, and increased use of technology programs have promoted student learning and enabled all learners to access their educational goals. Ongoing progress monitoring and technology programs have enabled teachers to plan more effectively using data driven resources to more accurately identify student needs and provide re-teaching. Using the data to identify students, intervention services have been put in place to promote better student understanding and target our most fragile learners. In order to further support students in this area of focus, extended morning and afternoon tutoring programs using the GEER grant and Title III have been recently implemented with grades K-5 to assist students with closing learning gaps in our fragile population of learners. Follow up for students participating in intervention and possible referral to the MTSS Team is critical to determine if students qualify for specialized services/programs beyond the strategies we have in place. As we are able to hire additional teachers, we plan to expand afterschool/Saturday tutoring efforts with students demonstrating a need to improve. Ideally, enrichment opportunities are also an area we are interested in developing.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

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

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

No

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

N/A

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

School Leadership Core Competencies

Competency 1: Commitment to Students

The SLT will utilize ongoing progress monitoring from the various data points in order to demonstrate a commitment to students' academic and social/emotional progress, refer students as applicable to necessary resources/services, and/or enrichment opportunities.

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

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

Competency 2: Focusing on Sustainable Results

The SLT will enhance and improve upon proven best practices and instructional routines that are used to drive instruction and promote student performance while providing support and professional development to staff that includes hands-on learning initiatives, STEAM labs and activities, tracking student progress, and promoting new innovative actions in order to achieve and sustain the desired results.

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

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

Competency 3: Developing Others

The SLT will analyze needs assessment surveys, professional development gaps, and provide assistance to staff members in order to promote positive expectations, self-reflection, and educational growth for all staff members.

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

The School Leadership Team will use the Core Competencies to fully and effectively implement the required components of the School Improvement Process. The SLT will use the Developing Others competency through

the use and application of instructional coaches, the administrative team, and school counselor. Students' needs, both emotionally and academically, are addressed through the MTSS system that is in place at KLE. Students needs are predominantly met at the Tier 1 classroom level. When classroom routines and interventions are not meeting the needs of identified students, they are referred to the MTSS Team. Through tier 2 and tier 3 Response to Intervention, systems of support are put in place to assist students and provide a pathway for success and access to learning. An area of improvement will be to continue the processes and steps that were in place in phase I and phase II, and to continue to monitor both the academic and social achievements/concerns through the model of continuous improvement with data analysis teacher evaluation and teacher recommendation at a pivotal input level.

Competency 4: Engages the Team

The SLT will work to promote collaboration and team building among staff for the shared vision of school improvement by providing clear communication to all team members, supporting all staff members in a positive and motivating manner, while also using resources and training to empower team members to set tangible goals and effectively implement positive student growth and performance. The SLT will educate, model, and participate in various team building activities and cooperative learning protocols in order to cultivate a sense of a positive and supportive community among staff and administration.

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

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

MID-YEAR REVIEW COMMUNICATION

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

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

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

School Culture Outcome Statement

If we 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 (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Mon, Feb 1 End: Fri, Feb 5</p>	<p>Instructional coach will continue to provide support to teachers to target specific strategies which will support and empower teachers and staff. Strategies that the school is using to empower teachers in providing instructional delivery that is effective in both the brick and mortar school setting and MSO (My School Online). Teachers were trained and informed on the most up-to-date technology guidelines released from the MDCPS district. Topics that were covered included Zoom and Teams applications, online testing platforms, i-Ready, McGraw-Hill, Performance Matters, and various parent communication programs such as Remind, Class Dojo, and Class Tag.</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 Coach- Dayami Borges.</p>	<p>The Literacy Coach log will serve as the evidence that the implementation step was completed.</p>	<p>Principal, Martha T. Jaureguizar, will review the powerpoints, and handouts to ensure that effective training has taken place.</p>
<p>Start: Mon, Feb 8 End: Fri, Apr 2</p>	<p>Teachers will continue to 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; promote two-way home-school communication.</p>	<p>Administrative Staff: Principal-Martha T. Jaureguizar Assistant Principal-Nancy-Nuñez-Cabrera SLT Team Members lead by PD Liaison/Literacy Coach-Kristine</p>	<p>The technology reports from i-Ready, communication logs, lesson plans, and assessment reports will serve as the expected evidence that the</p>	<p>Principal, Martha T. Jaureguizar will conduct classroom walkthroughs and observations to ensure that the use of effective technology for both teachers</p>

		Sanchez and Digital Literacy Coach- Dayami Borges.	implementation steps have been carried out.	and students is implemented and used effectively.
<p>Start: Mon, Apr 5</p> <p>End: Fri, Apr 9</p>	<p>The 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 strategies will be supported via digital literacy coaching in the classroom/virtually as appropriate.</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 Coach- Dayami Borges.</p>	<p>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.</p>	<p>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>
<p>Start: Mon, Apr 12</p> <p>End: Fri, Apr 30</p>	<p>Continue implementation of strategies which empower teachers and staff using digital technology will be implemented fully in order to empower them. Staff requiring additional assistance to fully implement these tools will be assisted by the digital literacy coach.</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 Coach- Dayami Borges.</p>	<p>As a result of 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>Principal, 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>

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 (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Fri, Mar 5	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.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos, and Eliette Duarte-Mental Health Counselor.	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.	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.
Start: Mon, Feb 8 End: Fri, Apr 2	The counselor and mental health coordinator will revisit key information through parent virtual meetings: attendance, Student Code of Conduct, MDCPS Values Matter initiatives, mindfulness activities, and continue to reinforce positive behavior actions which focus on improving social emotional/academic support for students.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera School Counselor- Ivett Ceballos	In order to ensure the successful implementation of core 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.	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.
Start: Mon, Apr 5 End: Fri, Apr 9	The school counselor will follow-up with classrooms and students to ensure that understanding of core values and character education activities are incorporated and checked for understanding. Individual student and classroom needs will be	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez-Cabrera	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	Principal, Martha T. Jaureguizar will review monthly the school counselor's schedule and school calendar to ensure that the implementation step has been

	assessed to ensure that social emotional support and learning is implemented.	School Counselor- Ivett Ceballos	has been carried out fully.	carried out with fidelity and monitor for effectiveness.
<p>Start: Mon, Apr 12</p> <p>End: Fri, Apr 30</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.	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos, and Eliette Duarte, Mental Health Counselor.	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.	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.

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 (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Mon, Feb 1</p> <p>End: Fri, Feb 5</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 as 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	Administrative Staff: Principal- Martha T. Jaureguizar Assistant Principal- Nancy-Nuñez- Cabrera School Counselor- Ivett Ceballos	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	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

	activities either virtually or face to face. The Triumphs Steps Program will also be made available through the Quaver Platform school wide.		has been carried out successfully.	step is taking place.
<p>Start: Mon, Feb 8</p> <p>End: Fri, Apr 2</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>Administrative Staff:</p> <p>Principal- Martha T. Jaureguizar</p> <p>Assistant Principal- Nancy-Nuñez-Cabrera</p> <p>School Counselor- Ivett Ceballos</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.	Principal, Martha T. Jaureguizar, will review the student of the month schedule to ensure the implementation step has been executed with fidelity.
<p>Start: Mon, Apr 5</p> <p>End: Fri, Apr 9</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>Administrative Staff:</p> <p>Principal- Martha T. Jaureguizar</p> <p>Assistant Principal- Nancy-Nuñez-Cabrera</p> <p>School Counselor- Ivett Ceballos</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, and Twitter posts also.	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>Start: Mon, Apr 12</p> <p>End: Fri, Apr 30</p>	Ensure that ongoing, monthly student recognition programs are implemented and that students receive various incentives as part of these recognition activities.	<p>Martha T. Jaureguizar</p> <p>Assistant Principal- Nancy-Nuñez-Cabrera</p> <p>School Counselor- Ivett Ceballos</p>	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 3/4 Implementation (February 1 – June 9, 2021)

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 (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Fri, Feb 5	Teachers will continue to use technology reports to specifically monitor students in a variety of formats to check for understanding and mastery of state standards. Teachers will continue to analyze student progress on various platforms such as i-Ready, performance, matters topic assessments, and Reflex Math.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	Technology reports, gradebook, i-Ready growth monitoring, and teacher and student self trackers will document that the implementation step has been executed successfully.	Principal, Martha T. 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.
Start: Mon, Feb 8 End: Fri, Apr 2	The teachers will continue to 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.	Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	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 the administration will serve as the documentation that the implementation	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

			step has been executed fully.	progress monitoring for students and teachers.
Start: Mon, Apr 5 End: Fri, Apr 9	<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 has 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>
Start: Mon, Apr 12 End: Fri, Apr 30	<p>School wide implementation of ongoing progress monitoring will continue 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 was fully implemented.</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 has been carried out with fidelity.</p>

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 (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	Monitoring (How and who?)

			Implementation Step was successfully executed?)	
<p>Start: Mon, Feb 1</p> <p>End: Fri, Feb 5</p>	<p>The instructional coach will continue to ensure that students were identified and properly coded using the AP2 i-Ready data from the 2020-2021 school year as outlined by the MDCPS school district and labeled as either Tier 2 or Tier 3 students. These students will require additional levels of support using the i-Ready intervention framework. Additionally, administrative team members will review the student failing report from Gradebook to determine if all learners' needs are being met and consider referral to the MTSS Team if needed.</p>	<p>Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>Students coded using the FUN BASS code chart in ISIS and the student failing report will serve as the expected evidence that the implementation step was fully executed.</p>	<p>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.</p>
<p>Start: Mon, Feb 8</p> <p>End: Fri, Apr 2</p>	<p>The literacy coach will review the results of both the Reading and Mathematics AP2 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.</p>	<p>Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>The results from AP2 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.</p>	<p>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.</p>
<p>Start: Mon, Apr 5</p> <p>End: Fri, Apr 9</p>	<p>Key personnel will revisit and check to ensure that 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>Principal-Martha T. Jaureguizar Literacy Coach/PD Liaison-Kristine Sanchez</p>	<p>i-Ready growth monitoring reports and the i-Ready student progress report will serve as the evidence that the implementation step as been fully executed.</p>	<p>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.</p>

<p>Start: Mon, Apr 12</p> <p>End: Fri, Apr 30</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 the i-Ready reports and Tier 2 and Tier 3 students to ensure ensure that the implementation step has been executed with fidelity.</p>
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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 (Include the action, the frequency of the action, and the purpose of the action.)</p>	<p>Person(s) Responsible (First & Last Name, Postion)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and who?)</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Feb 5</p>	<p>The instructional and digital literacy coach will continue to provide support to teachers regarding technology integration in the classroom.</p>	<p>Principal- Martha T. Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez</p>	<p>The digital literacy coach's classroom visitation logs, zoom logs, and zoom lessons will serve as the evidence that the implementation step has been successfully executed.</p>	<p>Principal, Martha T. Jaureguizar 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: Mon, Mar 8</p>	<p>Teachers will continue to implement the use of</p>	<p>Principal- Martha T.</p>	<p>As a result of the implementation of</p>	<p>Principal, Martha T. Jaureguizar and</p>

End: Fri, Apr 2	technology, infused instructional best practices which encompass a wide variety of technology tools aimed at enhancing student performance.	Jaureguizar Literacy Coach/PD Liaison- Kristine Sanchez	technology integration, technology reports and lesson plans will demonstrate the expected evidence of the successful execution of the implementation step.	Assistant Principal, Nancy Cabrera-Nuñez, will review lesson plans and technology reports to ensure that technology is used to support student performance.
Start: Mon, Apr 5 End: Fri, Apr 9	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: Mon, Apr 12 End: Fri, Apr 30	Key personnel will continue monitoring the 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 learners are given 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 information from staff on a regular basis. The school will follow master scheduling guidelines for elementary students and will 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 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. And lastly, the school is participating in the GEER Tutoring Program for grades K-5.