

MIAMI DADE COUNTY PUBLIC SCHOOLS**School Improvement Process****School Information****Name of School (School Number - School Name)**

2241- Gratigny Elementary

Principal (Last Name, First Name)

Tejeiro, Bisleixis

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

Miller, Ashley

MTSS Coordinator (Last Name, First Name)

Perez, Ileana

Demographic Overview

Gratigny Elementary has a total population of 455 students, with 56% males and 44% females. The ethnic background of students consists of 74% Black, 24% Hispanic, and 2% White or other. Additionally, 95% of students are economically disadvantaged and are on free or reduced lunch, making Gratigny a Title I school.

Current School Status**a. Provide the School's Mission Statement**

At Gratigny Elementary School, we are dedicated to the development of every student's academic, social, physical, and emotional potential in a wholesome and supportive environment, so as to create lifelong learners and productive citizens in a multicultural and changing world.

b. Provide the School's Vision Statement

Gratigny Elementary believes that "vision becomes reality".

School Narrative**1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.**

Gratigny's population is diverse. In honoring our student's cultural dynamics, we take pride in fostering an atmosphere of acceptance for all students. The majority of our students are of Haitian descent. Gratigny's student/teacher support team includes our counselor, a Haitian Social Worker, a Community Involvement Specialist (CIS), and an ESOL computer lab. In addition, to foster a positive student/teacher relationship, Gratigny has several Creole-speaking teachers in most grade levels as well as utilizing the Home Language Arts (HLA) teacher as push-in support in classrooms. Gratigny's teachers have received training and materials to ensure their sensitivity to the special needs of immigrant students. Gratigny Elementary also includes an Autism Intensive Communication Academy that is staffed by teachers and paraprofessionals who have worked with students with autism for a number of years and who have demonstrated the highest regard for helping students to understand the world and to communicate effectively. Teachers utilize visual supports and a variety of communication tools to help the students succeed academically and socially. The use of technology is integrated into the student's day. The Autism Intensive Communication Academy was created for students who are eligible under Autism Spectrum Disorders (ASD), and who demonstrate an interest in the use of technology and have significant challenges with verbal communication.

Are you a Title I School?

yes

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

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

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

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

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

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

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

Phase I includes:

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

Phase I**Data Analysis****Analyze - Reflect - Identify**

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

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

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 School Climate Survey results on PowerBI, 7% of teachers were absent 10.5 days or more during the school year. The 2018-2019 survey indicated 23% the teachers were absent 10.5 or more days: a 16-percentage point change.	Teacher attendance has a direct correlation to student achievement. Therefore, ensuring that teachers are in school every day is of critical importance.	Rewards/Incentives
	According to the 2019-2020 School Climate Survey on PowerBI, 93% of the teachers strongly agreed or agreed with the statement "my ideas are listened to and considered" as compared to the 2018-2019 survey which revealed 86%, of teachers strongly agreed or agreed with the same statement: an 6 percentage point difference.	Faculty meetings and collaborative planning sessions will allow specific time for staff to share ideas and newly acquired skills from professional development sessions attended to communicate and share best practices that may be adopted throughout the grade level, across curriculum and/or school-wide.	Communicate With Stakeholders
	According to the 2019-2020 School Climate Survey, 75% of the teachers strongly agreed or agreed with the statement that "staff morale is high at my school". By contrast, the 2018-2019 survey showed 57% of teachers strongly agreed or agreed with the same statement: an 18 percentage point difference.	Faculty meetings will continue to include team building activities and/or motivational group activities to increase staff morale. This data was selected as it shows a significant increase in the percentage of teachers feeling staff morale is high at the school. School climate and morale are extremely important to the functionality of Gragny Elementary and student achievement.	Celebrate Successes

Essential Practice for Significantly Improved Data Findings (Sustained)

Communicate With Stakeholders

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey on PowerBI, 23% of students were absent between 6-10 days during the school year. The 2018-2019 survey indicated 22% of the students were absent between 6-10 days: a 1 percentage point change.	Student attendance has a direct correlation to academic achievement. Therefore, ensuring that students are in school every day is of critical importance.	Attendance Initiatives
	According to the 2019-2020 School Climate Survey results on PowerBI, 62% of the teachers strongly agreed with the statement that “overall climate at my school is positive and helps students”. By contrast, the 2018-2019 survey showed 58% of teachers strongly agreed with the same statement: a 4-percentage point difference.	It is important that teachers feel comfortable and happy in the school. Which in turn reflects on the students, creating a positive and welcoming environment for all.	School Spirit, Pride and Branding
	The 2019-2020 School Climate Survey results on PowerBI revealed that 9% of teachers with 4-7 years’ remaining in the same school compared to the 2018-2019 survey results in which 7% of teachers who have remained at our school between 4-7 years. A 2-percentage point difference.	Teacher retention is important in order for instructional coaches and school administrators to build teacher capacity, so they can positively impact student achievement at Gratigny Elementary.	Shared Vision/Mission

Essential Practice for Neutral Data Findings (Secondary)

Shared Vision/Mission

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	On the 2019-2020 School Climate Survey, 65% of teachers strongly agreed or agreed with the statement “my ability to do the best possible job at this school is limited by the lack of concern/support from parents”. The 2018-2019 survey revealed 69% of	Parental involvement is a major factor in student achievement. Monthly parent meeting sign-in sheets indicate low parent attendance and participation	Family Engagement

	teachers strongly agreed or agreed with the same statement: a 4-percentage point difference.	in the various parent activities conducted.	
	The 2019-2020 School Climate Survey revealed 3% of students received disciplinary referrals. In contrast, the 2018-2019 survey showed only 2% of students received disciplinary referrals: a 1 percentage point difference.	Supporting appropriate student behaviors is crucial in creating a positive school environment.	Positive Behavior Support (PBS)
	Based on the 2019-2020 School Climate Survey on PowerBI, 55% of students felt that “My school counselor helps me with school and personal problems. However, for the 2018-2019 school year, the survey indicated that 79% agreed with the statement. This shows a decrease of 24-percentage points.	It is imperative that students not only receive the academic necessities but also feel that they are being helped in a personal and emotional level as well in order to succeed.	Effective Use of School and District Support Personnel

Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Use of School and District Support Personnel

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the Academic Programs tab in PowerBi, results of the Science FCAT, science proficiency for the last 3 years goes as follows; 2017 18%, 2018 27%, and 2019 was 39%. This is a 21-percentage point increase over a three-year period.	The data shows that an emphasis that has been placed on student learning and achievement in fifth-grade Science has been successful and continues to make progress. This shows that students are receiving meaningful, standards based science instruction prior to 5th grade to prepare them for the Science FCAT.	Data-Driven Instruction Standards-Aligned Instruction
	According to the Academic Programs tab in PowerBi the results of the i-Ready ELA AP2 Diagnostic Assessments indicates that 35% of students are Tier 1 as compared to 19% during the AP1 Diagnostic Assessment. This indicates a 16-percentage point increase.	The focus on standards-based instruction and in-depth analyzation during collaborative planning meetings leads to student success.	Standards-Based Collaborative Planning Instructional Support/Coaching Standards-Aligned Instruction
	According to the Academics Programs tab in PowerBI the results of the i-Ready Math AP2 Diagnostic Assessments indicates	This data shows that focus on standards-based instruction during collaborative planning meetings has had a positive impact and has led to student success.	Instructional Support/Coaching

	that 37% of students are Tier 1 as compared to 12% during the AP1 Diagnostic Assessment. This indicates a 25-percentage point increase.		Standards-Based Collaborative Planning
--	---	--	--

Essential Practice for Significantly Improved Data Findings (Sustained)

Instructional Support/Coaching

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the Academic Programs tab in PowerBI, ELA Proficiency on the Florida Standards Assessment (FSA) for the last 2 years were; 2018 41%, and 2019 was 40%. This is a 1-percentage point decrease over the past two years.	The data shows that an emphasis needs to continue in order for improvement in student achievement in ELA so that students are performing at grade level expectations and are prepared to complete ELA tasks and strategies for comprehension across curriculums.	Data-Driven Instruction
	According to the Assessment Comparison tab in PowerBI, the overall ELA Biweekly Assessment Average % correct result is 55% which is comparable to 55% for the Tiered Schools during the 2019-2020 school year.	While this data is comparable to other tiered schools, emphasis on student achievement in ELA continues to be a priority at Gratigny Elementary School to help improve student proficiency and assist in other subject areas that lend themselves to utilizing ELA strategies for success.	Data-Driven Instruction
	According to the Assessment Comparison tab in PowerBI, the overall Math Topic Assessment Average % correct result is 62% which is comparable to 63% for the Tiered Schools during the 2019-2020 school year.	While this data is comparable to other tiered schools, emphasis on student achievement in Math continues to be a priority at Gratigny Elementary School.	Standards-Based Collaborative Planning Data-Driven Instruction

Essential Practice for Neutral Data Findings (Secondary)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?

Significantly Decreased Data Findings	The 2018-2019 FSA ELA 3-Year Trend data indicates that 40% of students are proficient as compared to the 57% for the District. This indicates a 17-percentage point difference.	Improving the overall proficiency rate is a focus for this school year and why this data finding was selected. An emphasis will be placed on standards-based instruction and collaborative planning to ensure students are making adequate progress and scoring proficiently on all ELA bi-weekly assessments.	Standards-Based Collaborative Planning Data-Driven Decision Making Differentiated Instruction
	The 2018-2019 FSA ELA data indicates that 55% of students are making learning gains, as compared to 60% during the 2017-2018 school year. This indicates a 5-percentage point decrease.	Improving the performance of students in the lowest quartile and ensuring they make learning gains has been the strongest focus for the school in the 2017-2018 school year. While those students made significant learning gains in ELA, other proficient students did not. Therefore, this data finding was selected to provide strategic differentiated instruction to all learners, not just those in the bottom quartile.	Differentiated Instruction Data-Driven Decision Making
	The 2018-2019 FSA Mathematics data indicates that only 36% of students in the lowest 25% made learning gains as compared to 50% during the 2017-2018 school year. This indicates a 14-percentage point decrease.	Improving the performance of students in the lowest 25% and ensuring they make learning gains in Mathematics directly impacts the school grade and the academic achievement scores of these students. The data indicates that we are meeting the needs of the proficient students; however, the needs of the students in the bottom quartile are not being met. Therefore, differentiated instruction will need to be a focus for the 2020-2021 school year for the students in the lowest 25% to make adequate learning progress.	Differentiated Instruction Data-Driven Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Differentiated Instruction

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Communicate With Stakeholders

Primary Essential Practice

Effective Use of School and District Support Personnel

Secondary Essential Practice

Shared Vision/Mission

ACADEMIC PROGRAMS

Sustained Essential Practice

Instructional Support/Coaching

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice

Data-Driven Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school’s overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team’s skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader’s ability to affect change within a school. SLTs will assess their

current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*

- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

At Gratigny Elementary School we believe in students' ability to learn regardless of barriers by setting high expectations for all learners

As evidenced by:

We currently have various school-wide systems and procedures in place that assist in the monitoring and tracking of students' progress. This process allows us to identify barriers that may exist and adjust instructional practices based on individual student needs.

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

The leadership team will ensure that teachers conduct student data chats and update data trackers with fidelity.

Competency 2: Focusing on Sustainable Results

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

Our School Leadership team recognizes the importance of adjusting our instructional practices to consider innovative actions.

As evidenced by:

Our School Leadership team monitors virtual lessons to prioritize student needs while providing teacher feedback on zoom virtual lessons best practices.

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

For the 2020-2021 school year, we will focus on providing multiple professional learning growth opportunities for teachers on tips and tools for effective checks for understanding while using Zoom to deliver instruction.

Competency 3: Developing Others

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

Gratigny Elementary will continue to set positive expectations and provide early career teachers training and mentorship opportunities to improve their skills.

As evidenced by:

The participation of early career teachers in the Mint Program.

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

For the 2020-2021 school year, all early career teachers will be assigned a mentor that will assist with providing specific feedback and individual assistance throughout the school year.

Competency 4: Engages the Team**Describe the School Leadership Team's current reality regarding Engages the Team.**

At Gratigny Elementary, we promote a high morale and performance of a team by recognizing individual achievements such as perfect attendance, iReady class usage percentages, and topic assessment results which help to motivate the staff.

As evidenced by:

We allocated time during our faculty meetings to discuss student/class progress and we recognized individual teacher's improved performance.

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

For the 2020-2021 school year we will continue to empower others by ensuring all staff members are part of the decision-making process while continuing to celebrate their individual successes.

PART THREE**PRIORITY ACTIONS DEVELOPMENT**

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year the faculty and staff will participate and share ideas during faculty meetings, EESAC meetings, and collaborative planning meetings to achieve the goal of unity.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year we will focus on supporting the social and emotional well-being of all students.

Secondary Essential Practice

Shared Vision/Mission

Priority Actions to Enhance the Secondary Essential Practice

For the 2020-2021 school year parents, community, and school will unite to achieve the common goal of building student success.

ACADEMIC PROGRAMS

Sustained Essential Practice

Instructional Support/Coaching

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year, instructional support provided by the instructional coach will continue in order to assist teachers with providing standards-based instruction and strategic differentiated instruction to students.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year, teachers will utilize data to ensure all students receive strategic differentiated instruction based on on-going progress monitoring.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions to Enhance the Secondary Essential Practice

For the 2020-2021 school year, teachers will monitor students' academic performance to ensure students are making adequate academic progress.

OUTCOME STATEMENTS

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

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

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

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

Sustained: If we promote a high morale and communication with stakeholders, then the staff will be motivated to share their ideas. Neutral: If students continue to come to school every day, school personnel continue to work together as a team, share a common vision, and remain at the school, then a common goal of student success will be achieved. Primary: If we increase the number of family engagement opportunities in the school, then parents will be more informed and involved in supporting the school, therefore closing the achievement gap.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

Sustained: If instructional support is provided by the coaches to assist teachers with providing standards-based instruction and strategic differentiated instruction, then students will continue to make adequate academic progress. Neutral: If teachers continue to monitor students' academic progress, then students will receive support from their teachers or other school-support personnel and increase their academic achievement. Primary: If teachers utilize data to drive differentiated instruction, then students will demonstrate academic progress.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description	Activity Lead
(08/20/20) AM-PM	<ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/19/20 @8:30 AM	Welcome	Ice Breaker	Joana Ledo - Math Coach
8/19/20 @9:00 AM	-Review 2019-2020 School Wide Data -Introduce 2020 - 2021 Current Student Data and Current Goals. -Staff Changes & introductions -District's Vision -Faculty Handbook -School board Rules/Policies -Incident Reporting Guidelines	Screen Share -	Dr. Tejeiro, Principal Joana Ledo Math Coach
8/19/20 @10:30 AM	Discuss Academic Programs & School Culture - Sustained Essential Practice -Primary Essential Practice -Secondary Essential Practice -Priority Actions for Essential Practice	Screen Share of SIP Plan	Dr. Tejeiro, Principal Joana Ledo Math Coach
8/19/20 @11:30 AM	Discuss -Opening of Schools Procedures	Screen Share	Dr. Tejeiro, Principal
8/19/20 @12:30- 2:45	Grade level Breakout Rooms. Common planning and sharing best practices.	Screen sharing, Step by Step instruction Documents, instruction video, PowerPoint, and Google Slides	Joana Ledo Math Coach Mary Loviett 3rd Grade Teacher
8/19/20 2:45-3:15 3:20- Closing	Grade level Breakout Rooms. Common planning and sharing best practices.	Grade level Breakout Rooms	Joana Ledo Math Coach

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

Sustained: If we promote a high morale and communication with stakeholders, then the staff will be motivated to share their ideas. Neutral: If students continue to come to school every day, school personnel continue to work together as a team, share a common vision, and remain at the school, then a common goal of student success will be achieved. Primary: If we increase the number of family engagement opportunities in the school, then parents will be more informed and involved in supporting the school, therefore closing the achievement gap.

Sustained Essential Practice

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year the faculty and staff will participate and share ideas during faculty meetings, EESAC meetings, and collaborative planning meetings to achieve the goal of unity.

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: Wed, Sept 9 End: Wed, Sept 9	During the faculty meeting, teachers and staff will sign-up for various committees.	Ms. Ashley Miller, Assistant Principal	Gratigny Elementary's committee sign-up sheet will show the various committees that teachers have indicated they would like to serve on. This practice will provide decision-making opportunities.	Ms. Ashley Miller, will maintain and monitor the committee sign-up sheet, ensuring that each staff member participates and has a voice.
Start: Wed, Sept 23 End: Wed, Sept 23	Committees will meet and designate a chairperson.	Ms. Ashley Miller, Assistant Principal; Committee Chairpersons, TBA	The committee's initial meeting minutes will indicate the chairperson that teachers elected. This is a form of expanding the leadership roles within the school.	Ashley Miller, will maintain and monitor the committee minutes, ensuring they have selected a committee chairperson.
Start: Mon, Aug 31 End: Fri, Oct 16	Committees will meet monthly to plan for their various responsibilities and roles within Gratigny Elementary. The chairperson will provide Ms. Ashley Miller the agenda minutes.	Ms. Ashley Miller, Assistant Principal; Committee Chairpersons, TBA	The committee monthly meeting minutes will indicate the various items discussed within the committee. The elected chairperson will then turn-in the meeting minutes to Ms. Miller, Assistant Principal. This is a form of expanding the leadership roles within the school.	Ashley Miller, will attend meetings, ensure the participation of all members, and maintain the committee monthly minutes.
Start: Mon, Aug 31 End: Fri, Oct 16	EESAC committee will meet to discuss engagement efforts, data, and upcoming school information with all stakeholders.	Iris Sanders, EESAC Chair, Dr. Bisleixis Tejeiro, Principal, Ms. Ashley Miller, Assistant Principal	sign-in sheets, agendas, and meeting minutes for the EESAC will be uploaded and shared with all stakeholders. This will showcase the partnership that has been developed with parents and local agencies.	Iris Sanders, EESAC Chair will upload all EESAC documents, plan and lead meetings.

Primary Essential Practice

Family Engagement

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year we will ensure parents and community members have an active voice in our school.

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, Sept 7 End: Mon, Sept 7	The Assistant Principal will meet with the Community Involvement Specialist (CIS) to discuss engagement efforts with parents on the day of Open House and to provide information about upcoming parent meetings and family events.	Ashley Miller, Assistant Principal; Lissa Pierre, CIS	The coordination meeting between the Assistant Principal and the CIS will result in the development of the Parent and Family Engagement Plan (PFEP) in coordination with parents during Open House.	Ashley Miller will maintain the minutes from the meeting with Lissa Pierre.
Start: Wed, Sept 9 End: Wed, Sept 9	Administration and the CIS will meet with parents during Open House to inform them of upcoming parent meetings, workshops, and family events.	Ashley Miller, Assistant Principal; Lissa Pierre, CIS	Open House Parent Sign-in Sheets and the Meeting Agenda will indicate how parents played an active role in the development of the PFEP and the planning of monthly parental engagement activities.	Ashley Miller will maintain the Open House parent sign-in sheets.
Start: Wed, Sept 9 End: Wed, Sept 9	During Open House, Administration and CIS, will meet with parents to provide them with opportunities to sign-up to serve as presenters, whereby they will share their expertise with other parents in the Gratigny Community.	Ashley Miller, Assistant Principal; Lissa Pierre, CIS	During Open House, staff will actively encourage parents to sign-up to serve as presenters at various family events and expos.	Lissa Pierre will monitor the sign-up sheet for those parents who want to share their expertise at events.
Start: Wed, Oct 14 End: Wed, Oct 14	A virtual Parent night event will take place where parents and local agencies who signed up to be presenters will be provided the opportunity to do so.	Ashley Miller, Assistant Principal; Lissa Pierre, CIS	Parent sign-in sheet for the family night event will showcase the partnership that has been developed with parents and local agencies.	Lissa Pierre, will monitor the sign-up sheet for those parents who want to share their expertise at the next family night event.

Secondary Essential Practice

Shared Vision/Mission

Priority Actions for the Secondary Essential Practice

For the 2020-2021 school year parents, community, and school will unite to achieve the common goal of building student success.

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: Wed, Oct 14 End: Wed, Oct 14	The outcome of the school culture survey will be shared at the faculty meeting and the incentive plan for improving teacher attendance will be discussed.	Dr. Bisleixis Tejeiro, Principal	Faculty Meeting Agenda will indicate how the school's shared vision/mission of improving teacher attendance will be showcased through an incentive plan.	Dr. Bisleixis Tejeiro will monitor the staff attendance for the faculty meeting.
Start: Mon, Aug 31 End: Fri, Oct 16	The faculty and staff attendance bulletin will be reviewed on a monthly/quarterly basis to determine who will be able to receive incentives.	Dr. Bisleixis Tejeiro, Principal; Francis Perez, Principal's Secretary	Attendance bulletins will be readily available for teachers to review their attendance, creating a sense of ownership and healthy competition among colleagues.	Francis Perez, will receive the faculty and staff attendance and will continuously monitor the teachers' attendance.
Start: Mon, Aug 31 End: Fri, Oct 16	The teacher reward plan will be shared bi-weekly and monthly via afternoon announcements, during faculty meetings.	Dr. Bisleixis Tejeiro, Principal	The announcement notes, and faculty meeting agendas will be maintained in the SIP binder, encouraging the shared vision of improving staff attendance.	Dr. Bisleixis Tejeiro, will maintain the announcement notes, and faculty meeting agenda, in the SIP binder.
Start: Mon, Aug 31 End: Fri, Oct 16	A certificate will be given as an incentive. Teachers who have maintained perfect attendance for the quarter and will receive a reward.	Dr. Bisleixis Tejeiro, Principal; Francis Perez, Principal's Secretary	On a quarterly basis, a certificate will be awarded to teachers, rewarding their dedication to being present for students. As a morale booster, the incentives will include teacher(s) with 100% attendance and will be recognized over the PA system and a special reward will be placed in their mailboxes.	Francis Perez, will monitor the teacher and staff attendance bulletin indicating who will receive a monthly incentive in their mailbox.

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

Academic Programs Outcome Statement

Sustained: If instructional support is provided by the coaches to assist teachers with providing standards-based instruction and strategic differentiated instruction, then students will continue to make adequate academic

progress. Neutral: If teachers continue to monitor students' academic progress, then students will receive support from their teachers or other school-support personnel and increase their academic achievement. Primary: If teachers utilize data to drive differentiated instruction, then students will demonstrate academic progress.

Sustained Essential Practice

Instructional Support/Coaching

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year, instructional support provided by the instructional coach will continue in order to assist teachers with providing standards-based instruction and strategic differentiated instruction to students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 14 End: Fri, Sept 18	The leadership team will meet to discuss the needs and concerns of the grade levels, teachers, and students.	Dr. Bisleixis Tejeiro, Principal Ms. Ashley Miller, Assistant Principal Joana Ledo, Math Coach Ileana Perez, BMT Stephnie West, Counselor	The instructional needs of the teachers and students will be identified based on the Framework of Effective Instruction and the Instructional Readiness Checklist.	Bisleixis Tejeiro will maintain the leadership meeting minutes
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will share best practices, based on the resources provided during weekly common planning sessions.	Joana Ledo, Instructional Coach	Teachers will be able to share best practices with their team and coach.	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant Principal will monitor this via common planning sessions.
Start: Mon, Aug 31 End: Fri, Oct 16	Instructional coach will utilize coaching model with evidence based instructional strategies in order to support teachers.	Joana Ledo, Instructional Coach	The Instructional coach will be supporting teachers using the coaching model to build capacity in Gratigny Elementary.	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant Principal will monitor this via common planning sessions.
Start: Mon, Aug 31 End: Fri, Oct 16	Weekly common planning sessions will be a collaboration between teachers and coach to breakdown standards and determine the support needs.	Joana Ledo, Instructional Coach	Agendas showing evidence of weekly collaborative planning meetings, and supports needs will be maintained in a binder by the instructional coach.	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant Principal will monitor this via common planning sessions.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year, teachers will utilize data to ensure all students receive strategic differentiated instruction based on on-going progress monitoring.

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, Sept 14 End: Fri, Sept 18	Data chats will be held with teachers, providing them with the previous year's assessment scores of their students	Joana Ledo Transformational Coach	As a result of the data chats teachers will receive the data that pertains to their specific class in order to gain knowledge of the needs of their students. Teachers will receive assistance with the creation of their differentiated instructional groups.	Dr. Bisleixis Tejeiro, and Ms. Ashley Miller will monitor to ensure the teachers use their data for preliminary groupings of students. The administrative team will also ensure that students' data is available.
Start: Mon, Sept 28 End: Fri, Oct 2	Common planning session will take place with teachers and coach in order to disaggregate i-Ready data and make any necessary adjustments to the established groups.	Joana Ledo Transformational Coach	As a result of the common planning sessions rotation charts will be evident in each teacher's classroom displaying the student groupings based on the data disaggregated.	Dr. Bisleixis Tejeiro, Principal, Ms. Ashley Miller, Assistant Principal, will monitor to ensure all teachers have a rotation chart showing the student groupings through their walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Weekly common planning sessions will be a collaboration between teachers and coach to breakdown standards and differentiate lessons based on student readiness for the following instructional week.	Joana Ledo Transformational Coach	Agendas showing evidence of weekly collaborative planning meetings, items discussed, and the standards planned for differentiated whole and small group instruction, will be maintained in a binder by the instructional coach. As a result, commonality in practice and throughout grade-level should be evident as a result of collaboration between coach and teachers.	Dr. Bisleixis Tejeiro, Principal, and Ms. Ashley Miller, Assistant Principal, will monitor the effectiveness of this practice during common planning and classroom walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will receive training and assistance with the K12 platform, new pacing	Joana Ledo Transformational Coach	Teachers will be able to disaggregate their own data and adjust instruction based on specific student needs.	Dr. Bisleixis Tejeiro and Ms. Ashley Miller will monitor to ensure

	calendars, and the new instructional framework.			teachers are reviewing data using the K12 platform, pacing calendars, and instructional framework.
--	---	--	--	--

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).

NA

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

NA

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

Data-Driven Instruction

Priority Actions for the Secondary Essential Practice

For the 2020-2021 school year, teachers will monitor students' academic performance to ensure students are making adequate academic progress.

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, Sept 7 End: Fri, Sept 11	Teachers will receive and maintain a tracker indicating who the students are in the lowest quartile.	Joana Ledo Transformational Coach	Teachers will receive a tracker to maintain data of their L25 students, in order to differentiate them and monitor their progress closely.	Dr. Bisleixis Tejeiro and Ms. Ashley Miller will monitor the L25's tracker usage via classroom walkthroughs.
Start: Mon, Oct	Teachers will guide their students	Content Area	All student trackers for	Dr. Bisleixis

5 End: Fri, Oct 9	with the tracking of their i-Ready Diagnostic 1 assessment scores in their student tracker.	Teachers	ELA and Mathematics will show students' Diagnostic 1 scores creating ownership of their results. Teacher/student data chats will be conducted in order to create goals for their next assessment.	Tejeiro and Ms. Ashley Miller will monitor updated trackers with diagnostic results and data chat protocol via classroom walkthroughs.
Start: Mon, Sept 14 End: Fri, Sept 18	Teachers will receive their trackers that will be used to monitor student performance on i-Ready diagnostics, bi-weekly ELA and intervention assessments, differentiated instruction, on-going progress monitoring data points, and math assessments.	Joana Ledo Transformational Coach	All teachers will have data trackers for each student to monitor students' progress in all academic areas.	Dr. Bisleixis Tejeiro and Ms. Ashley Miller will monitor tracker usage via classroom walkthroughs
Start: Mon, Aug 31 End: Fri, Oct 16	On-going progress monitoring will be evident in all classrooms by the use of the student/teacher trackers	Content Area Teachers	As a result of progress monitoring teachers will track students to get a deeper understanding of their achievements as well as identifying deficiencies of those students that need additional support.	Dr. Bisleixis Tejeiro and Ms. Ashley Miller will monitor that implementation of updated trackers via classroom walkthroughs.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

Sustained: If we promote a high morale and communication with stakeholders, then the staff will be motivated to share their ideas. Neutral: If students continue to come to school every day, school personnel continue to work together as a team, share a common vision, and remain at the school, then a common goal of student success will be achieved. Primary: If we increase the number of family engagement opportunities in the school, then parents will be more informed and involved in supporting the school, therefore closing the achievement gap.

Sustained Essential Practice

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year the faculty and staff will participate and share ideas during faculty meetings, EESAC meetings, and collaborative planning meetings to achieve the goal of unity.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Committee chairs will ensure all stakeholders receive the calendar of events and calendars will be posted in the school's website.	Ms. Ashley Miller, Assistant Principal; Committee chairs	Calendar of upcoming events will indicate committee's commitment to share Gratigny's events and celebrations.	Ms. Ashley Miller, will maintain and monitor committee minutes.
Start: Mon, Nov 2 End: Fri, Dec 18	The social committee and CIS will begin the planning process for November and December school wide engagements and celebrations.	Ms. Ashley Miller, Assistant Principal; Ms. Michaela Alphonse, CIS; Laura Ponce and Maya Nakamura, social committee chairs	Gratigny will be utilizing ZOOM meetings and drive-by activities so that stakeholders can take part in engagements and celebrations.	Ms. Ashley Miller will monitor the execution of activities.
Start: Mon, Nov 2 End: Fri, Dec 18	Committees will continue to meet monthly to plan an activity calendar of events for the quarter. The chairperson will provide Ms. Ashley Miller agenda and minutes of meetings.	Ms. Ashley Miller, Assistant Principal; Committee Chairs	The committee chairperson will maintain a folder of committee meeting minutes, agendas, and calendars which will list events planned for the quarter.	Ms. Ashley Miller will participate in the development of the calendars.
Start: Mon, Nov 2 End: Fri, Dec 18	The EESAC committee will continue to meet monthly to discuss engagement efforts, data, SIP Phases, Title 1, and upcoming school information with all stakeholders.	Dr. Bisleixis Tejeiro, Principal; Ms. Ashley Miller, Assistant Principal; Iris Sanders, EESAC Chair	Iris Sanders will continue to upload all EESAC documents, plan and lead meetings.	EESAC minutes will be uploaded and sign-in sheets, agendas, and meeting minutes will be maintained in the Title 1 box and an EESAC binder maintained by Iris Sanders to be available to stakeholders.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year we will focus on supporting the social and emotional well-being of all students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Tue, Nov 17	The Assistant Principal will meet with the CIS and coordinate a virtual Title 1 Parent Meeting for November 17th.	Ms. Ashley Miller, Assistant Principal; Ms. Michaela Alphonse, CIS	Attendance records of Title 1 Parent Meeting will be maintained in the Title 1 Box.	Ms. Alphonse will update Title 1 Box with evidence of parent participation of parent meetings.
Start: Mon, Nov 2 End: Mon, Nov 23	The Assistant Principal will meet with the CIS and coordinate family engagement activities for November 23, 2020.	Ms. Ashley Miller, Assistant Principal; Ms. Michaela Alphonse, CIS	Attendance records of family engagement activities will be maintained in the Title 1 Box.	Ms. Alphonse will update Title 1 Box with evidence of family engagement activities.
Start: Mon, Nov 2 End: Fri, Dec 18	An Attendance Review Committee will be formed to engage parents on the importance of daily student attendance.	Ms. Ashley Miller, Assistant Principal; Ms. Michaela Alphonse, CIS; Ms. Stephanie West, counselor	Attendance records and parent notifications will be maintained in the office.	Ms. West will maintain a log of parent notifications in reference to student attendance.
Start: Mon, Nov 2 End: Sat, Nov 21	The Assistant Principal will meet and plan with the CIS for a turkey drive for select parents on November 21, 2020.	Ms. Ashley Miller, Assistant Principal; Ms. Michaela Alphonse, CIS	Records of parent recipients of the turkey drive will be maintained in the Title 1 Box.	Ms. Alphonse will update Title 1 Box with evidence of family engagement activities, such as the turkey drive.

Secondary Essential Practice

Shared Vision/Mission

Priority Actions for the Secondary Essential Practice

For the 2020-2021 school year parents, community, and school will unite to achieve the common goal of building student success.

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	Incentives for perfect instructional staff	Dr. Bisleixis Tejeiro, Principal; Francis	Faculty meeting agenda will reflect the Quarter 1 faculty attendance winners.	Francis Perez will continuously

End: Wed, Nov 4	attendance for the first quarter will be presented at the November 4th faculty meeting.	Perez, Principal's Secretary		monitor instructional staff attendance.
Start: Mon, Nov 2 End: Fri, Dec 18	The faculty and staff attendance bulletin will be reviewed on a monthly/quarterly basis to determine who will be able to receive incentives.	Dr. Bisleixis Tejeiro, Principal; Francis Perez, Principal's Secretary	Attendance bulletins will continue to be readily available for teachers to review their attendance, creating a sense of ownership and healthy competition among colleagues.	Francis Perez will receive the faculty and staff attendance and will continuously monitor teachers' attendance.
Start: Mon, Nov 2 End: Fri, Dec 18	The teacher reward plan will be continued to be shared bi-weekly and monthly via afternoon announcements and during faculty meetings.	Dr. Bisleixis Tejeiro, Principal	The announcement notes and faculty meeting agendas will be continued to be maintained in the SIP binder, encouraging the shared vision of improving staff attendance.	Dr. Bisleixis Tejeiro will maintain the announcement notes and faculty meeting agendas in the SIP binder.
Start: Mon, Nov 2 End: Fri, Dec 18	A certificate every quarter will be continued to be given as an incentive for instructional staff for perfect attendance.	Dr. Bisleixis Tejeiro, Principal; Francis Perez, Principal's Secretary	On a quarterly basis, a certificate will continue to be awarded to instructional staff, rewarding their dedication to being present for students. As a morale booster, the incentives will include instructional staff with 100% attendance and will be recognized over the PA system and a special reward will be placed in their mailboxes.	Francis Perez will monitor the teacher and staff attendance bulleting indicating who will receive a monthly incentive in their mailboxes.

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

Academic Programs Outcome Statement

Sustained: If instructional support is provided by the coaches to assist teachers with providing standards-based instruction and strategic differentiated instruction, then students will continue to make adequate academic progress. Neutral: If teachers continue to monitor students' academic progress, then students will receive support from their teachers or other school-support personnel and increase their academic achievement. Primary: If teachers utilize data to drive differentiated instruction, then students will demonstrate academic progress.

Sustained Essential Practice

Instructional Support/Coaching

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year, instructional support provided by the instructional coach will continue in order to assist teachers with providing standards-based instruction and strategic differentiated instruction to students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	The leadership team will continue to meet to discuss the needs and concerns of the grade levels, teachers and students specifically with a focus on both modalities.	Dr. Bisleixis Tejeiro, Principal; Ms. Ashley Miller, Assistant Principal; Joana Ledo, Instructional Coach; Ileana Perez, BMT; Stephanie West, Counselor	The instructional needs of the teachers and students will continue to be identified based on the Framework of Effective Instruction and the Instructional Readiness Checklist specifically addressing both modalities.	Dr. Bisleixis Tejeiro will maintain the leadership team meeting minutes.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will continue to share best practices based on the resources and focusing on both modalities provided during weekly common planning sessions.	Joana Ledo, Instructional Coach	Teachers will continue to share best practices addressing both modalities with their team and coach.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor this via common planning sessions, as well as, agendas will be maintained in Ms. Ledo's office.
Start: Mon, Nov 2 End: Fri, Dec 18	Instructional coach will continue to utilize coaching model with evidence based instructional strategies in order to support teachers in both modalities.	Joana Ledo, Instructional Coach	Agendas showing evidence of weekly collaborative meetings with a focus on both modalities, and support needs will continue to be maintained in a binder by the instructional coach.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor this via common planning sessions, as well as, agendas will be maintained in Ms. Ledo's office.
Start: Mon, Nov 2 End: Fri, Dec 18	Weekly common planning sessions will continue with collaboration between teachers and coach to unwrap standards and determine the support needs in both modalities.	Joana Ledo, Instructional Coach	Agendas showing evidence of weekly collaborative planning meetings and support needs with a focus on both modalities will be maintained in a binder by the instructional coach.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor this via common planning sessions, as well as, agendas will be maintained in Ms. Ledo's office.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year, teachers will utilize data to ensure all students receive strategic differentiated instruction based on on-going progress monitoring.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	New interventionist will provide pull-out instruction for Tier 3 students utilizing ELA /Math I-Ready Tools for Instruction and appropriate math resources. In addition, Penny Pasch, interventionist, is providing Tier 3 interventions via MSO.	Joana Ledo, Instructional Coach;Erielle Watkins, interventionist;Penny Pasch, interventionist	Daily log and attendance sheet indicating interventions will be maintained by the interventionists.	Joana Ledo, Instructional Coach, will monitor and update interventions needed for specific students.
Start: Mon, Nov 2 End: Fri, Dec 18	Afterschool tutoring program in both modalities will begin Tuesday, November 10th focusing on ELA for targeted Tier 2 and 3 students.	Dr. Bisleixis Tejeiro, Principal;Ms. Ashley Miller, Assistant Principal;Joana Ledo, Instructional Coach	Attendance sheets will be maintained by tutors and given to instructional coach on a monthly basis.	Joana Ledo, Instructional Coach will monitor fidelity of the tutoring.
Start: Mon, Nov 2 End: Fri, Dec 18	I-Ready instructional groups in both modalities will be created based on students' tiers to target specific skills.	Joana Ledo, Instructional Coach	I-Ready data will be maintained by the classroom teacher to adjust instruction based on specific student needs.	Joana Ledo, Instructional Coach, will monitor I-Ready data and groupings.
Start: Mon, Nov 2 End: Fri, Dec 18	Common planning session in both modalities with the coach will continue to take place to review and disaggregate data using I-ready Instructional groups and make any necessary adjustments to the newly created groups.	Joana Ledo, Instructional Coach	Agendas showing evidence of common planning sessions with a focus on I-Ready groupings will be maintained in a binder by the instructional coach.	Joana Ledo, Instructional Coach, will monitor the fidelity of I-Ready Instructional groupings.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions for the Secondary Essential Practice

For the 2020-2021 school year, teachers will monitor students' academic performance to ensure students are making adequate academic progress.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will receive intervention trackers to monitor student attendance, engagement and OPM scores.	Dr. Bisleixis Tejeiro, Principal; Ms. Ashley Miller, Assistant Principal; Joana Ledo, Instructional Coach	Teachers will maintain data on the effectiveness of intervention, in order to differentiate and monitor progress of students.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor the tracker usage via classroom walkthroughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Students will maintain trackers and update their own on-going growth and progress scores, such as I-Ready AP2 scores, Bi-weekly ELA assessments and topic assessments. This will enable students to take ownership of their progress.	Content Area Teachers	As a result of taking ownership, students will get a deeper understanding of their strengths and weaknesses to enable them to increase achievement.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor the updates via classroom walkthroughs.
Start: Mon, Nov 2 End: Fri, Nov 13	Students participating in the afterschool tutoring program in both modalities will receive a preassessment during the week of November 9th using the Reading Focused Intervention Program.	Dr. Bisleixis Tejeiro, Principal; Ms. Ashley Miller, Assistant Principal; Joana Ledo, Instructional Coach; tutors	As a result of the preassessment, tutors will determine students' strengths and weaknesses which will enable the tutors to differentiate to target specific skills.	Joana Ledo will monitor the implementation of the tutoring program for fidelity.
Start: Mon, Nov 2 End: Fri, Dec 18	On-going weekly monitoring of the afterschool tutoring Reading Focused Intervention Program to ensure student participation and attendance.	Dr. Bisleixis Tejeiro, Principal; Ms. Ashley Miller, Assistant Principal; Joanna Ledo, Instructional Coach; tutors	Student attendance and participation will be maintained by the tutors and given to Joanna Ledo on a monthly basis. Attendance is a factor in the effectiveness of the Reading Focused Intervention Program.	Joana Ledo will monitor student attendance via student attendance sheets.

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).

Schoolhouse and My School Online are both receiving high-quality level instruction. Both modalities are adhering to scheduling guidelines to ensure students are receiving grade level courses and interventions. Administration is conducting walk through to monitor whole group instruction regardless of modality. District assessments are provided either paper based for Schoolhouse students or through Performance Matters for the MSO students. In addition, common planning with the instructional coach is taking place in both modalities and data is constantly reviewed to prioritize the most critical skills. During common planning teachers collaborate strategies and best practices in teaching in both modalities. Gratiigny Elementary strives for high level instruction in both modalities.

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.

Gratiigny Elementary provides tier 2/3 targeted interventions for both modalities, Schoolhouse and MSO. Within both models tier 2 students receive 30 minutes extra interventions daily by the classroom teacher. In addition, tier 3 students also receive 30 minutes of intervention daily, but also an extra one hour per week of interventions. For the Schoolhouse Model an interventionist has a pull-out program for tier 3 students. Tier 3 MSO students receive interventions via a breakout room with an interventionist. All Tier 2 and 3 students will attend our After School Tutoring beginning November 9th as well as Saturday Academy beginning December 5th.

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.

Gratiigny Elementary has multiple Extended Learning Opportunities. For our first subgroup which is the Tier 2 and Tier 3 students, we are providing during school interventions both physically and MSO. Using our Title 1 funds, Tier 2 and Tier 3 students will also attend after school tutoring beginning next week November 10 and continuing until April, 2021. For our ELL students we will utilize Title III funds to offer after school tutoring conducted by our HLA teacher with a focus on language acquisition and reinforcing grade level standards reviewed during the school day. We have 8 teachers that will provide the GEER after school tutoring program to approximately 90 students from grades K-5 beginning November 9th. Saturday Academy will begin December 5th utilizing both MSO as well as the in-school model. Students will be assigned to 3 cohorts. Cohort A will be comprised of all the students in the Lowest 25%. Cohort B will be comprised of all the Tier 1 students. Cohort C and new to our Saturday Academy plan this year for me will include all our FSAA students. We have approximately 20 ASD students that we are planning to contact parents and highly encourage student participation.

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

Phases III & IV will be developed and executed at the school as described below:

In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.

Mid-Year Readiness Data and Systems Review should directly inform the *Quarter 3 and 4 Implementation Steps*.

- ***A Data Review:*** is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.
- ***Systems Review:*** is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.

Phase III: Mid-Year Review

January 4 – January 29, 2021

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

Implementation Steps Requirements:

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

Mid-Year Data Map

For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.

Access the SIP Dashboard:

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

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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

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

The SLT meets to discuss and review Phase II implementation steps and make revisions if necessary. Following SLT discussion and review, administration will share mid year data map with faculty during faculty meeting and with stakeholders during monthly EESAC meeting.

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.

For the 2020-2021 school year, Gratigny Elementary School Culture Outcome Statement is: If we increase the number of family engagement opportunities in the school, then parents will be more informed and involved in supporting the school, therefore closing the achievement gap. Based on the attendance in the various parent orientation meetings, meet and greets, monthly EEAC meetings, and Title 1 family meetings there is a great increase in parent participation. Therefore, making all meetings available through zoom at convenient times for families have proven to be of great advantage. Based on the Mid-Year Data Map, there are no concerns with the school culture. We will continue to implement the strategies and programs we have in place to maintain a positive atmosphere in the school. The finding that gives us most concern is student attendance. Based on the mid-year data map 15% of our student population have 11 or more absences. We will have support staff such as the counselor and the CIS contact the parents more frequently as well as home visits to ensure that student attendance improves.

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.

Mathematics data findings are the most encouraging based on our 2021 school grade goals and our Outcome Statements. In 3rd grade, our percentage of students identified as Tier 1 increased by 9%, with 22% of students transitioning to Tier 1 during the AP2 assessment compared to 13% on the AP1 assessment. In 4th grade, our percentage of students identified as Tier 1 increased by 13%, with 26% of students transitioning to Tier 1 during the AP2 assessment compared to 13% on the AP1 assessment. In 5th grade, our percentage of students identified as Tier 1 increased by 16%, with 37% of students transitioning to Tier 1 during the AP2 assessment compared to 21% on the AP1 assessment. In addition, the percentage of 4th grade students identified as Tier 3 in 4th grade mathematics decreased from 44% to 26% showing great progress towards proficiency. 4th grade ELA data findings are most concerning as students identified as Tier 1 decreased by 1% and the students identified as Tier 3 increased by 8%. This data is most concerning because it shows that some students may not be making adequate progress towards proficiency.

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

In terms of 3rd-5th grade mathematics there is a noticeable increase of students identified as Tier 1 and decreases of students identified as Tier 3. This shows that students are making progress and moving from Tier 3 to Tiers 1 and 2. 5th grade students showed the most significant improvement in Tier 1 with a 16% increase in mathematics. Overall data for ELA school-wide shows that the data did not make significant change from AP1 to AP2.

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

In terms of MDCPS Levels of Support for addressing learning loss, an evident pattern in grade 4 was that the amount of students identified as tier 3 who are receiving reading interventions increased from AP1 in comparison grades 3 and 5. This demonstrates a need to provide more rigorous instruction and closely monitor tier 3 student's progress to remediate struggling reading skills.

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

Levels of support to address learning loss have been strategic based on data and the needs of learners. Students that have been identified as Tier 2 receive intervention from classroom teachers daily for 30 minutes utilizing district provided framework. Students identified as Tier 3 students receive an additional 30 minutes of intervention based on their instruction modality (PHY or MSO) provided by 2 teachers. In addition to addressing learning loss in reading and ELA, additional support in Math is provided for students identified as the lowest 25%. Extended learning opportunities began in October for all grade levels for both PHY and MSO students that include after school and Saturday sessions. Additional in school push-in support for 4th and 5th grade students utilizing writing mini lessons is also in progress.

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.

Based on the outcomes of Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, the actions that led to data surpassing expectations was evident in the mid-year staff survey where 55% of staff believe all school personnel regularly engage families in their children's learning progress while administration diligently provides the opportunity for families to collaborate through a digital platform, such as Teams and Zoom. The ability to hold meetings virtually provided flexibility and offered more parents the opportunity to participate.

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.

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, the action that led to data falling short of expectations was evident in the mid-year data survey which showed that 15% of students have 11 or more absences so far. The support staff is being intentional and deliberate about facilitating parent contact daily and home visits when necessary in an attempt to mitigate absences.

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.

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, the action that led to data surpassing our expectations was based on AP2 data. Based on the data examples of this data surpassing expectations consisted of collaborative planning to align student's data to specific DI lessons, data chats and data-driven instruction. We believe that these action steps made a tremendous impact in terms of allowing teachers and the instructional coach to have meaningful conversations about student progress. These practices also allow teachers to be reflective about their delivery and the outcome based on student's data.

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.

Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, the action that led to data falling short of our expectations was 4th grade ELA data on AP2 showing a higher number of students scoring at Tier 3 from 33% on AP1 to 41% on AP2. Based on this data it is evident that teachers need to increase opportunities to check for understanding during lesson delivery especially for MSO students. Additionally, collaborative planning needs to focus more on creating lessons with opportunities to check for understanding to monitor students' progress impacting the delivery of instruction to reach the maximum number of students and attain grade-level standards.

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 leadership team will ensure that teachers conduct student data chats and update data trackers with fidelity.

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.

Student data trackers have been created, shared and discussed with students on an ongoing basis. Data from these trackers are available to stakeholders via QR codes posted in classrooms. Trackers are monitored by the instructional coach and administration on an ongoing basis.

Competency 2: Focusing on Sustainable Results

For the 2020-2021 school year, we will focus on providing multiple professional learning growth opportunities for teachers on tips and tools for effective checks for understanding while using Zoom to deliver instruction.

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.

Specific feedback has been provided to teachers on checks for understanding with an emphasis on MSO students. School wide team rooms have been created to share tips, tools and strategies for sustainable results for both MSO and PHY teacher's implementation. MINT & SEED programs will continue for early career teachers. Mentors and mentees meet to collaborate. Mentors meet with administrators to debrief. At faculty meetings, all staff members are empowered to share best practices and provide feedback. An area in need of improvement is celebrating individual successes which continue to be priority.

Competency 3: Developing Others

For the 2020-2021 school year, all early career teachers will be assigned a mentor that will assist with providing specific feedback and individual assistance throughout the school year.

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.

MINT & SEED programs will continue for early career teachers. Mentors and mentees meet to collaborate. Mentors meet with administrators to debrief.

Competency 4: Engages the Team

For the 2020-2021 school year we will continue to empower others by ensuring all staff members are part of the decision-making process while continuing to celebrate their individual successes.

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.

At faculty meetings, all staff members are empowered to share best practices and provide feedback. An area in need of improvement is celebrating individual successes which continue to be priority.

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?

Findings and next steps from Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders via EESAC meetings and faculty meetings.

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

School Culture Outcome Statement

Sustained: If we promote a high morale and communication with stakeholders, then the staff will be motivated to share their ideas. Neutral: If students continue to come to school every day, school personnel continue to work together as a team, share a common vision, and remain at the school, then a common goal of student success will be achieved. Primary: If we increase the number of family engagement opportunities in the school, then parents will be more informed and involved in supporting the school, therefore closing the achievement gap.

Sustained Essential Practice

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year the faculty and staff will participate and share ideas during faculty meetings, EESAC meetings, and collaborative planning meetings to achieve the goal of unity.

Implementation Date(s)	Implementation Steps (Include the action, the frequency 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?)

	and the purpose of the action.)			
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will share best practices with the staff during faculty meetings.	Bisleixis Tejeiro, Principal Ashley Miller, Assistant Principal Joana Ledo, Instructional Coach	The faculty meeting agenda will reflect the teachers sharing their best practices and experiences with the rest of the faculty.	Bisleixis Tejeiro, Principal will monitor the staff attendance and agenda for the faculty meeting.
Start: Mon, Feb 1 End: Fri, Jun 4	Committees will continue to meet monthly to plan cultural related events.	Ms. Ashley Miller, Assistant Principal	Committee chairpersons will submit attendance log and minutes to Ms. Miller	Ms. Ashley Miller will maintain and monitor the committee minutes and attendance logs.
Start: Mon, Feb 1 End: Fri, Jun 4	Committee chairpersons will post event calendars in order for staff members to know all special celebrations coming up.	Ms. Sanders, Ms. Coulanges, Ms. Ponce, Ms. James-Worrell, Ms. West, Mr. Goehl	Event Calendars will be displayed in the Staff Team Room for all to see.	Ashley Miller will maintain and monitor the committee minutes and calendars to ensure events are planned accordingly.
Start: Mon, Feb 1 End: Wed, Jun 9	EESAC committee will continue to meet and discuss engagement efforts, data, and upcoming school information with all stakeholders.	Iris Sanders, EESAC Chair, Dr. Bisleixis Tejeiro, Principal, Ms. Ashley Miller, Assistant Principal	Sign-in sheets, agendas, and meeting minutes for the EESAC will be uploaded and shared with all stakeholders. This will showcase the partnership that has been developed with parents and local agencies.	Iris Sanders, EESAC Chair will upload all EESAC documents, plan and lead meetings.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year we will focus on supporting the social and emotional well-being of all students.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	The Assistant Principal will meet with the Community Involvement Specialist (CIS) to plan family engagement events.	Ashley Miller, Assistant Principal; Michaela Camps-Alphonse, CIS	The coordination meeting between the Assistant Principal and the CIS will result in the monthly family calendars.	Ashley Miller will maintain a copy of the

				family calendars.
Start: Mon, Feb 1 End: Fri, Jun 4	The Assistant Principal will meet with the Community Involvement Specialist (CIS) to plan family workshops in order to assist with specific topics that will help families.	Ashley Miller, Assistant Principal; Michaela Camps-Alphonse, CIS	Meeting Agenda and attendance will indicate how parents played an active role in the family workshops.	Ashley Miller will maintain the agenda's and minutes.
Start: Wed, Mar 3 End: Mon, May 3	Family FSA meetings will be held to inform how testing will take place this year and the importance.	Bisleixis Tejeiro, Principal Ashley Miller, Assistant Principal Joana Ledo, Instructional Coach Ileana Perez, ESE Specialist, Homeroom Teachers.	Parent attendance for the testing family night event will showcase the partnership that has been developed with parents, as well as set the expectations for testing.	Parent attendance will be turned in to Ms. Miller.
Start: Mon, Feb 1 End: Fri, Jun 4	The school counselor will follow-up with students referred to mental health counselor as well as students receiving and in need of individual and/or group counseling.	Ashley Miller, Assistant Principal; Stephnie West; School Counselor	Counselor log of services, Student Case Management records updated in DSIS.	Ms. Miller will check in with school counselor and review servicing logs monthly.

Secondary Essential Practice

Shared Vision/Mission

Priority Actions for the Secondary Essential Practice

For the 2020-2021 school year parents, community, and school will unite to achieve the common goal of building student success.

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: Tue, Jun 1	Faculty, the school counselor and Community Involvement Specialist (CIS) will work with families that are disengaged to stay connected and to invite them to participate in virtual activities that help promote academic success and schoolwide initiatives.	Homeroom teachers; Stephnie West; School Counselor, Michaela Camps-Alphonse, CIS	CIS and counselor logs as well as any agenda or other relevant documentation will be readily available in the Parent Resource Center.	Ashley Miller, AP, will monitor and discuss with school counselor and CIS about families referred monthly.
Start: Mon, Feb 1	The faculty and staff attendance bulletin will continue to be reviewed on a	Dr. Bisleixis Tejeiro, Principal;	Attendance bulletins will be readily available for teachers to review their attendance, creating	Francis Perez will receive the faculty

End: Wed, Jun 9	monthly/quarterly basis to determine who will be able to receive incentives.	Francis Perez, Principal's Secretary	a sense of ownership and healthy competition among colleagues.	and staff attendance and will continuously monitor the teachers' attendance.
Start: Mon, Feb 1 End: Wed, Jun 9	The teacher reward plan will continue to be shared bi-weekly and monthly via afternoon announcements and during faculty meetings.	Dr. Bisleixis Tejeiro, Principal	The announcement notes, and faculty meeting agendas will be maintained in the SIP binder, encouraging the shared vision of improving staff attendance.	Dr. Bisleixis Tejeiro, will maintain the announcement notes, and faculty meeting agenda, in the SIP binder.
Start: Mon, Feb 1 End: Wed, Jun 9	We will continue to award certificates as an incentive to teachers who have maintained perfect attendance for the quarter.	Dr. Bisleixis Tejeiro, Principal; Francis Perez, Principal's Secretary	On a quarterly basis, a certificate will be awarded to teachers for their dedication making sur they are always present for their students. As a morale booster, the incentives will include teacher(s) with 100% attendance and will be recognized over the PA system and a special reward will be placed in their mailboxes.	Francis Perez will monitor the teacher and staff attendance bulletin indicating who will receive a monthly incentive in their mailbox.

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

Academic Programs Outcome Statement

Sustained: If instructional support is provided by the coaches to assist teachers with providing standards-based instruction and strategic differentiated instruction, then students will continue to make adequate academic progress. Neutral: If teachers continue to monitor students' academic progress, then students will receive support from their teachers or other school-support personnel and increase their academic achievement. Primary: If teachers utilize data to drive differentiated instruction, then students will demonstrate academic progress.

Sustained Essential Practice

Instructional Support/Coaching

Priority Actions for the Sustained Essential Practice

For the 2020-2021 school year, instructional support provided by the instructional coach will continue in order to assist teachers with providing standards-based instruction and strategic differentiated instruction to students.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)

Start: Mon, Feb 1 End: Wed, Jun 9	The leadership team will continue to meet regularly to discuss the needs and concerns of the grade levels, teachers, and students.	Dr. Bisleixis Tejeiro, Principal Ms. Ashley Miller, Assistant Principal Joana Ledo, Math Coach Ileana Perez, BMT Stephnie West, Counselor	The instructional needs of the teachers and students will be identified based on the Framework of Effective Instruction, impact review, classroom walkthroughs and observations.	Dr. Bisleixis Tejeiro, Principal will maintain the leadership meeting minutes
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will continue to share best practices, based on the resources provided during weekly common planning sessions as well as faculty meeting to include all departments.	Dr. Bisleixis Tejeiro, Principal Ms. Ashley Miller, Assistant Principal Joana Ledo, Math Coach	Teachers will be able to share best practices with their team, coach, and the entire staff.	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant Principal will monitor this via common planning sessions and faculty meeting minutes.
Start: Mon, Feb 1 End: Wed, Jun 9	Instructional coach will continue to utilize coaching model with evidence based instructional strategies in order to support teachers.	Joana Ledo, Instructional Coach	The Instructional coach will be supporting teachers using the coaching model to build capacity in Gratigny Elementary.	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant Principal will monitor this via common planning sessions
Start: Mon, Feb 1 End: Wed, Jun 9	4. Weekly common planning sessions will continue to be a collaboration between teachers and coach to breakdown standards and determine the support needs.	Joana Ledo, Instructional Coach	Agendas showing evidence of weekly collaborative planning meetings and supports needs will be maintained in a binder by the instructional coach.	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant Principal will monitor this via common planning sessions.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

For the 2020-2021 school year, teachers will utilize data to ensure all students receive strategic differentiated instruction based on on-going progress monitoring.

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: Wed, Jun 9	Data chats will continuously be held with teachers during common planning sessions to discuss steps	Joana Ledo Transformational Coach	As a result of the continuous data chats teachers will disaggregate their class data in order to gain knowledge of the	Dr. Bisleixis Tejeiro, Principal and Ashley Miller, Assistant

	in order to improve student progress.		needs of their students and make necessary adjustments.	Principal will monitor this via common planning sessions.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will work collaboratively during weekly common planning sessions with the coach on ways to improve student's engagement during instruction.	Joana Ledo Transformational Coach	Agendas showing the evidence of weekly collaborative planning meetings and ways to improve student engagement will be maintained in the instructional coaches meeting binder.	Dr. Bisleixis Tejeiro, Principal, Ms. Ashley Miller, Assistant Principal, will monitor the effectiveness of this practice during common planning and classroom walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Weekly common planning sessions will continue to be a collaboration between teachers and coach to breakdown standards and differentiate lessons based on student readiness for the following instructional week.	Joana Ledo Transformational Coach	Agendas showing evidence of weekly collaborative planning meetings, items discussed, and the standards planned for differentiated whole and small group instruction, will be maintained in a binder by the instructional coach. As a result, commonality in practice and throughout grade-level should be evident as a result of collaboration between coach and teachers.	Dr. Bisleixis Tejeiro, Principal, and Ms. Ashley Miller, Assistant Principal, will monitor the effectiveness of this practice during common planning and classroom walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will model for one another during common planning sessions on best practices or whole group instruction and D.I. instruction.	Joana Ledo Transformational Coach	Agendas showing evidence of weekly collaborative planning meetings and the best practices teachers shared for both whole group instruction and D.I. will be maintained in a binder by the instructional coach.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor the effectiveness of this practice during common planning and classroom walkthroughs.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions for the Secondary Essential Practice

For the 2020-2021 school year, teachers will monitor students' academic performance to ensure students are making adequate academic progress.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Students in all subgroups will be closely monitored in all academic areas through their data in the teacher trackers to ensure they are making desired progress.	Content Area Teachers	Through teacher data trackers the students progress will be evident.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor the students in all subgroups through classroom walkthroughs and teacher data trackers.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will have continuous conduct data chats with their students.	Content Area Teachers	Teachers and students will complete the data chat forms and will serve as evidence that teacher/student data chats have occurred.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal will monitor the students in all subgroups through classroom walkthroughs.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will maintain their trackers up to date monitoring student performance on i-Ready diagnostics, bi-weekly ELA and intervention assessments, differentiated instruction, on-going progress monitoring data points, and math assessments.	Content Area Teachers	All teacher data trackers will be updated with student data.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal and Joana Ledo, Math Coach will ensure trackers are updated.
Start: Mon, Feb 1 End: Wed, Jun 9	Progress monitoring for all extra learning opportunities which are as follows afterschool tutoring, interventions (ELA and Math), Push in and Pull-out Support, and Saturday Academy for students will be evident in all teacher attendance and data trackers.	Tutors and Interventionist	Attendance and data trackers will be reviewed and updated by the tutors and interventionists. The teachers will closely monitor students' progress and adjust instruction.	Dr. Bisleixis Tejeiro, Principal and Ms. Ashley Miller, Assistant Principal and Joana Ledo, Math Coach will ensure trackers are updated and monitor progress through walkthroughs.

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).

Both Schoolhouse and My School Online are receiving high-quality level instruction. Both modalities are adhering to scheduling guidelines to ensure students are receiving grade level courses and interventions. Administration is conducting walk through to monitor whole group instruction regardless of modality. District assessments are provided either paper based for Schoolhouse students or through Performance Matters for the MSO students. In addition, common planning with the instructional coach will continue to take place in both modalities and data is constantly reviewed to prioritize the most critical skills. During common planning teachers collaborate strategies and best practices in teaching in both modalities. Gratigny Elementary strives for high level instruction in both modalities.

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.

Gratigny Elementary provides tier 2/3 targeted interventions for both modalities, Schoolhouse and MSO. Within both models tier 2 students are continuing to receive 30 minutes extra interventions daily by the classroom teacher. In addition, tier 3 students also receive 30 minutes of intervention daily, but also an extra one hour per week of interventions. For the Schoolhouse Model an interventionist has a pull-out program for tier 3 students. Tier 3 MSO students receive interventions via a breakout room with an interventionist. All Tier 2 and 3 students are attending our After School Tutoring as well as Saturday Academy.

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.

Gratigny Elementary has multiple Extended Learning Opportunities. For our first subgroup which is the Tier 2 and Tier 3 students, we are providing during school interventions both physically and MSO. Using our Title 1 funds, Tier 2 and Tier 3 students will also attend after school tutoring beginning next week November 10 and continuing until April 2021. For our ELL students we will utilize Title III funds to offer after school tutoring conducted by our HLA teacher with a focus on language acquisition and reinforcing grade level standards reviewed during the school day. We have 8 teachers are providing GEER after school tutoring program to approximately 90 students from grades K-5. Saturday Academy has begun utilizing both MSO as well as the in-school model. Students have been assigned to 3 cohorts. Cohort A is comprised of all the students in the Lowest 25%. Cohort B is comprised of all the Tier 1 students. Cohort C and new to our Saturday Academy plan this year will include all our FSAA students. We have approximately 20 ASD students that we are planning to contact parents and highly encourage student participation.

Phase V

End of Year Reflection

Input – Feedback – Outcome Analysis

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

During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2020-2021 school year. The School Leadership Team will complete Phase V End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.

Phase V Stakeholder Feedback and Reflection

May 3 – June 9, 2021

- *Use the 2020-2021 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:*
 - *Areas of strength and opportunities for improvement in both School Culture and Academic Programs*
 - *Reflections and predictions for School Culture and Academic Programs*
- *Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2020-2021 Continuous Improvement Reflection Worksheet.*
- *Schedule a faculty meeting during the month of May where faculty/staff will complete the 2020-2021 School Improvement Survey.*
- *During this May faculty meeting, share the findings from the 2020-2021 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified processes that will be sustained, developed, or enhanced in the areas of School Culture and Academic Programs for the 2021-2022 school year.*
- *After the May faculty meeting, schedule an EESAC meeting to share the outcomes.*

2020-2021 Continuous Improvement Reflection Worksheet

School Culture

May 3 – June 9, 2021

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

School Culture Outcome Statement

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

Strengths

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

Opportunity for Improvement

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

School Culture Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

2020-2021 Continuous Improvement Reflection Worksheet

Academic Programs

May 3 – June 9, 2021

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

Academic Programs Outcome Statement

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

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

Strengths

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

Opportunity for Improvement

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which strategic steps the school implemented with success that helped to mitigate the loss of learning due to COVID-19?

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which steps the school implemented that did not yield desired results?

Academic Programs Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.