

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

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

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

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

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

Phase III: Mid-Year Review

January 4 – January 29, 2021

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

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

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

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*

- Provide specific implementation dates
- Describe the specific action or activity that will take place
- Include the name and position of the person responsible
- Specify what evidence would demonstrate the intended Implementation Step was achieved
- Name the person responsible and describe the process that will be used to monitor each Implementation Step

Mid-Year Data Map

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

Access the SIP Dashboard:

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

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

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

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

The SLT met with accountability teachers to review midyear data and discuss next steps. The SLT also met to discuss the midyear survey and presented midyear data at the January faculty 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.

In relation to our 2021 school grade goals and our Outcome Statements for School Culture, the data finding that is most encouraging is that 89% of faculty members feel that they are in a safe environment while on our school campus. The data finding that is most discouraging is that 19% of the faculty disagree that the leadership team promotes or supports an innovative and collaborative culture.

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.

In relation to our 2021 school grade goals and our outcome statements for Academic Programs, the midyear data findings that are encouraging are in 9th grade ELA with a 48% proficiency, a 20 point increase from the 2019-20 midyear data. The midyear data that is most discouraging are 10th grade ELA and Geometry. 10th grade ELA

showed 42% proficiency, a decrease of two percentage points from the 2019-20 midyear data. Geometry showed 42% proficiency, a decrease of one percentage point from the 2019-20 midyear data.

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

There is a pattern of increased proficiency in 9th grade ELA. 9th grade ELA showed a 48% proficiency, a 20 point increase from the 2019-20 midyear data. There is a pattern of decreased proficiency in the 10th grade ELA and Geometry data.

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?

Beyond Tier 1 instruction, teachers are providing afterschool tutoring via zoom and small group instruction via breakout rooms in zoom. Additionally, the leadership team is contacting the parents of students who are struggling academically and with attendance to encouraging their return to school. However, attendance and student engagement continue to be problematic.

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

For extended learning opportunities, teachers are providing afterschool tutoring via zoom and small group instruction via breakout rooms in zoom. Additionally, the leadership team is contacting the parents of students who are struggling academically. However, student engagement continues to be a problem.

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.

In relation to our 2021 school grade goals and our Outcome Statements for School Culture, the data finding that is surpassed expectations is that 89% of faculty members feel that they are in a safe environment while on our school campus. Custodial staff is doing an excellent job maintaining clean classrooms according to the CDC guidelines.

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.

The data finding that is falling short of expectations is that 19% of the faculty disagree that the leadership team promotes or supports an innovative and collaborative culture. During the pandemic, collaboration between teachers has been difficult. Common planning has to take place on zoom, and teachers are experiencing zoom fatigue. Additionally, connectivity issues for online meetings through zoom presents a problem for those who are attempting to meet via zoom.

Academic Programs

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

Teachers are provided afterschool tutoring via zoom and small group instruction via breakout rooms in zoom. Additionally, the leadership team contacted the parents of students who were struggling academically and with attendance to encourage their return to school, and conducted home visits when necessary.

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.

There was a learning curve in the comfort level of teachers in using breakout rooms via zoom. Student attendance, engagement, and connectivity has been an issue. Students are experiencing zoom fatigue and some struggled in the MSO setting and needed to be switched into the physical setting. Parents also needed to become accustomed to using the MSO platform, including TEAMS, in order to provide the proper support to their child.

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?

NA

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

Our sustained essential practice is data-driven decision making. The Southwest Miami High School Leadership Team will continue to use data to monitor student progress, use school/district resources, and provide interventions as necessary to eliminate barriers to student success.

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

The SLT will use the MYA data to conduct data chats with department chairs and accountability teachers and discuss best practices. The SLT also met to discuss the midyear survey and presented midyear data at the January faculty meeting. Teachers in select departments are providing after school tutoring. Teachers will also strategically place students in breakout rooms, via zoom, according to their levels on the MYA. The SLT is targeting the L25, based on the MYA data, to attend school physically as well as after school tutoring.

Competency 2: Focusing on Sustainable Results

The Southwest Miami High School Leadership Team will continue to support data-driven instruction by utilizing data chats to analyze data and strategically place teachers and students.

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.

Students have been strategically placed in specific levels using data via Power BI. Due to constraints in learning and teaching modalities, as well as CDC guidelines for social distancing, movement into varying levels based on MYA data has proven to be more challenging.

Competency 3: Developing Others

The Southwest Miami High School Leadership Team will empower teachers and staff by identifying faculty to participate in more leadership responsibilities and committees. The Leadership Team will also continue to communicate opportunities for growth in school and throughout the district.

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

The School Leadership Team is promoting the Clinical Supervision course to enable teachers to become cooperating teachers to pre-service teachers. Additionally, the PLST is attending PD Cafes and Saturday professional development sessions to acquire knowledge of new technology tools and virtual learning instructional strategies to share with the school faculty at faculty meetings. Although we have made an attempt to meet this goal, we recognize that there is a need to improve in this area and are looking for ways to provide more leadership opportunities to our teachers.

Competency 4: Engages the Team

To assure a shared vision and mission, the Southwest Miami High School Leadership Team along with the PLST will engage the faculty and staff in team-building activities as well as provide resources and tools to implement throughout the school year.

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.

Originally, the vision was to engage in school-wide activities; however, this has not been easy under the current circumstances. We are working diligently to maintain CDC recommended guidelines for safety. Many of the curriculum leaders in our school have developed a way to engage their department members in collaboration and conversation utilizing digital tools. We recognize that our staff would benefit from more team-building activities, as these could help boost morale and create a better overall environment.

MID-YEAR REVIEW COMMUNICATION

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

The next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders through Curriculum Leader Meetings, Department Meetings, and EESAC meetings.

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

School Culture Outcome Statement

1. If we successfully implement our sustained essential practice of consistent protocols that follow CDC guidelines in an effort to maintain a clean and welcoming school site, then students and faculty will feel comfortable and safe to work and learn, maximizing student achievement. 2. If we successfully implement our primary essential practice of empowering teachers and staff, instructional practices will improve, along with staff morale, maximizing student achievement. 3. If we successfully implement our secondary essential practice of a shared vision/mission, then student achievement will improve and so will the school's culture.

Sustained Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Sustained Essential Practice

The major renovations that were taking place in the building due to the GOB have been completed. Improved cleanliness, security and safety procedures will continue to be in place. Upon the opening of the school building, the administrative team will continue to implement routine spot checks of the building to ensure that the school site is maintained in a clean manner and that all CDC guidelines for maintaining a safe school environment are being met. The one-entry point system to the school with a security monitor at the door will continue, as will strategically placed security throughout the campus.

Implementation	Implementation Steps	Person(s)	Expected Evidence	Monitoring
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Date(s)	(Include the action, the frequency of the action, and the purpose of the action.)	Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Continue to strategically place custodial staff and security monitors throughout the campus.	Mr. Martinez-Fortun, Assistant Principal; Ms. Madeleine Luis, Assistant Principal; Dr. Carlos Rios, Principal	Continued walk-throughs will be conducted by the administrative team to determine that all custodial staff and security personnel are reporting to appropriate locations and that custodial practices meet CDC guidelines.	Administrators will continue to walk through on a daily basis to ensure that security personnel is reporting to appropriate locations.
Start: Mon, Feb 1 End: Wed, Jun 9	Continue to ensure the use of limited entry points into and out of the school during the school day.	Mr. Martinez-Fortun, Assistant Principal; Ms. Madeleine Luis, Assistant Principal; Dr. Carlos Rios, Principal	We will continue to use data from the Raptor system to show that all visitors to the building are entering and checked in through our main entry point at the front of the school.	The administrative team will continue to review the data from the Raptor system weekly.
Start: Mon, Feb 1 End: Wed, Jun 9	Continue to create and utilize a calendar for all security and custodial personnel to ensure that all areas of the school site are clean and secure at all times.	Mr. Martinez-Fortun, Assistant Principal; Ms. Madeleine Luis, Assistant Principal; Dr. Carlos Rios, Principal	Calendar and attendance of custodial and security personnel will continue to be reviewed by administrators to ensure that there is proper placement of staff and that custodial practices meet the CDC guidelines.	The administrative team will continue to meet weekly to discuss the attendance of custodial and security staff by reviewing sign in sheets.
Start: Mon, Feb 1 End: Wed, Jun 9	Security and designated staff members/administrators will continue to monitor that all faculty entering the building utilizes the Health Screening Application and wears the proper Personal Protective Equipment (PPE) to meet CDC guidelines.	Mr. Martinez-Fortun, Assistant Principal; Ms. Madeleine Luis, Assistant Principal; Dr. Carlos Rios, Principal	A security log for all faculty/staff who do not meet the requirements for building entry according to the Health Screening Application will continue to be reviewed by the school administrators and reported to the appropriate district office.	The administrative team will continue to review the security log daily and complete reports to be submitted to the district.

Primary Essential Practice

Empower Teachers And Staff

Priority Actions for the Primary Essential Practice

The administrative team will focus on providing opportunities for teachers to obtain leadership roles within the school. Teachers and staff will also be empowered by experiencing the sharing of best practices and the opportunity to observe other classroom teachers in an effort to improve instruction, whether virtual or in the building. Teachers will receive meaningful professional development opportunities to enhance virtual instructional practices. Additionally, teachers will work collaboratively to common plan for virtual instruction, utilizing data to drive instructional decision-making.

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	Curriculum Leaders will continue to work with their respective department members to promote common planning.	Mr. Martinez-Fortun, Assistant Principal; Curriculum Leaders	Minutes from common planning meetings will continue to be collected and reviewed by school administrators.	Mr. Martinez-Fortun and Dr. Rios, Principal, will continue to review the common planning meeting minutes monthly to monitor the effective use of common planning time.
Start: Mon, Feb 1 End: Wed, Jun 9	Curriculum Leaders will continue to create opportunities for members of their respective departments to take leadership roles by sharing best practices with other department members during monthly meetings.	Mr. Martinez-Fortun, Assistant Principal; Curriculum Leaders	Minutes from the sharing of best practices for each department will continue to be collected by school administrators on a monthly basis.	School administrators will continue to attend and monitor the sharing of best practices monthly for the departments that they oversee.
Start: Mon, Feb 1 End: Wed, Jun 9	Curriculum Leaders will continue to encourage their department members to invite other teachers to attend Zoom instructional classes during planning periods in an effort to share instructional practices and encourage teacher-driven observations.	Mr. Martinez-Fortun, Assistant Principal; Curriculum Leaders	Minutes from department meetings will continue to show that Curriculum Leaders have encouraged department members to virtually observe other teachers' classes via zoom.	Mr. Martinez-Fortun, Assistant Principal and Dr. Rios, Principal, will continue to review the meeting minutes monthly to assure that Curriculum Leaders are encouraging peer observation.
Start: Mon, Feb 1 End: Wed, Jun 9	The PLST will continue to provide tools acquired during the monthly PLST Virtual Cafe sessions and Saturday PD sessions to the faculty. The PLST will also share district PD	Mr. Martinez-Fortun, Assistant Principal; PLST	The faculty meeting minutes will reflect the sharing of PLST Virtual Cafe tools. Emails to the faculty will serve as	Mr. Martinez-Fortun, Assistant Principal, will review the plan for professional development on the Nov 3rd Professional

opportunities with the faculty during faculty meetings.	evidence of the sharing of district PD opportunities.	Development non-Opt Day.
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Secondary Essential Practice

Shared Vision/Mission

Priority Actions for the Secondary Essential Practice

Sharing our vision/mission in all aspects of our school culture will continue to be a focus. In addition to offering leadership opportunities to faculty and staff, the administrative team, along with the PLST team, will continue to create meaningful and purpose-driven professional development opportunities that promote collaboration and boost morale, with a focus on effective virtual instruction.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun will continue to review data and meet with curriculum leaders to share data findings and plan next steps.	Mr. Martinez-Fortun, Assistant Principal; Dr. Rios, Principal	Evidence of this implementation step will continue to be curriculum leaders' knowledge and use of Power BI during their respective department meetings to share data.	Mr. Martinez-Fortun, Assistant Principal and Dr. Rios, Principal, will continue to attend monthly meetings or review the meeting minutes monthly to assure that Curriculum Leaders are discussing and sharing data findings.
Start: Mon, Feb 1 End: Wed, Jun 9	At the different department meetings, Mr. Martinez-Fortun will continue to review the pacing guides to be used for the core classes and distribute assessment information and data as it is available.	Mr. Martinez-Fortun, Assistant Principal; Dr. Rios, Principal	Mr. Martinez-Fortun will attend department meetings during the third and fourth quarters to ensure that teachers are using the pacing guides to guide instructional practices and progress monitoring using student data. Evidence will be completed data forms that describe student performance.	Mr. Martinez-Fortun, Assistant Principal and Dr. Rios, Principal, will continue to monitor that teachers are conducting data chats with their students quarterly.
Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun will continue to conduct virtual walk-throughs to assess teachers' needs for instructional support.	Mr. Martinez-Fortun, Assistant Principal; Dr. Rios, Principal	Administrative meetings will continue to take place to assure teachers and students are being supported in a strategic manner. Mr. Martinez-Fortun will continue to work with teachers to enhance their lesson plans using the district pacing guides.	Mr. Martinez-Fortun, Assistant Principal and Dr. Rios, Principal, will continue to meet weekly to discuss the support being provided to teachers and to establish next steps

Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun, Assistant Principal, will continue to meet with the PLST to plan for the sharing of tools presented at monthly PLST Virtual Cafes and Saturday PDs.	Mr. Martinez-Fortun, Assistant Principal; Dr. Rios, Principal	Meeting minutes will reflect the sharing of PLST Virtual Cafe tools and emails will reflect the sharing of district PD opportunities with the staff.	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal, will participate in the November 3rd PD Non-Opt Day with the faculty and review the sign in sheets for attendance after the professional development.
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Academic Programs
Quarter 3/4 Implementation
 (February 1 – June 9, 2021)

Academic Programs Outcome Statement

1. If we successfully implement our sustained essential practice of data-driven instruction, then students will continue to improve in proficiency and our students' college and career readiness preparation will increase as evident by the acceleration component of our school grade. 2. If we successfully implement our primary essential practice of collaborative learning/structures, then student achievement will increase evidenced by proficiency on state assessments. 3. If we successfully implement our secondary essential practice of data-driven instruction, then student achievement will increase as evidenced by proficiency on state assessments.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

The administrative team will continue to strategically place teachers, use district and school resources, and schedule interventions in all accountability areas. The administrative team, along with Curriculum Leaders, will review the master schedule, teacher data, and student placement each semester to ensure that students' needs are being met.

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	Dr. Rios, Principal, and Mr. Martinez-Fortun, Assistant Principal, will continue to support strategically placed teachers in core classes based on 2020-21 student data.	Dr. Rios, Principal, and Mr. Martinez-Fortun	If teachers are appropriately placed based on student data and continuously supported, there should be an increase in student achievement evidenced by teacher data.	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor student data monthly to determine that correct placement of teachers was made.
Start: Mon, Feb 1 End: Wed, Jun 9	The administrative team, along with Curriculum Leaders will continue to provide access to district resources, such as updated	Mr. Martinez-Fortun, Assistant Principal;	If teachers are continuously provided with access to training and district resources, there should be an	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor student data monthly to determine that resources

	acing guides and instructional support tools. to all teachers.	Curriculum Leaders	increase in student achievement as evidenced by student data.	and teacher training opportunities are being utilized.
Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal, will continue to monitor student data to determine the need for academic interventions.	Mr. Martinez-Fortun, Assistant Principal; Dr. Rios, Principal	A schedule for interventions will be established for students who are struggling with course content based on MYA data.	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor student intervention schedules monthly.
Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal, will continue to monitor student data, including MYA data, to determine that student academic needs are being met.	Mr. Martinez-Fortun, Assistant Principal; Dr. Rios, Principal	The administration will continue to conduct data chats based on MYA with content area teachers to determine if students' academic needs are being met.	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal will continue to schedule and conduct data chats quarterly with all content area teachers.

Primary Essential Practice

Collaborative Learning / Structures

Priority Actions for the Primary Essential Practice

The administrative team and Curriculum Leaders will foster collaboration among the faculty by providing opportunities for teachers to common plan by grade level/subject matter and share best practices for virtual learning.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun, Assistant Principal, will continue to encourage all Curriculum Leaders to schedule departmental sharing of best practices.	Mr. Martinez-Fortun, Assistant Principal	Minutes from departmental sharing of best practices will be collected.	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal will continue to monitor the meetings monthly.
Start: Mon, Feb 1 End: Wed, Jun 9	Mr. Martinez-Fortun, Assistant Principal, will continue to encourage all teachers to schedule common planning by course content or grade level.	Mr. Martinez-Fortun, Assistant Principal	Minutes from departmental common planning will be collected.	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal will continue to monitor the meetings monthly.
Start: Mon, Feb 1 End: Wed, Jun 9	The PLST team will provide support for virtual instruction and the use of the various virtual tools presented during the	Mr. Martinez-Fortun, Assistant Principal, and	Meeting minutes will serve as evidence of the sharing of technology tools presented at the monthly PLST Virtual	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal will continue to monitor the planning

	monthly PLST Virtual Cafe sessions.	Dr. Rios, Principal	Cafes and Saturday PD sessions.	for the professional development.
Start: Mon, Feb 1 End: Wed, Jun 9	The school administration will continue to encourage collaboration among the staff through virtual team building.	Southwest Administration	During faculty meetings, the administration will encourage collaboration among the staff by providing opportunities for team building.	The Southwest Administrative Team will continue to conduct and monitor team building activities monthly during virtual faculty meetings.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions for the Secondary Essential Practice

The administrative team will target students who struggled with virtual instruction during the last quarter of the 2019-20 school year in an effort to provide intervention and minimize learning gaps during the 2020-21 school year. The administrative team will also review data and meet with all core 9th and 10th grade teachers to monitor student progress and provide interventions and support for students who may be struggling with virtual learning. Additionally, teachers will conduct data chats with students in their classes to monitor progress and provide individualized support.

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	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal, will continue to monitor student data to determine the need for academic interventions.	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal	A schedule for interventions will be maintained for students who are struggling with course content.	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor student intervention schedules monthly.
Start: Mon, Feb 1 End: Wed, Jun 9	Student Services will continue to provide support to students who are struggling in the virtual setting.	Mr. Martinez-Fortun, Assistant Principal, and Dr. Rios, Principal	Counselors will be available to provide students with support and act as communication liaisons between students and teachers during virtual learning as evidenced by phone call logs and emails.	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor student services call logs and emails monthly.
Start: Mon, Feb 1 End: Wed, Jun 9	Teachers will continue to conduct data chats with their students on an individual basis.	The administrative team	Teachers will provide their respective administrators with a log of student data chats for the second quarter.	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor teacher/student data chat logs quarterly.
Start: Mon, Feb 1	Core content teachers will continue to utilize technology tools to	Mr. Martinez-Fortun, Assistant	Teachers will continue to provide students with individualized academic	Dr. Rios, Principal, and Mr. Martinez-Fortun will continue to monitor the

End: Wed, Jun 9	provide individualized support and intervention to students who are struggling academically.	Principal, and Dr. Rios. Principal	support and interventions using technology tools.	use of technology tools to provide support and intervention for students who are struggling academically.
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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).

To ensure high-quality, grade level instruction is being provided to all students in both the Schoolhouse and MSO models, administration and curriculum leaders are promoting common planning in all accountability areas, teachers are utilizing pacing guides in all courses to assure rigorous instruction, curriculum meetings are being held by department and grade level, and walk-throughs and observations are taking place via zoom.

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.

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 differentiated instruction is being provided via zoom break out rooms with explicit and purposeful instruction, virtual tutoring is being offered for students in Algebra 1, access to HLAP core coursework support is being provided for ESOL students, and students who are struggling academically as evidenced by quarter one and quarter two grades will be given the opportunity to return to the Schoolhouse for in-person instruction.

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.

To offer students opportunities to participate in extended learning opportunities, afterschool tutoring is being offered via zoom in accountability areas.