

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 School Leadership team met and reviewed the Mid Year Data. During this session, the SLT reviewed the successes' and the areas needing improvement. The SLT recognized patterns within the data for specific grade levels / subject areas which allows for either the implementation step to be continued and / or revised. Including patterns for students classified as MSO or PHY. The SLT members, after discussion, presented this information, the data points, and the next steps to the members of their department and / or grade level.

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 reviewing the data, the most encouraging data findings are that 57% of the staff continues to feel the school's overall climate is positive, innovative and collaborative. In addition, the data finds that 51% of the staff feels empowered and holds the students accountable, regardless if the student is classified as MSO or PHY.

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 reviewing the data, the most encouraging data findings are that the English-Language Arts Department are continuing to make gains and strides in reaching their goal. Specifically in the areas of sixth grade, students are showing the most gains, when compared to the other two grade levels. In reviewing the data, the area in which needs improvement as it relates to academic programs is that of the Mathematics Department. Data findings show students are scoring at a lower proficiency level, than other departments. Specifically, data from the 8th grade students illustrate a low percentage of students meeting proficiency on topic assessments.

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

For both the English-Language Arts and Mathematics Department, sixth grade students are outscoring the other two grade levels. Both increasing proficiency and learning gains are evident in the variety of district and i-ready assessments.

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?

Students classified as Tier 2 and or Tier 3 are either progressing within their level. All subgroups for both English-Language Arts and Mathematics depict Tier 3 percentages are decreasing minimally proving that students are making gains toward the goal.

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

Overall data findings for both English-Language Arts and Mathematics depict students are progressing in each of the subgroups from the AP1 to the AP2 session.

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.

Implementation of workshops and presentations that emphasize a shared vision, high standards for all students, and our participation in RJP sessions have all contributed to the school culture expectations to be surpassed. Participants of these workshops and presentations have provided exit slips and final products exhibiting the high expectations for all students that are being implemented and how students are being provided with opportunities to give voice for their successes.

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.

As a result of COVID and CDC requirements, the implementation of RJP circles has not been as consistent in providing discussions on the importance of student-teacher connections and a student's emotional state. Most of these meetings have been virtual and an obstacle to overcome.

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 have collaborated within their department and incorporated multiple standards into their lessons. Teachers have also provided best practices to the member of their department and have provided grade level activities and supplemental lessons helping target individual student needs.

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

The inconsistency of conducting and implementing interdepartmental meetings focusing on cross-curricular strategies has not assisted the Mathematics Department in achieving its goals of improving learning gains and or proficiency. Not having lesson plans showing common standards, strategies or topics across subject areas does not provide students with an opportunity to practice and reinforce specific benchmarks or objectives.

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?

Not Applicable

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 School Leadership Team will continue to advocate for students by differentiating activities, instruction, and events that promote success, regardless of the student. Strategies that are specific, relevant, and purposeful will be implemented to help the whole child and not the one size fits all philosophy, as seen in our use of MAWI, RJP, and SEL methodology. Targeted instruction will help students overcome areas of deficiencies and expand their areas of strength. Our school culture exemplifies this instruction in our culminating Exhibit Night, where students demonstrate their capabilities and through the expansion of our technology program through the Verizon Innovative Learning Schools (VILS) initiative.

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 continues to advocate for students by providing activities, instruction, and events that promote high standards and expectations for all, regardless of the delivery model the student is participating in. Action steps and strategies will continue to be relevant and meaningful in each of the lessons taught and will be showcased through the use of the VILS initiative.

Competency 2: Focusing on Sustainable Results

The School Leadership Team will implement programs and strategies that help emphasize content related vocabulary concepts and terms across all disciplines. In addition, the strategies implemented will be monitored and revised to help students acquire success. In all school wide initiatives, the School Leadership Team will provide activities that will help emphasize initiatives that "begin with the end in mind" philosophy and will provide students with innovative and relevant activities directly correlated to student growth.

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

The School Leadership Team will implement programs and strategies that help emphasize content related vocabulary concepts, and terms across all disciplines. In all school wide initiatives, the School Leadership Team will provide activities that will help emphasize the short and long term goals set. These goals, as initiated with the "begin with the end in mind" philosophy, will provide students with innovative and relevant activities pertinent to student growth.

Competency 3: Developing Others

The School Leadership Team provides a variety of opportunities for the staff to voice academic opinions and expectations by having them answer reflective questions and complete surveys. Allowing staff members the autonomy to create supportive environments and positive settings will create a forum where constructive feedback is stated, reflective thinking occurs, and revisions to teaching and academic implementation can take place. The School Leadership Team will continue to emphasize shared leadership, a shared vision, and the notion that working together and collaboratively towards the same expectation will lead to student success. Continuing to provide opportunities where everyone feels important, valued, heard, and respected will always be a top priority of the leadership team.

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.

We will continue to have collaborative planning sessions and / or meetings contribute to the staff voicing their academic opinions, including the successes and areas that are in need of improvement. We will continue to implement a forum and structure that allows for staff members to offer solutions to concerns, buy-in for visions or missions, and a manner in which constructive feedback and can be both presented and received.

Competency 4: Engages the Team

The School Leadership Team creates different arenas, such as collaborative forums, planning sessions, team meetings, and professional circles, where individuals can participate and become fully engaged in a positive environment. Open forums are highly encouraged and the constructive feedback from these meetings are ways in which staff members share information, discusses best practices, and overcomes obstacles. The School Leadership Team will continue to emphasize sessions that promote collaboration, working together, growth mindset changes, and innovative ideas to help achieve the goal of student success.

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.

We will continue to have collaborative sessions, lesson studies, and professional circles contribute to the staff sharing best practices and overcoming challenges and obstacles. We will continue to implement a forum and structure which emphasize collaboration, working together, and the presentation of "out of the box" thinking.

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 School Leadership team met and reviewed the Mid Year Data map. During this session, the SLT reviewed the successes and the areas needing improvement for both the academic and cultural sections. The SLT recognized patterns within the data for specific grade levels / subject areas which allows for either the implementation step to be continued and / or revised. The SLT members, after discussion, present this information, data points, and next steps to the members of their department and / or grade level and participate in the continuous improvement model.

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

School Culture Outcome Statement

If we celebrate success by implementing Positive Behavior Strategies, provide support, continue to incorporate SEL practices, empower all stakeholders, the staff will improve their attendance, feel safe, and view the overall school climate as positive.

Sustained Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Sustained Essential Practice

1. The school will review previous success with students through grade level orientation. 2. Students will be asked to develop goals and incentives to achieve those goals with the guidance of their instructors. 3. Students, through grade levels, will be recognized throughout the year for their success in achieving goals as it relates to positive behaviors. 4. Opening of school meeting includes workshops on a variety of topics to assist teachers in buying in to a shared vision.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 End: Fri, Apr 30	Continue with members of the student council reviewing the SIP and revising the action plan to address academics per grade level on a quarterly basis.	Calvina Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th 6th Grade Sponsor; Ana Betancourt, Counselor; Dianne Palermo, Counselor	Continue with grade sponsors and counselors, will have a completed list of students who have achieved the created and the incentives to be earned once goals have been met.	Calvina Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th Grade Sponsor; Ana Betancourt, Counselor; and Dianne Palermo, Counselor; will provide learning plans for students and follow up with academic meetings and orientations
Start: Mon, Feb 1 End: Fri, Apr 30	We will continue to review all school and grade level successes at grade level sessions and honor roll assemblies. In addition, classroom presentations will also be implemented during this phase.	Bianca Calzadilla, Principal; Tamiela Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Ana Betancourt, Counselor; Calvina Clay, Trust Counselor; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez,	Administration will continue to retain sign in sheets, student contracts, and the copies of presentations given to students throughout their classroom environments. These presentations will illustrate the variety of topics and procedures relevant to the smooth operation of the school, resulting in positive student academics and SEL success. Participants will continue to also submit exit slips to their classrooms teacher or classroom presenter for	Bianca Calzadilla, Principal; Tamiela Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain sign-in sheets, contracts, and exit slips.

		Language Arts Department Chair	each workshop presented.	
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>Continue to every quarter, recognize those students who have 100% attendance.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th 6th Grade Sponsor; Ana Betancourt, Terri Herrera, Social Media Manager</p>	<p>Attendance certificates and tokens of appreciation will continue to be given to students to celebrate their successes. The items presented are to recognize their commitment to Shenandoah Middle School's community. Our Social Media Manager will continue to publicize and celebrate successes.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th Sponsor; Ana Betancourt, Counselor; and Terri Herrera, Social Media Manager. Sign-in sheets will be retained, and the Social Media manager will place pictures for the community to view achieved success.</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>Continue with bi-weekly faculty meetings and planning sessions which focus on a variety of topics to assist teachers in creating a shared vision along with activities that directly relate to it.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts</p>	<p>Continue to retain sign in sheets and the copies of presentations. The presentations illustrate the variety of topics and procedures relevant to the smooth operations of the school, resulting in positive student academics and a shared vision. Participants will continue to submit exit slips for each workshop.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain sign-in sheets and exit slips.</p>

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to focus on Restorative Justice Practices (RJP) and other previously implemented strategies to meet the physical, as well as social-emotional needs of our students. The school will continue to communicate our commitment to the safety of the Shenandoah community with all stakeholders through a variety of forums that are in place. This process will be monitored and modified for improvements as necessary throughout the year. This will occur through the following steps: 1. We will review the school-wide safety action

plan with all stakeholders. 2. We will review and integrate RJP into all school activities. 3. We will conduct regular safety drills to ensure awareness of protocols and procedures in case of an emergency. 4. Training from the School Resource Officer (SRO) and Counselors on Active Shooter protocols and active shooter awareness. 5. Review and implement safety practices and recommendations related to the COVID-19 pandemic.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Mon, Feb 1 End: Fri, Apr 30</p>	<p>We will continue to present various scenarios and strategies which include RJP, PBS and SEL at bi-weekly faculty meetings and monthly professional developments.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor; Ana Betancourt, Counselor; Dianne Palermo, Counselor</p>	<p>Continue to retain copies of exit slips and completed assignments from reflective activities included in presentations during faculty meetings and professional developments. Records of our guided discussions, and the PowerPoints we use to guide those discussions will continue to be obtained from the appropriate parties. We will also continue to retain the sign-in sheets and examples of the correct implementation/execution of MDCPS' behavior checklist documents.</p>	<p>Continue to retain copies of exit slips and completed assignments from reflective activities included in presentations during faculty meetings and professional developments. Records of our guided discussions, and the PowerPoints we use to guide those discussions will continue to be obtained from the appropriate parties. We will also continue to retain the sign-in sheets and examples of the correct implementation/execution of MDCPS' behavior checklist documents.</p>
<p>Start: Mon, Feb 1 End: Fri, Apr 30</p>	<p>We will continue to have quarterly trainings from SRO and counselors on active shooters and other emergency scenarios. These trainings will continue to include an implementation plan for the mental health curriculum associated to the topic presented.</p>	<p>Officer Ashley Rodriguez, School Resource Officer; Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvina Clay, Trust Counselor</p>	<p>Continue to retain the sign-in sheets from meetings and the copies of the presentation exhibiting correct action steps and procedures to take if presented with an active shooter scenario. Participants will also have to continue to complete an exit slip depicting strategies learned during this presentation.</p>	<p>Officer Ashley Rodriguez, School Resource Officer; Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and Calvina Clay, Trust Counselor. Sign-in sheets will be retained and exit slips for scenarios presented.</p>
<p>Start: Mon, Feb 1 End: Fri, Apr 30</p>	<p>Continue with conducting monthly safety drills to provide</p>	<p>Officer Ashley Rodriguez, School Resource</p>	<p>For safety drills, the school will continue to strive to evacuate within a 2.5-minute time period,</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant</p>

	<p>the students and faculty with assurances about safety procedures at Shenandoah. In addition, drills will continue to emphasize the CDC requirements for COVID-19.</p>	<p>Officer; Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Ana Betancourt, Counselor; Dianne Palermo, Counselor</p>	<p>observed by administration, and documented in Fire Alarm System Inquiry (FASI). In addition, sign-in sheets, and the copies of the Reopen Safe Return Smart presentations will be copied. In addition, sign-in sheets, and the copies of the Reopen Safe Return Smart presentations will be copied.</p>	<p>Principal; will retain sign-in sheets and logs.</p>
<p>Start: Mon, Feb 1 End: Fri, Apr 30</p>	<p>Continue to use SEL/RJP practices daily within the established curriculum. Continuing to incorporate these strategies will continue to help monitor students social-emotional well-being during virtual learning.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Ana Betancourt, Counselor; Dianne Palermo, Counselor</p>	<p>Continue to retain examples of steps or best practices that have a dedicated SEL/RJP activities. These activities will continue to include assignments that have students participating in discussions, monitoring their emotional state and level of participation, and their overall social experience.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Calvin Clay, Trust Counselor; Ana Betancourt, Counselor; and Dianne Palermo, Counselor. Weekly discussions will be held to discuss progress of services being provided to students and teachers. In addition, reviewing activities being implemented through planning sessions.</p>

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions for the Secondary Essential Practice

Shenandoah will strive to improve teacher attendance through the following actions: 1. The staff will communicate about the impacts of potential absences and the effect they have on learning. 2. A contingency plan will be prepared for where students are to attend for a teacher absence. 3. Celebrate perfect attendance, improvement in attendance for both students and teachers. 4. Through conferences and communication protocols, teachers and administrators will create a plan regarding absences and potential concerns that may result in lost instructional time. 5. Administration will every nine week period recognize those staff members who have 100% attendance.

Implementation	Implementation	Person(s) Responsible	Expected	Monitoring
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Date(s)	Steps (Include the action, the frequency of the action, and the purpose of the action.)	(First & last name, position)	Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>We will continue to review individual staff attendance data quarterly. In addition, discuss, review, and compare, teacher/staff attendance data versus district for every quarter.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal</p>	<p>We will continue to maintain attendance of data and reports to identify potential concerns regarding attendance. Continue to take a proactive approach to intervention and provide strategies and solutions to improve or maintain attendance success.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will monitor attendance through daily sign-in procedures</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>We will continue to prepare a plan by department and grade level team during Phase 1 and Phase 2 for coverage when a teacher is absent and how virtual learning will continue to provide students with the best academic content.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; Calvina Clay, Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; Peter Benitez, 7th Grade Sponsor;</p>	<p>We will continue to retain a completed plan from departments / grade levels individual for their respective groups. The plan will continue to detail how many students they can cover and when. Each teacher will disseminate this plan so as to avoid confusion and wasted</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; Calvina Clay, Student Council and 8th Grade Sponsor; Teresa Gonzalez, 6th Grade Sponsor; and Peter Benitez, 7th Grade Sponsor. Members will monitor the effectiveness of the plans and provide feedback.</p>

			instructional time when an absence occurs.	
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>Administration and grade level sponsors will continue every quarter, to recognize those staff members who have 100% attendance or have shown improvement in attendance.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Liza Doskow, Payroll Specialist; Terri Herrera, Social Media Manager</p>	<p>We will continue to give out Attendance Certificates and tokens of appreciation to celebrate the successes of our teachers and staff. These appreciation items are to recognize their commitment to Shenandoah Middle School's community. Our Social Media Manager will publicize and celebrate successes</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Liza Doskow, Payroll Specialist; Terri Herrera, Social Media Manager. Sign-in sheets will be retained, and the Social Media manager will place pictures for the community to view achieved success.</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>An open line of communication between administration and staff regarding about absences and the creation of an action plan will continue during Phase 3 and Phase 4 of the school year.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal</p>	<p>We will continue to retain communication logs regarding attendance, an attendance plan and the support strategies to reduce overall absences of teachers.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; and Paulo De la Osa, Assistant Principal; will retain copies of the attendance plan and follow up when there are absences. In addition, communication</p>

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

Academic Programs Outcome Statement

If we continue to participate in standards based collaborative planning, incorporate 21st century learning strategies, analyze data, implement data driven instruction, then we will continue to increase percentage points in all of the FSA and EOC assessments.

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

The school will continue to provide time for teachers to gather, plan and work together by creating collaborative planning time. These collaborative planning sessions will promote targeted lessons, differentiated instruction, standards based activities, data chats and accountability talks. Within these planning sessions, all stakeholders will also be able to participate in discussions, creation of lesson planning which will continue to emphasize student successes and areas of concern.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 End: Fri, Apr 30	Teachers will continue to collaborate, weekly, within their department and through TEAMS to incorporating multiple standards, cross-curricular activities, and tested topics into their lessons.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair	We will continue to retain invitations to class connect sessions via TEAMS and ZOOM platforms, pacing guides, district curriculum, assessments, and set activities established in this platform will focus on grade level standards and will be utilized to demonstrate the effectiveness of these steps.	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department chairs will monitor the implementation of pacing guides and instructional focus calendars.
Start: Mon, Feb 1 End: Fri, Apr 30	Teachers will continue to collaborate, quarterly, on lessons integrating Science, Technology, Engineering, and Mathematics	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair;	We will continue to retain and observe lessons that identify integrated STEAM strategies and completed	Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED

	(STEAM) strategies that emphasize cross-curricular strategies and project-based learning into their lessons.	Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers	student projects that exemplify these strategies.	Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department chair will participate in planning sessions, discuss lessons, provide feedback and support during these times.
Start: Mon, Feb 1 End: Fri, Apr 30	Interdepartmental meetings will continue to take place twice a month. and focus on the Verizon Innovative Learning Schools (VILS) initiative. cross curricular strategies, and project-based learning.	Bianca Calzadilla, Principal; Tamiela McLaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers	Lessons exhibiting VILS initiatives and commonly used strategies and/or topics as noted by department chairpersons and administrators during accountability talks, lesson reviews, and formal and informal observations will continue to occur.	Department chairs will continue to report every two weeks and discuss with administration on the status of the planning sessions, collaborative work, and the activities associated the VILS initiative.
Start: Mon, Feb 1 End: Fri, Apr 30	Department chairpersons, in collaboration with administration, will continue to identify areas of support for their teachers regarding strategies created during collaborative planning.	Bianca Calzadilla, Principal; Tamiela McLaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez,	We will continue to have follow up meetings with department chairpersons to address the noted deficiencies and concerns. In addition, any strengths exhibited by teachers will present best practices for either the	Bianca Calzadilla, Principal; Tamiela McLaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department chair will maintain

	EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair	department or school.	logs and notes on what was observed. The information captured will be used to shape the agenda for the upcoming meeting and/or planning session.
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Primary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

Priority Actions for the Primary Essential Practice

The school as whole is adopting the 4C's of 21st Century Learning. When it comes to maintaining successes, a focus on Critical Thinking within classroom activities will be the key. Higher order questioning, students collaboration and academic vocabulary will be included in all lessons and classrooms. 1. Communication of data points during opening of schools workshops and throughout the school year. 2. Collaboration in common planning sessions weekly which include by department, by subject area and cross curricular. 3. Sharing of best practices during planning sessions, faculty meetings and grade level sessions. 4. Create an academically positive environment for students by differentiating activities, instruction, and events that promotes success for 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, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>We will continue to conduct meetings and planning sessions which will provide an open forum of communication. These discussions will focus on a variety of topics. In addition, collaborative planning sessions in targeted subject matters and in blended departments will also allow for academic discussions and accountability talks and meetings, with</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>We will continue to retain sign-in sheets from all meetings and planning sessions. Retain copies of agendas which serve as a guide to how common issues are tackled and how instruction can be focused, dynamic, and data-driven.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Evan Wexler, PD Liaison; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department Chair. Department Chairpersons will submit copies of agendas and sign-in sheets to administration within 48 hours of the sessions.</p>

	multiple departments.			
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>Continue to collaborate during the planning sessions to address and improve implementation of supplemental activities and strategies in the TEAMS platform. Provide relevant strategies to reach and remediate students, including but not limited to the Special Education (SPED) subgroup and those students who are now experiencing a gap in academic learning.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>Copies of sign-in sheets from all sessions and examples of critiqued lessons will continue to be retained. Lessons will serve as a sample of the established curriculum and can be used to align standards and disseminate best practices. Lessons will also serve as an example of differentiated instruction for all subgroups and tiers.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; and Betty Alvarez, Language Arts Department Chair will review, through notes and logs, lessons discussed and created during planning sessions. Lessons viewed will exhibit specific strategies to address the needs of the SPED subgroup and students who have an achievement gap for learning.</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>We will continue to create an academically positive environment by advocating for students through diversifying activities, differentiating instruction, and varying events that promote success. Provide strategies that are relevant and purposeful and target the whole child and not the one size fits all philosophy.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>We will continue to incorporate SEL activities and reflective assignments to further enhance academics in the classroom. By implementing daily SEL strategies, students' emotional well-being and overall experience can be monitored.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Betty Alvarez, Language Arts Department Chair; and All Teachers. SEL activities and strategies will be monitored daily through the TEAMS platform.</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>We will continue to foster critical thinking in both ourselves and our students by utilizing the</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica</p>	<p>We will continue to retain agendas and notes from planning sessions.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies</p>

	<p>concept of "beginning with the end in mind" as it relates to promoting student success. Prioritizing lessons and creating learning plans for all classrooms will help catapult academic success.</p>	<p>Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair</p>	<p>Copies will serve as a guide to how common issues are tackled and how instruction can be focused, dynamic, and targeted to meet the needs of all students.</p>	<p>Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; and Betty Alvarez, Language Arts Department chair will submit copies of agendas and to administration within 48 hours of the sessions.</p>
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Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

The school will analyze assessments and use the findings and data to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, and the use of Power Bi, will provide teachers the opportunities to differentiate instruction, remediate, and enrich students regardless of subject matter.

<p>Implementation Date(s)</p>	<p>Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)</p>	<p>Person(s) Responsible (First & Last Name, Postion)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and who?)</p>
<p>Start: Mon, Feb 1 End: Fri, Apr 30</p>	<p>Teachers will continue to have individual student data chats, as well as class data conversations to create creating lessons which incorporate differentiated instruction and activities.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>Debriefings with individual teachers regarding lessons, supplemental resources used, and a variety of activities presented will continue to be discussed. Feedback will also continue to be given and allow for a dialogue to exist.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers. Daily conversations will take place and copies of notes and logs will be retained</p>
<p>Start: Mon, Feb</p>	<p>School-wide data, will</p>	<p>Bianca Calzadilla, Principal;</p>	<p>We will continue</p>	<p>Bianca</p>

<p>1</p> <p>End: Fri, Apr 30</p>	<p>continue to be presented and discussed with all teachers. Individual conferences will continue to focus on specific areas of concern, how to address them early, and provide resources and interventions as necessary.</p>	<p>Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; Jessica Nardo, VILS Coach; Terri Herrera, Social Studies Department Chair; Maria Jimenez, Magnet Lead Teacher; Justina Torres, SPED Department Chair; Melanny Araguez, Math Department Chair; Michelle Tellez, EFL/ELL Department Chair; Lety Diaz, Test Chair; Betty Alvarez, Language Arts Department Chair; All Teachers</p>	<p>to retain documents with notes, reflections and action steps will be completed at the conclusion of each accountability talk and/or chat.</p>	<p>Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers will maintain documents with specific data points and reflective notes after each accountability talk or data chat.</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>Students will continue to have folders or devices with their individual data points, targeted areas, and are provided to them by their teachers after data chats are held.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; All Teachers</p>	<p>We will continue to retain individual data points with reflective documentation indicating conversations and next steps between teachers and students.</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers will maintain documents with specific data points and reflective notes after each accountability talk or data chat.</p>
<p>Start: Mon, Feb 1</p> <p>End: Fri, Apr 30</p>	<p>We will continue to analyze data points and findings use this information to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, the use of PowerBi, Performance Matters, and I-ready will provide teachers the opportunities to</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; All Teachers</p>	<p>Data points from a variety of data platforms will continued to be downloaded and utilized as a reference during accountability talks from administration to teachers. Teachers will continue to create plans to</p>	<p>Bianca Calzadilla, Principal; Tamiaka Mclaughlin, Assistant Principal; Paulo De la Osa, Assistant Principal; and All Teachers will maintain documents with specific</p>

	differentiate instruction, remediate, and enrich students regardless of subject matter.		address deficiencies and enhance strengths reported in the data.	data points and reflective notes after each chat or talk.
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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).

Data points from a variety of platforms will be downloaded and utilized as a reference during accountability talks from administration to teachers. Teachers will continue to create plans to address deficiencies and enhance strengths reported in the data to that of their students. Teachers will utilize the resources presented in the 2021 Spring Educational Plan for all tiered level students.

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.

Provide notes, reflections, and action steps at the conclusion of each accountability talk and/or chat with students. Implement and utilize resources that assist students with overcoming deficiencies in targeted areas and topics for each of the tiered levels

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.

Debriefings with individual teachers regarding lessons, supplemental resources used, and a variety of activities presented will continue to be discussed. Feedback will also continue to be given and allow for a dialogue to exist. These discussions will allow for an action plan to be created which consists of tutoring (before and after school), and the use of DI during non-core subject areas.