

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 data for the Mid-Year map is shared during curriculum council meetings, leadership meetings, department meetings, EESAC meetings, and individual data chats with each teacher after the winter break. Data chats were conducted via Zoom this year.

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.

After revisiting the data map under school culture, student absences were drastically reduced from 2020-21 to 19209-21. For all absences to date, absences ranging between 6-10 days went from 14% to 6%; absences ranging from 1-5 days reduced from 67% to 50%; and students with zero absences increased threefold from 15% to 45%. However what is concerning for student attendance are the students with 11+ absences that remain at 4% from the prior to current year. With respect to leaderships visibility and shared mission and vision, 70% of the staff feels the leadership team supports and innovative and collaborative culture with 21% neutral and only 9% who disagree. When compared to last year, 27 % of staff disagreed and 15% were neutral.

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.

Encouraging: ELA - after reviewing 5 year data there has been growth year after year. ELA scores are consistent averaging 52 and 59% for 09th and 10th grade MYA's respectively. This bodes well considering students have not tested for almost two years and are primarily in an 80% MSO environment. What is concerning is the validity and test security of the MSO environment. Algebra - after reviewing data, Algebra remains low well under 50% but is on par with The District for 9th grade. It is our minimum goal to maintain our percentage of 46% for proficiency. Geometry - after reviewing the Geometry data, RMEC is slightly above The District average for the South Region @ 42% for high schools. Using comparison data from 1920-21 MYA, this puts RMEC on pace for our targeted goal of 55% overall math proficiency. BIO & US History test window did not open prior to the SIP window closing for Phase III. Concern: To recap, the overarching concern for test data is the validity and security of the MSO test environments considering 80% of Robert Morgan's students are MSO.

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

After reviewing the 2020-21 MYA data, the patterns that are evident is the performance of PHY vs MSO students. PHY students perform slightly higher than their MSO counterpart and their are deficiencies in writing and Algebra. We have implemented virtual tutoring for Math and ELA and will implement a writing and algebra camp to target areas identified prior to administering the state 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?

After reviewing 2020-21 MYA data it is evident students identified by the emergency order, + 11 absences and other risk factors are in jeopardy of not making gains or being proficient. These students have been identified and will participate in a assessment boot camps for ELA, Math, and Social Studies.

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

Students participating in Robert Morgan's extended learning opportunities via after school tutoring have yet to be assessed with valid assessments to accurately measure the levels of support. However, teachers have reported and increase in class participation and student engagement for the students who attend the tutoring sessions.

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.

For our Sustained Essential Practice - Attendance Initiatives, data has shown that overall school attendance has increased from the 2019-20 school year. We are currently projected to finish the year at 95.92%; which is an improvement from last year's 94.40%. Increased monitoring of attendance and attendance interventions focusing on switching disengaged MSO students back to PHY have contributed to mitigating the effects of Covid19. Compared to the district and the rest of the south region, Robert Morgan has a lower percentage of students who have accumulated 10 or more absences. Data has shown evidence that our Primary Essential Practice - Shared Vision/Mission, has had a positive impact on school culture at Robert Morgan. We have placed specific teachers in leadership roles and have assigned specific (AITs - administrators in training) projects to help with our academic program practices as well as building a more positive school culture. Part of this practice involves placing more of these individuals (all radio holders) in the hallways before school, during class change, during lunch, and after school. As a result, we have experienced a decrease in students being tardy, in disruptive behavior in the hallways, and with disciplinary issues occurring at these times. This has also led to a more smooth flow of traffic as student transition from class to class; ultimately allowing them to arrive to class earlier. We currently Our Secondary Essential Practice - Leadership Visibility and Accessibility, has had a drastic impact on Increase department communications leading to positive changes being made to better impact our students. For example, through conducting consistent curriculum council meetings with our instructional leaders

communication and collaboration both within and across the departments has improved. Specifically, using our school's data to collaborate in these meetings on the most effective courses of action to help our students improve academically has had an overall positive impact on our school's culture. Teachers have begun making time to meet with each other on their own and share ideas.

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.

Through data provided from our School Culture Mid-Year data survey, we determined that an area we can improve is ensuring all staff members use corrective feedback to improve student learning. Fourteen percent of the responses feel this area is lacking. We plan to continue walkthroughs and observations noting areas of improvements teachers can use for providing corrective feedback in daily assignments and assessments and implementing student 1:1 data chats to understand their areas of strength and weaknesses. Data chats are effective for meeting with teachers, reviewing their student data, and making data-driven decisions on what strategies to use in order to help them achieve proficiency and continue to make learning gains. This in turn strengthens the corrective feedback given to students.

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.

After reviewing the mid year data map, Grade 10- ELA proficiency of 59% exceeded expectations as traditionally we score a little over 60% in the state FSA Exam. Teachers were strategically assigned based on previous year's data and are consistently observed having a deeper integration of technology and utilizing multiple learning modalities to accommodate a dual modality environment.

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.

After reviewing the mid year math data map, Algebra specifically, there are immediate concerns as we scored a 32% on the MYA, albeit up one percentage point from last year. This presents concerns as we are aiming to maintain at minimum the 46% earned on the state EOC. Primary reasons leading to a shortfall in expectations are the challenges of an MSO dual modality environment and reduction in student engagement and enthusiasm. In order to address these deficiencies, Algebra and Geometry tutoring was implemented three days a week and school wide purchase for iXL. Teachers have noted an uptick in performance for iXL assessments with respect to the diagnostic baseline.

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

The school leadership team will use the Commitment to Students competency in the School Improvement Process to assume responsibility for students' learning, publicly sharing best practices, department collaboration activities, and targeted professional development.

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.

School leaders ensure and display their commitment to students by providing a safe, learning environment in which students can be successful. This is evidenced by the School Culture Mid-Year staff survey in which 66% (versus 42% in 1919-20) of the teachers feel that our facility is a safe environment in which to learn. Additionally, school leaders hold students accountable for their learning. Data results are shared at faculty meetings, department meetings, and EESAC meetings. This is evidenced by over 57% of the staff agreeing that school leaders who themselves accountable for student learning, a 15% increase from 1919-20 last year . An area that needs improvement as evidenced by the staff survey is the staff's knowledge in evaluation, interpretation, and use of data.

Competency 2: Focusing on Sustainable Results

The school leadership team will use the Focusing on Sustainable Results competency in the School Improvement Process to continue to promote formal and informal opportunities to analyze data in order to adjust and improve 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.

While reviewing the data with each teacher during our data chats, it was evident that teachers were analyzing and incorporating their data to guide and improve instruction. Teachers provided ample evidence of a variety of DI resources and strategies for students performing at multiple levels. This is also evidenced by over 57% of the staff agreeing that school leaders who themselves accountable for student learning, a 15% increase from 1919-20 last year. An area that needs improvement would be adapting lesson plans to maximize the potential value of different content areas versus depth of knowledge.

Competency 3: Developing Others

The school leadership team and the PLST through their participation in the Teacher Leadership Academy will use the Developing Others competency in the School Improvement Process to ensure that others obtain the experiences and training needed to be able to develop new technological and pedagogical skills.

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.

This is accomplished by a small cohort of teachers who are pursuing an administrative track. These "AIT's" (Administrators on Training) are assigned an administrator every quarter in which to work with and learn different aspects of the job. These teachers are learning different capacities and school related job functions in areas like curriculum, security, and facilities to name a few. An area that we are trying to build upon and improve is the sharing of best practices during department meetings. We want teachers to feel empowered by exposing successful strategies that have worked for them and share with their colleagues. This does include professional development opportunities in which resident experts share their "expertise" during possible scheduled professional development days.

Competency 4: Engages the Team

The school leadership team will use the Engages the Team competency in the School Improvement Process to ensure that teachers obtain the resources and instructors required to support the needs of all faculty.

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.

This component is continuously being worked on as there are many teacher leaders in the building who are afforded opportunities to lead projects and work along side school administrators . These areas include security, curriculum, facilities operations, presenting at faculty meetings just to name a few. This is accomplished by a small cohort of teachers who are pursuing an administrative track. These "AIT's" (Administrators on Training) are assigned an administrator every quarter in which to work with and learn different aspects of the job. An area

that we are trying to build upon and improve is the sharing of best practices during department meetings. We want teachers to feel empowered by exposing successful strategies that have worked for them and share with their colleagues.

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?

Data obtained from School Culture improvement initiatives will be shared and presented to staff at future faculty meetings; such as the data trends with student attendance. This practice is intended to continue to drive increased communication with stakeholders, and increase collaboration on how we can continue to improve upon such School Culture practices. Data obtained from Academic Programs will also be shared with staff in order to continue not just communication but emphasize the importance and relevance of rigorous, classroom instruction and delivery with a focus on increased student engagement. If this can be accomplished, student achievement will be optimized.

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

School Culture Outcome Statement

1. If we successfully implement our sustained practice of empowering teachers and staff by creating targeted professional development, student performance on cumulative assessments will increase. 2. If we successfully implement our primary essential practice of shared leadership then staff morale will improve. 3. If we successfully implement our secondary essential practice of shared vision and mission, then we will foster student motivation.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

The Professional Learning Support team will be creating a School Action Plan of PD opportunities for the targeted needs of the teachers and students. We will continue to cultivate a growth mindset to help improve student performance on cumulative assessments.

| 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 | Continue support for new teachers with the utilization of MINT Mentors and MINT Practices. Additionally, RMEC Mentors continue to provide support by providing mentor walks and shadowing experiences. | Martine Phanord, New Teacher Leader; Helena Rosa, MINT Mentor; Colleen Clark, Mentor Teacher (CTE). | MINT Mentor logs. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP. |
| Start: Mon, Feb 1 | RMEC will continue to empower teachers and staff by providing AIT | Khristal Gooding, Teacher; Cristina Scheck, Magnet Lead; | Trend analysis for data chats; Boot Camp & Tutoring | Kenneth Williams, Principal; |

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| End: Wed, Jun 9 | (Administrators In Training) opportunities to all staff. Duties & responsibilities include but are not limited to Subject Selection, SIP, Test Administration, Data & Trend Analysis, Magnet & Recruiting, Food & Nutrition, Property Inventory, Transportation, etc. | Kimberly Anderson, Lead Counselor; Angela Bouza-Kaufman, Teacher, Yonettys Blanco, Teacher; Janelle Pena, Teacher/Test Chair; Michelle Ferguson, CTE Counselor, Michaelyn Radcliff, Counselor. | schedules; Climate Surveys; Website Redesign; Marketing Plan for Semester 2 & summer enrollment; Electronic based subject selection process, and applications to the BENCH Program | Bernard Johnson, AP; Ricardo Blanco, AP. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Continue empowering teachers and staff by providing informational sessions (informal PDs) during faculty meetings and ensuring teachers participate in District sponsored activities such as "Best Practice for Accommodations", and "Trauma-Informed Practices for K-12 Schools". | Kimberly Anderson, Student Service Department Chair; Davika Persaud, SPED Coordinator. | Faculty meeting agenda & attendance roster, Kognito training certificate, and other certificates of completion. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | PLST members continue to host informal technology seminars called "Tech Tuesdays" every Tuesday in Zoom through Microsoft Teams to provide answers to questions teachers have on the use of platforms and advice on transforming traditional lessons to digital environments. | Laura Ortiz, Professional Development Liaison; Janelle Pena, Digital Innovation Leader; Marcus Figuerola, Content Expert; and Martine Phanord, New Teacher Leader. | Teachers will answer exit surveys to measure effectiveness and provide guidance on improving the efficacy of future sessions. They will be able to implement steps offered in online sessions in their classrooms. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP. Records of attendance will be kept from Zoom chat logs, and exit surveys will be analyzed by members of the PLST. |

Primary Essential Practice

Shared Leadership

Priority Actions for the Primary Essential Practice

Leadership teams will create opportunities to be more accessible and communicative with teachers during distance learning in Phase 1 and Phase 2. This includes back to school professional development opportunities, curriculum council meetings, and department chair meetings.

| 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) | Monitoring (How and Who?) |
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| | | | demonstrate the Implementation Step was successfully executed?) | |
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| Start: Mon, Feb 1 End: Wed, Jun 9 | Continued use of RMEC MS Teams & Zoom for Faculty Meetings, Curriculum Council, Department Meetings, and EESAC coupled with virtual and physical walkthroughs by the Leadership Team and AIT's (Administrators in Training). | Bernard Johnson, AP; Ricardo Blanco, AP; Kimberly Anderson (Student Services Chair), AIT; Janelle Pena (Test Chair), AIT; Martine Phanord, EESAC Chair. | - Existence of individual MS Teams dedicated to each department - Existence of MS Team dedicated to faculty meetings | How: MS Teams & Zoom sign in logs. Who: Kenneth Williams, Principal; Bernard Johnson, AP (faculty meetings); Ricardo Blanco, AP (faculty meetings); Kimberly Anderson (Student Services Chair), AIT; Individual department heads (for department meetings) |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Continue support with TAG (Technology Assistance Group) team of of digitally proficient teachers to provide peer assistance before addressing technical issues with ITS. | Laura Ortiz, Professional Development Liaison; Janelle Pena, Digital Innovation Leader; Katherine Waddell, Media Specialist. | - Reduction in HEAT tickets - E-mail records of conversations | Bernard Johnson, AP; Ricardo Blanco, AP; and Elias Colon, Tech Support to debrief to ensure minor issues are resolved on a timely basis. |
| | Continue with Small Learning Community where teachers can share experiences with the digital landscape and provide best practices to support their peers. | Laura Ortiz, Professional Development Liaison; Janelle Pena, Digital Innovation Leader; Katherine Waddell, Media Specialist. | - MS Teams dedicated to the SLC - Monthly sessions (without agenda) where leader can record experiences and solutions | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; through Zoom and/or MS Teams meetings. |
| Start: Fri, Mar 19 End: Mon, May 3 | Ensure the dissemination of the annual School Climate Surveys made available for staff, all students, and all parents. Surveys will be conducted online. Schedule Connect ED announcing the surveys (available in English, Spanish & Haitian Creole) as well as posting the links on the school website and social media platforms. | Cristina Scheck, Magnet Lead; Naidiana Ojeda, Activities Director, Kimberly Anderson, Lead Counselor; | Climate Survey results made available in PowerBi for Synergy Summer Institute. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |

Secondary Essential Practice

Shared Vision/Mission

Priority Actions for the Secondary Essential Practice

The school leadership teams and teachers will continue to foster student motivation by implementing student attendance protocols, assuring the needs of all students are met, and creating a safe and clean learning environment.

| Implementation Date(s) | Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.) | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?) |
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| Start: Mon, Feb 1 End: Wed, Jun 9 | Monitor MTSS Dashboard weekly for students with +11 absences to reduce the amount of PHY & MSO students with 10 or more absences and the overall impact on the Learning Loss Index. | Kimberly Anderson, Lead Counselor; Michaelyn Radcliff, Counselor; Misti Santerre, Counselor; Tina Marshall, Counselor; Tatiana Pardo, CIS; Katherine Waddell, Media Specialist | Daily and weekly call logs, Adequate Progress Return Flags in the PF8 screen, | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP. Kimberly Anderson, Lead Counselor/Student Service Dept. Chair |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Monitor quarterly EOU Lists (Emergency Order Universal List) which requires a transition to face-to-face learning for students engaging in remote learning that are not making adequate academic progress. | Kimberly Anderson, Lead Counselor; Michaelyn Radcliff, Counselor; Misti Santerre, Counselor; Tina Marshall, Counselor. | Signed Emergency Order parent letters, Emergency Order Master Tracker (Excel file); Adequate Progress Return Flags in the PF8 screen. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP. Kimberly Anderson, Lead Counselor/Student Service Dept. Chair |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Completion of quarterly Truancy Intervention Packets. Conduct home visits if necessary. | Ricardo Blanco, AP Bernard Johnson, AP Kimberly Graff, Attendance Clerk, Trust Counselor, TBA School Resource Officer. | Daily attendance bulletin. Email communication to parents regarding absences. Referrals form teachers for unexcused and/or excessive absences. | Assistant Principal Ricardo Blanco will run weekly attendance reports giving parents the opportunity to reconcile any absences and prevent excessive unexcused absences. |
| Start: Mon, Feb 1 End: Wed, Jun 9 | Implement daily electrostatic and ultra violet cleaning for 20% of the school to cover all ears within a week irrespective of a confirmed Covid19. | Roberto Rosales, Custodian; Edmond Stringer, Lead Custodian. | Daily log book. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; Leroy Brown, Head Custodian. |

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 standards-aligned instruction, then we will continue to earn positive student results on the United History EOC. 2. If we successfully implement our primary essential practice of data-driven instruction, students in the lowest 25% will achieve greater learning gains. If we implement our sustained essential practice of Technology Integration, the students will increase their opportunity to attain proficient scores on the EOC's. 3. If we successfully implement the secondary essential practice of the gradual release of responsibilities model, then student achievement levels will increase evidenced by improved scores on state exams.

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

Teachers will continue to work in collaborative curricular and cross-curricular cohorts to promote proficiency in U.S. History and Writing.

| 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?) |
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| Start: Mon, Feb 1 End: Fri, Jun 4 | Finalize data chats for core department chairs and individual teachers to analyze strength and weaknesses of content areas for each tested subject based on historical trends and MYA data. | Marcus Figuerola, ELA Chair; Martha Delgado, Math Chair; Vandana Gudi, Science Chair; Krystal Gooding, Social Studies Chair. | Teacher submission of their independent data analysis during data chats and sharing of data during department meetings evidenced by department meetings agenda and attendance logs. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Development of Focus Calendars reflecting a combination of historical school-wide data trends combined with content area analysis. | Marcus Figuerola, ELA Chair; Martha Delgado, Math Chair; Vandana Gudi, Science Chair; Krystal Gooding, Social Studies Chair. | Utilization of the Focus Calendar to streamline instruction creating an in-class boot camp environment reflected by primary and secondary focus benchmarks. | Weekly walkthroughs by Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Implementation of planned lessons providing based on department developed Focus Calendar. | Teachers in the core assessed academic areas. | Administrative walk-throughs ensuring that the lesson plans are executed with fidelity will serve as evidence. | Kenneth Williams, Principal; Bernard Johnson, AP; |

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| | | | | Ricardo Blanco, AP; |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Continued virtual and physical walkthroughs by the Leadership Team and AIT's (Administrators in Training) ensuring lesson plans, data analysis, and instructional delivery are aligned. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; Khristal Gooding, Teacher/AIT; Cristina Scheck, Magnet Lead/AIT; Kimberly Anderson, Lead Counselor/AIT; Angela Bouza-Kaufman, Teacher/AIT, Yonettsy Blanco, Teacher/AIT; Janelle Pena, Test Chair/AIT; | Lesson plans and instructional delivery reflect Standards-Aligned Instruction for students on, above, and below level. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |

Primary Essential Practice

Data-Driven Instruction

Priority Actions for the Primary Essential Practice

Teachers will be provided additional training on interpreting the data to allow for a more data driven instruction. Teachers will also receive more support and structure in utilizing the district pacing guides, topic tests, and targeting the needs to ELL students. In addition, teachers will receive support for delivering instruction via multiple virtual platforms in lieu of K12's cancellation and removal from the Districts infrastructure.

| Implementation Date(s) | Implementation Steps <small>(Include the action, the frequency of the action, and the purpose of the action.)</small> | Person(s) Responsible <small>(First & Last Name, Postion)</small> | Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small> | Monitoring <small>(How and who?)</small> |
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| Start: Mon, Feb 1 End: Fri, Jun 4 | Purchase iXL for ELA & Reading along with Albert.IO for AP Courses. The purpose of this action to provide teachers with individual student baseline assessment and remediation. | Martha Delgado, Math Chair; Jessica Schneider, Advanced Academics Chair; Martine Phanord, Reading & EESAC Chair, | Schoolwide usage of Albert IO for all teachers and implementation of iXL in lesson plans and DI for ELA, Math, and reading. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Continued support for using Performance Matters to analyze topic assessments creating a school-wide understanding of using learning gains to drive proficiency for all students. | Jenelle Pena, Test Chair; Laura Ortiz, Professional Development Liaison; Marcus Figuerola, ELA Chair; Martha Delgado, Math Chair; Vandana Gudi, Science Chair; Krystal Gooding, Social Studies Chair. | Data chats with students and use of multiple supplemental tools for DI such as Edgenuity, iXL, No Red Ink, Common Lit, etc. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |
| Start: Mon, Feb | Implementation of | Teachers in the core academic & | Administrative | Kenneth |

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| 1 End: Fri, Jun 4 | planned lessons providing Differentiated Instruction to the different student groups. | advanced areas. | walk-throughs ensuring that the lesson plans are executed with fidelity will serve as evidence. | Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Continued virtual and physical walkthroughs by the Leadership Team and AIT's (Administrators in Training) ensuring lesson plans, data analysis, and instructional delivery are aligned. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; Khristal Gooding, Teacher/AIT; Cristina Scheck, Magnet Lead/AIT; Kimberly Anderson, Lead Counselor/AIT; Angela Bouza-Kaufman, Teacher/AIT, Yonetsy Blanco, Teacher/AIT; Janelle Pena, Test Chair/AIT; | Lesson plans and instructional delivery reflect differentiated instruction for students on, above, and below level. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |

Secondary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Secondary Essential Practice

Teachers will be provided with a review of the Gradual Release of Responsibilities Model and provided optional ways to incorporate it throughout distance learning. The curriculum council will meet to coordinate cross-curricular strategies to provide consistency of strategies between departments and ensure fidelity to state standards.

| 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?) |
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| Start: Mon, Feb 1 End: Fri, Jun 4 | Review lesson plans and observe delivery of instruction. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; | Gradual shift of teacher role from instructor of learning to facilitator of learning and greater responsibility and ownership of the learning process exhibited by students. | Administrators will conduct informal walkthroughs and formal observations to ensure lesson plans and instructional delivery reflect learned practices. |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Continue walkthroughs and instructional rounds identifying teachers in | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; Khristal Gooding, Teacher/AIT; Cristina Scheck, | Instructional Rounds Observation Form to debrief and | Kenneth Williams, Principal; Bernard |

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| | possible need planning resources and modeling of instructional delivery of the GRRM with sharing of best practices. | Magnet Lead/AIT; Kimberly Anderson, Lead Counselor/AIT; Angela Bouza-Kaufman, Teacher/AIT, Yonetsy Blanco, Teacher/AIT; Janelle Pena, Test Chair/AIT; | provide feedback with teacher. | Johnson, AP; Ricardo Blanco, AP; |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Provide feedback to teachers. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; | Instructional Rounds Observation Form to debrief and provide feedback with teacher. | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; Corresponding administrators for their respective departments. |
| Start: Mon, Feb 1 End: Fri, Jun 4 | Ensure the dissemination of the annual School Climate Surveys made available for staff with an informal discussion and poll on the top three or five pedagogy practices incorporated in the SIP for next year. | Kimberly Anderson, Lead Counselor/AIT; Laura Ortiz, Professional Development Liaison; Angela Bouza-Kaufman, Teacher/AIT, | Poll results from Zoom meeting | Kenneth Williams, Principal; Bernard Johnson, AP; Ricardo Blanco, AP; |

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 both Schoolhouse and My School Online (MSO), Robert Morgan will conduct virtual and physical walkthroughs by the Leadership Team and AIT's (Administrators in Training) ensuring lesson plans, data analysis, and instructional delivery are aligned. Teachers are encouraged to administer and analyze District based diagnostic and formative assessments to continually determine student learning for real-time micro-interventions that can prevent further gaps. The results are used to ensure students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary. Especially critical, teachers are strongly encouraged and guided on prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly.

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, Robert Morgan has purchased iXL and Albert iO to provide targeted,

standards-based lessons for differentiated, small-group, and/or individualized instruction. iXL is used for Algebra, Geometry, ELA & Reading while Albert iO is utilized by AP teachers but has also been made available for all teachers. Teachers will continue assessing students using formative assessment tools i.e. Topic Assessments and Mini-Benchmark Assessments to further inform instruction and/or remediation. In addition Robert Morgan will implement targeted SAT & ACT boot camps from beginning in April until May 5th for students in need of a Reading & Mathematics concordant score.

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.

Robert Morgan has been utilizing after school tutoring programs since October 2020 to provided Extended Learning Opportunities and will continue to do so until testing begins in late April early May. To further mitigate the learning losses due to Covid19 pandemic conditions, tutoring availability was doubled from one hour per day for each core subject to 2 hours per day for each core (ELA, Writing, Math, Biology, and US History). Robert Morgan also provides additional tutoring once a week for 2 hours each Wednesday through its National Honor Society students for all subjects and courses.