

Phase II

Action Planning

Consensus – Define – Implement

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

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.

Implementation Steps Requirements:

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

Quarter 1 Implementation

August 31 – October 16, 2020

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fl DOE.org) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 2 – December 18, 2020

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE

Quarter 1 Implementation

(August 31 – October 16, 2020)

School Culture Outcome Statement

If we successfully implement the Sustained Practice and Primary/Secondary Essential Practices, we will have a robust school culture that will elevate student achievement, improve student and staff attendance, and increase shared vision amongst all stake-holders.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

During faculty meetings and teacher planning days, team building activities that identify the school's vision/mission will be implemented to create a culture that makes informed decisions based on the school's goals. It is essential that all stakeholders understand and accept the vision and mission of the school. Teachers will share the vision/mission of the school with students virtually so that students can establish ownership. All stakeholders will be involved in developing and implementing a vision/mission that makes a difference in student achievement.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 28 End: Mon, Sept 28	During this teacher planning day, we will implement activities that highlight core values embedded in the vision/mission statements.	Dr. McClain, PD Liaison, Ms. Fluerrisaint, Literacy Coach, Ms. Rush Lissade, Teacher, Ms. Gaskin, Administrator	Team members will secure sign-in sheets, agendas, interactive, and chart papers as evidence for implementation steps. Positive school culture will be evident.	Administrative team will participate in these activities and will contribute to the planning phase of the activities.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will have vision and mission statements visible in their classrooms. Teachers will review statements with students during their introduction and review of rules and procedures. Reviewing of vision/Mission statement will be throughout the year.	Mr. Gibson, Assistant Principal, Mr. Hoskins, Assistant Principal, Mr. Alouidor, Assistant Principal, Ms. Gaskins, Assistant Principal	Teachers will have vision/mission statements visible in their classrooms. Students will be familiar with statements thus yielding an improvement in overall school culture.	Administrative team will look for vision/mission statements during weekly class walk-throughs.
Start: Mon, Aug 31 End: Fri, Oct 16	During morning announcements, staff and students will hear the recital of the mission statement. We will have a student recite it morning.	Ms. Crawford, Activities Director, selected students	Schedule of selected students to recite mission statement.	Ms. Crawford and Administrative Team
Start: Mon, Aug 31 End: Fri, Oct 16	During selected common planning and department meetings, coaches and department heads will incorporate vision/mission engagement activities.	Ms. Fluerrisaint, Literacy Coach, Ms. Davis, Literacy Coach	Team members will secure sign-in sheets, agendas, and interactive chart papers as evidence for implementation steps. Positive school culture will be evident.	Administrative team and Academic Coaches

Primary Essential Practice

Team Building Activities

Priority Actions for the Primary Essential Practice

When faculty members laugh and learn together, it promotes unity! Team building activities will be embedded in every faculty, department, and collaborative planning meeting to build a culture of unity with faculty. Each activity will be highly relevant to specific issues and struggles that teachers deal with every day. At the end of the session, faculty members will debrief to make connections so they are able to turn-key strategies and lessons school-wide.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 22 End: Tue, Sept 22	During faculty meeting, Staff Bingo will be played to encourage staff to get to know each other and share facts.	Dr. McClain, PD Liaison, Ms. Fluerrisaint, Literacy Coach, Ms. Rush Lissade, Teacher, Ms. Gaskin, Administrator	Team members will secure sign-in sheets and agendas as evidence for implementation steps. Teachers will get to know one another and collaborate with ease. Positive school culture will be evident.	PLST Team administrators will monitor engagement
Start: Tue, Oct 13 End: Tue, Oct 13	During selected faculty meetings, the staff will be engaged in activities that build culture and collaboration. Teachers will participate in an activity called "Choose your words wisely."	Dr. McClain, PD Liaison, Ms. Fluerrisaint, Literacy Coach, Ms. Rush Lissade, Teacher, Ms. Gaskin, Administrator	Team members will secure sign-in sheets, agendas, interactive, and chart papers as evidence for implementation steps. Positive school culture will be evident.	PLST Team administrators will monitor engagement
Start: Mon, Sept 28 End: Mon, Sept 28	During selected teacher planning days, the PLST team will implement team building activities such as a department scavenger - hunt.	Dr. McClain, PD Liaison, Ms. Fluerrisaint, Literacy Coach, Ms. Rush Lissade, Teacher, Ms. Gaskin, Administrator	Teachers will collaborate more which yields to more interaction. This will promote a positive school culture.	PLST Team administrators will monitor engagement
Start: Mon, Aug 31 End: Fri, Oct 16	Staff birthday celebration according to departments.	Department Heads	Birthday celebration will promote staff recognition and encourage positive staff relationships.	Administrators will monitor and participate

Secondary Essential Practice

Staff-Student Connections

Priority Actions for the Secondary Essential Practice

Teachers will be encouraged to join grade-level teams with grade-level sponsors to implement incentives and culture-building activities for each grade level. The administration will encourage faculty and staff to greet students at their doors during the changing of classes and teachers will utilize homeroom to check-in on student's

overall well-being. Additionally, throughout the course of the school year, opportunities will be provided to faculty and staff to connect with students through school-wide activities and lastly, the adults in the building will publicize information geared towards student's social-emotional well being through various modes of communication and advertisement.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Birthday shout-outs will be made during the announcements for staff and students.	Activities director and administrative team.	This acknowledgment will increase school-wide morale and cultivate a positive school culture.	Administrative team will monitor Via DSIS to keep up to date with birth-dates
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will be encouraged to join grade-level meetings to collaborate with students regarding activities.	Activities director and administrative team.	Teacher-student relationships will be strengthened. When these relationships are fostered, school culture is rewired and improved. This positively impacts school-wide academics.	Administrative team will monitor by tracking sign-in sheets and meeting agendas.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will greet students as students enter their class during classroom transition.	Teachers Administrative Team	Expectations will be set at the doors and a sense of community will be established. This will create a positive school culture school-wide. Teachers caught standing at their door will receive recognition during faculty meetings.	Administrative team will monitor as they check their assigned floors during class transition.
Start: Mon, Sept 7 End: Fri, Oct 16	Teachers will implement Social-Emotional Initiatives through various modalities such as journal writing, incorporation of art, and the use of social media to encourage and empower students. Teachers and students will have options to select which method they want to use first. One initiative will be selected and implemented each quarter to ensure they are maximized.	Teachers Administrative Team Activities Director	Developing stronger social/emotional skills improves the academic performance of students. Students will be emotionally fit and well-rounded. Screenshots of social media postings and classroom activities	Administrative team will monitor activities throughout the year.

			will serve as evidence.	
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ACADEMIC PROGRAMS
Quarter 1 Implementation
(August 31 – October 16, 2020)

Academic Programs Outcome Statement

If we successfully implement the Sustained Practice and Primary/Secondary Essential Practices, student academic achievement in our school will increase significantly. As a result of implementing Ongoing Progress Monitoring, Data-Driven Decision Making, and Standard-Based Collaborative Planning with fidelity, learning gains and student proficiency will rise exponentially.

Sustained Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Sustained Essential Practice

When progress monitoring is implemented correctly, students learning is effectuated because they receive appropriate and targeted instruction. Teachers, academic coaches, and the administrative team will continue to identify students who are at-risk academically and implement different instructional strategies to appropriately meet students' needs. Through the results yielded in student performance data, teachers will be able to evaluate the effectiveness of their instruction and adjust appropriately. Teachers and academic coaches will collaborate to create standards-based assessments for content areas that do not have district topic assessments which allow for additional data-points to track and monitor.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Ongoing Progress monitoring will focus on student outcomes. Curriculum-embedded assessments will be used bi-weekly as checkpoints to evaluate student performance and progress.	Content Area Teachers Teacher Leaders	We ensure achievement for every student when we conduct effective ongoing progress monitoring. Data boards will be set in the hallways and classrooms that identify academic progress for students. Students achievement will rise appropriately as teachers adjust instruction based on most recent data.	During weekly administrative and coaches walkthrough, we will use specific look-fors that will guide us when conducting observations and analysis of classroom instruction. Ms. Fleurissant, Literacy Coach Ms. Davis, Literacy Coach, Mr. Lacouty, Principal, Ms. Ruiz, Vice-Principal, Mr. Gibson, Assistant Principal, Mr. Hoskins, Assistant Principal, Mr. Alouidor, Assistant Principal, Ms. Gaskin, Assitant Principal
Start: Mon, Sept 21	Student progress monitoring must be routine in the	Students Content Area Teachers	When student track their own progress, learning gains	Content Area Teachers and Academic Coaches will guide

<p>End: Fri, Oct 16</p>	<p>classrooms. After the first topic assessment, students will learn to first track their own progress. This will be on-going throughout various class room assessments to meet learning goals.</p>	<p>Teacher Leaders</p>	<p>increase. Students will use rubrics to measure their progress on multiple type of assessments. This will yield positive interaction between teacher and students in return providing students with clear direction on how to enhance their learning.</p>	<p>students how to use trackers during small group instruction.</p>
<p>Start: Mon, Sept 28 End: Fri, Oct 16</p>	<p>As a continuum from the previous step, during common planning and planning periods, teachers will evaluate the effectiveness of their own instruction by progress monitoring student performance data.</p>	<p>Content Area Teachers Academic Coaches Administrative Team</p>	<p>If teachers reflect on their own teaching and assess the impact of the instructional strategies they use, they will make more informed instructional decisions. This will be evident in lesson plans and various data points.</p>	<p>Administrators and coaches will appropriate walkthroughs and observations Academic Coaches Administrative Team</p>
<p>Start: Mon, Aug 31 End: Wed, Sept 30</p>	<p>Progress monitoring through virtual environments. Teachers will monitor students' progress by reviewing formal and informal assessments.</p>	<p>Content Area Teachers Academic Coaches Administrative Team</p>	<p>Ensuring online success will be instrumental this school year. Administrators will have immediate access to pull real time data on student learning progression.</p>	<p>Administrative Team will observe virtually and collect real time data</p>

Primary Essential Practice

Data-Driven Decision Making

Priority Actions for the Primary Essential Practice

Academic coaches will collaborate with teachers and ensure that teachers review data from text-based assessments, topic assessments, and in-class assignment performance to implement data-driven decisions that support standards-based instruction. We will continue to collaborate and share best practices during common planning, department, and curriculum council meeting.

<p>Implementation Date(s)</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>

<p>Start: Mon, Oct 5 End: Fri, Oct 9</p>	<p>During selected department meetings or collaborative plannings, academic coaches will facilitate a PD that guides teachers on how to access and dis-aggregate data. Teachers will also learn how target specific data points from Performance Matters.</p>	<p>Academic Coaches Administrators Teacher Leaders</p>	<p>Teachers will be able to improve instruction and make data-based decisions. Teachers will feel more confident disaggregating their own data which empowers them holistically thus improving student achievement.</p>	<p>Administrators and Academic Coaches will follow up and assist to ensure information is being used appropriately. The administrator will collect the agenda and utilize the information to observe the implementation of the planned instructional activities. Feedback will be provided.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Data chats focused on standardized test results and district assessments will be ongoing and routine. We will motivate students by preparing for them through: 1. Teacher-student data chats 2. Academic Coach-Teacher data chats 3. Administrative-Teacher Data chats.</p>	<p>Students Content Area Teachers Academic Coaches Administrative Team</p>	<p>There will be framed discourse focused on data use. When students have data conversations, engagement is increased and students take ownership of their learning goals. Leaders and teachers will identify strengths and areas for growth, and strategically implement specific action plans that shift practices.</p>	<p>Administrators and Academic Coaches will conduct classroom walk through.</p>
<p>Start: Mon, Sept 14 End: Mon, Sept 14</p>	<p>Curriculum Council team will meet to Identify and analyze student performance data to ensure the alignment of the standard, curriculum, and instructional program</p>	<p>Administrative Team Academic Coaches Department heads Teacher Leaders</p>	<p>Data is an essential aspect of the school's curriculum and instructional program. Ongoing improvement of the curriculum will provide best practices and boost student achievement. Team members will secure sign-in sheets and agendas as evidence for implementation steps.</p>	<p>1 Administrator will sit on this meeting to monitor this implementation step.</p>

<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Teacher created assessments will be used for content areas that do not have assessments already available for them. Teachers and Academic Coaches will utilize the Item Specs to guide them in creating assessments that measure students' progress based on the depth and assessment limits of the standards. This implementation step will be ongoing to have fresh immediate classroom data and boost students' retention of skills and concepts.</p>	<p>Content Area Teachers Academic Coaches</p>	<p>Well-designed mini-assessments promote student engagement and active learning. Teachers will have ongoing, fresh, immediate data ready for them to shift their instruction accordingly to address any learning deficiencies. In return, heightened student achievement will come to fruition.</p>	<p>Administrators and Academic Coaches will identify goals for the mini assessments and will evaluate the effectiveness of said assessments through data chats, observations, and classroom walkthroughs.</p>
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ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

If you have met expectations with all subgroup(s) input n/a in the next two fields.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

N/A

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

N/A

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Secondary Essential Practice

During collaborative planning, academic coaches and teachers will create standards-aligned instruction as well as data-driven instruction by analyzing and disaggregating data. Lessons will be created with standard, concept, or skill at focus to ensure that students are receiving instruction that provides opportunities for them to be exposed to the depth and assessment limits of the target standard. Administrative data chats will be conducted across departments to make sound instructional decisions based on the most recent data.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence (What evidence would demonstrate	Monitoring (How and Who?)
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		(First & last name, position)	the Implementation Step was successfully executed?)	
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>The academic coaches and teachers will create Standard Based Essential Questions that guide students and provide a path for understanding the focus lesson.</p>	<p>Content Area Teachers Academic Coaches Administrators</p>	<p>Students are afforded a sense of direction, purpose, and relevance when there is a well-crafted essential question. Students will be able to develop critical thinking skills and higher-order thinking.</p>	<p>Administrators of specific departments will participate in scheduled common planning. The administrator will collect the agenda and utilize the information to observe the implementation of the planned instructional activities. Feedback will be provided.</p>
<p>Start: Mon, Sept 14 End: Fri, Sept 18</p>	<p>Once a week during collaborative planning, academic coaches will establish a system that allows teachers to have lesson plan reviews. Teachers will first review a specific rubric that will measure the criterion for a well-planned lesson. This implementation step will provide opportunities for teachers to reflect, evaluate, and amend lesson plans appropriately.</p>	<p>Content Area Teachers Academic Coaches Administrators</p>	<p>A great lesson plan makes a confident teacher. During common planning, teachers will have engaged conversations that will guide them in creating lesson plans that meet set objectives and goals.</p>	<p>Administrators of specific departments will participate in scheduled common planning. The administrator will collect the agenda and utilize the information to observe the implementation of the planned instructional activities. Feedback will be provided.</p>
<p>Start: Mon, Sept 21 End: Fri, Sept 25</p>	<p>During selected common plannings, teachers will participate in a collaborative student work analysis. Teachers will have the opportunity to analyze students' work to gain information about students' understanding of concepts and skills and enable them to make instructional decisions for the improvement of student achievement. The first step in this phase is to introduce teachers to</p>	<p>Content Area Teachers Academic Coaches Administrators</p>	<p>A salient benefit of analyzing student work is the improvement of student learning. Students improve learning when their teachers understand their students' strengths regarding specific knowledge</p>	<p>Administrators of specific departments will participate in scheduled common planning. The administrator will collect the agenda and utilize the</p>

	specific protocols. These protocols will guide teachers so they can effectively discuss and analyze student work.		and skills, the learning needs as it pertains to knowledge and skills, and students' sufficient background knowledge to grasp and process different approaches to learning.	information to observe the implementation of the planned instructional activities. Feedback will be provided.
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	Once a week during common planning, teachers will participate in "Educator's Corner." A space for teachers to share best practices.	Content Area Teachers Academic Coaches Administrators	The collaborative Planning agenda will display the teacher which will be featured in the "Educator's Corner." Teachers will engage in discussions about best practices and how they can use it in their classrooms. Shared practices will be used across departments.	Administrators of specific departments will participate in scheduled common planning. The administrator will collect the agenda and utilize the information to observe the implementation of the planned instructional activities. Feedback will be provided.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).

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

School Culture Outcome Statement

Sustained Essential Practice