

## 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](http://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 our sustained essential practice of instructional support/building teacher capacity, then teachers willingness to embrace changes that will strengthen their teaching practices will increase. If we successfully implement our primary essential practice of increasing student engagement, then students participation and attitudes regarding learning will improve. If we successfully implement our secondary essential practice of increasing administrative feedback, then more teachers will feel acknowledged, supported, and will embrace a growth mindset school culture.

## Sustained Essential Practice

Instructional Support/Building Teacher Capacity

### Priority Actions for the Sustained Essential Practice

The School Leadership Team will support the effective use of school and district support personnel to provide professional development and build teacher capacity through coaching cycles, collaborative planning, and increased opportunities for teachers to reflect on their own practices.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct coaching cycles to provide support and build teacher capacity.	Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Professional development (agendas and sign-in sheets) and support records (coaches log/notes) will be used to demonstrate that support has been provided. These records will be used to determine specific teacher needs and the allocation of support.	Coaching Calendar/Log; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide opportunities for sharing of best practices/strategies during planning sessions and faculty meetings.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Lesson plans will be used to demonstrate that content from planning sessions are being incorporated during planning lesson delivery. Student artifacts will also serve to demonstrate that teachers are incorporating ideas shared during collaborative planning sessions.	Classroom walkthroughs and observations; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Develop a professional development calendar which addresses targeted areas of need.	Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Professional development evaluation records will be used to collect feedback regarding the efficacy of the professional development.	PD agendas, sign-in sheets, classroom walk-through; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Facilitate job-embedded professional development (i.e. learning walks/teacher-directed observations).	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Professional development evaluation records will be used to collect feedback regarding the efficacy of the professional development.	PD Evaluations; Clidia Gonzalez, PD Liaison; Anailene Marban, Assistant Principal

## Primary Essential Practice

### Student Engagement

#### Priority Actions for the Primary Essential Practice

The School Leadership Team will support increased student engagement through social emotional learning strategies, building teacher-student connections, and planning for engaging lessons.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Employ morning meetings to promote a culture of positivity, encouragement, and excitement for learning.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Attendance records and student surveys will be used to monitor efficacy of morning meetings.	Attendance Records, Student Surveys ; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement attendance intervention strategies to monitor, support, and enhance participation in distance learning.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Attendance records will be used to monitor the effectiveness of attendance intervention strategies.	Attendance Records; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Incorporate “Student of the Week” and “Birthday Shout Outs” to acknowledge students and build positive relationships in the classroom.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Nomination records as well as walkthroughs and observations will be used to monitor that students are being acknowledged.	Nomination Records, Walkthrough Observations; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Integrate social emotional learning through mindfulness to promote motivation and engagement.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach	Lesson plans, classroom artifacts, and classroom walkthroughs will be used to monitor incorporation of social emotional engagement strategies.	Lesson Plans, student artifacts, walkthrough Observations; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

## Secondary Essential Practice

### Administrative Feedback

### Priority Actions for the Secondary Essential Practice

The School Leadership Team will support increased administrative feedback and support to improve practices through formal and informal observations and walkthroughs, celebrating successes, and utilizing feedback to build a growth mindset school culture.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Develop a walkthrough calendar schedule to ensure consistency of daily classroom visits.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal	Dated observer notes from scheduled walkthroughs will be used to monitor frequency of visits.	Walkthrough Calendar; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Reimagine the walkthrough process to incorporate strategies that promote a growth mindset school culture.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal	An administrative walkthrough protocol with targeted feedback will be used to promote reflection and a growth mindset culture.	Walkthrough Calendar; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide feedback following informal walkthroughs/observations as appropriate utilizing a tangible feedback protocol.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal	A tangible protocol will be used to monitor that consistent feedback is provided.	Walkthrough Calendar; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Build a positive school climate by acknowledging teacher efforts/successes and encouraging an open dialogue.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal	A tangible protocol will be used to monitor that consistent feedback is provided. That protocol will acknowledge something positive and an observer wondering.	Walkthrough Calendar; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

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

#### Academic Programs Outcome Statement

If we successfully implement or sustained essential practice of standards-aligned instruction in mathematics and science, then student achievement in mathematics and science will increase. If we successfully implement our primary essential practice of enhancing foundational skills instruction in reading, then fluency in reading will improve. If we successfully implement our secondary essential practice of goal oriented learning through

ongoing progress monitoring of reading, then the achievement gap will be decreased through the early identification and remediation of skills.

### Sustained Essential Practice

Standards-Aligned Instruction

#### Priority Actions for the Sustained Essential Practice

The School Leadership Team will continue to support standards-based instruction in Mathematics and Science, sharing of best practices, and planning for hands-on lessons to support understanding of concept.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Administer a baseline assessment in mathematics to determine a students' instructional needs and plan for remediation and support.	Danita Woods-Dominguez, Math Coach	Performance Matters reports will be used to monitor that baseline assessments were administered and completed by all students.	Performance Matters Reports; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct math facts drills to increase fluency in grades K-5.	Danita Woods Dominguez, Math Coach; Classroom Teachers	Mathematics lesson plans and classroom walkthroughs will be used to monitor that math fact fluency drills are being conducted.	Lesson Plans; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Integrate instructional strategies that build conceptual understanding and procedural skills.	Danita Woods Dominguez, Math Coach; Classroom Teachers	Mathematics lesson plans and classroom walkthroughs will be used to monitor that instructional strategies facilitate understanding of concept and provide multiple opportunities to practice the process.	Lesson Plans; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Incorporate mathematics journals as an instructional practice to respond to higher level questions and solve mathematics problems.	Danita Woods Dominguez, Math Coach; Classroom Teachers	Classroom walkthroughs and student artifacts will be used to monitor the incorporation of math journals as an instructional practice.	Walkthrough Records; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

### Primary Essential Practice

Foundational Skills Instruction

### Priority Actions for the Primary Essential Practice

The School Leadership Team will support foundational skills instruction in the primary grades through professional development in phonics instruction, effective utilization of instructional resources, and ongoing progress monitoring of basic skills acquisition.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Administer an informal reading inventory in the primary grades to determine a students' reading instructional needs and plan for remediation and support.	Clidia Gonzalez, Reading Coach	Reading Inventory classroom records and student checklists will be used to monitor the administration of these assessments.	Reading Inventory Records and Reports; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct monthly oral reading fluency assessments to monitor progress toward instructional goals.	Clidia Gonzalez, Reading Coach, Classroom Teachers	Lesson plans, oral reading fluency records, and student workfolders will be used to monitor the administration of these monthly assessments.	Oral Reading Fluency Records and Reports; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Develop a checklist of grade level specific foundational skills to be acquired each quarter and utilize to evaluate current performance and focus on improving skills.	Clidia Gonzalez, Reading Coach	Reading Inventory classroom records and student checklists will be used to monitor the administration of these assessments. These records will be reviewed and discussed during data conversations with teachers.	Data Chat Records and Reports; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Hold data conversations to discuss quarterly instructional goals and students' progress.	Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach	A data chat schedule as well as classroom/student data will be used to guide and monitor students' progress.	Data Chat Schedule, Classroom data, Student data; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal

### 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).**

Our ESE and ESOL students did not reach the 41% threshold.

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

School-wide improvement priorities for these identified subgroups will include the implementation of an ESE resource class in grades 2-5 to provide more intensive support for student with academic difficulties and the implementation of an ESOL and CCHL resource class in grades 2-5 to provide our English language learners with more intensive foundational skills and language acquisition support.

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

Goal Oriented Learning

### Priority Actions for the Secondary Essential Practice

The School Leadership Team will support ongoing progress monitoring through the administration of reading inventories, differentiated instructional strategies to support diverse learner needs, and goal oriented learning.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide systematic instruction in phonological awareness, and phonics to accelerate students' reading development in grades Pre-K thru second. (Heggerty Phonemic Awareness Program)	Clidia Gonzalez, Reading Coach; Classroom Teachers	Lessons plans, classroom observations, and student artifacts will be used to monitor that instruction in phonological awareness and phonics is being provided.	Lesson Plans, Classroom Observations; Tangela D. Goa, Principal; Anilene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide explicit instruction in word meanings and word-learning strategies. (Sadlier Vocabulary Workshop)	Clidia Gonzalez, Reading Coach; Classroom Teachers	Lessons plans, classroom observations, and student artifacts will be used to monitor that vocabulary instruction is being provided.	Lesson Plans, Classroom Observations; Tangela D. Goa, Principal; Anilene Marban, Assistant Principal
<b>Start:</b> Mon, Aug 31	Incorporate instructional strategies such as read-a-louds	Clidia Gonzalez,	Lessons plans, classroom observations and assessment	Lesson Plans, Classroom



<p><b>End:</b> Fri, Oct 16</p>	<p>and sight word recognition that improve reading fluency in grades K-5.</p>	<p>Reading Coach; Classroom Teachers</p>	<p>records will be used to monitor that reading fluency checks are occurring monthly.</p>	<p>Observations; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Promote the use of VAKT multi-sensory and mnemonic strategies boost students recall of important information.</p>	<p>Clidia Gonzalez, Reading Coach</p>	<p>Lessons plans and classroom walkthroughs will be utilized to monitor the incorporation of multi-sensory and mnemonic strategies are being incorporated to boost memory and recall.</p>	<p>Lesson Plans, Classroom Observations; Tangela D. Goa, Principal; Anailene Marban, Assistant Principal</p>

## 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

#### Priority Actions for the Sustained Essential Practice