

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 primary essential practice of Family Engagement through school supported educational events for families and students, secondary practice of Staff-Student Connections through school incentives and student engagement, and the sustained essential practice of Communicate with Stakeholders through social media and other modes of communication, then our school culture will be positively impacted.

Sustained Essential Practice

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

Modes of communicating with parents will be monitored frequently. Daily communication tools utilized by teachers such as Bloomz, Class Dojo, Remind, MS-Teams and Edmodo will be promoted through the school year. Use of social media and the school website will be consistently utilized to ensure all stakeholders are informed of all events occurring at the school site.

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	Teachers will schedule Zoom meetings with guardians prior to the opening of Virtual School to ensure guardians of students are informed of the MSO platform and how it is utilized to deliver instruction.	Monica Maza, Assistant Principal	As a result of the different activities with guardians, parents will feel more informed and welcome to the school site. They will be apprised of the MSO platform and the expectations.	Teachers and the Media Center Clerk will maintain logs of Zoom Meetings, Administration will maintain grade level agendas, welcome letters and powerpoint presentations for Zoom Meetings with guardians to ensure all information is common and accurate..
Start: Mon, Aug 31 End: Fri, Oct 16	Ensure that all modes of communication with parents/guardians takes place throughout the school year via School Messenger messages, social media accounts and the school website reminding guardians of school events and Virtual School expectations and apprising them of school progress.	Monica Maza, Assistant Principal	As a result of using the School Messenger platform, the school social media accounts and the school website, we will effectively communicate current information with stakeholders.	Administrators will monitor reports use of School Messenger platform. Social media accounts and school website will be monitored as well.
Start: Mon, Aug 31 End: Fri, Oct 16	Schedule monthly faculty meetings to share best practices regarding communication formats utilized by teachers to inform families of pertinent school-wide and grade level information.	Prudence Hill, Principal	As a result of shared best practices, teachers will be empowered to utilize formats that best fit their instructional style.	Administrators will maintain faculty meeting agendas and copies of presentations will be maintained.

Start: Mon, Aug 31 End: Fri, Oct 16	Schedule the school's Virtual Open House during the first week of and offer grade level breakout sessions.	Prudence Hill, Principal Monica Maza, Assistant Principal	As a result of the Virtual Open House, all stakeholders will experience and be apprised of virtual expectations for the 2020-2021 school year.	Administrative pop-ins to zoom meetings will evidence commonalities within classroom communications and instruction.
--	--	--	--	--

Primary Essential Practice

Family Engagement

Priority Actions for the Primary Essential Practice

In order to ensure the school site builds capacity for teacher leadership, several grade level and faculty wide activities will take place throughout the school year. Activities will include planning sessions, curriculum boosts across curriculum and opportunities for faculty to share best practices.

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	Schedule weekly common planning sessions with the Literacy Coach to ensure teachers are informed of curricular requirements and strategies for students in the area of reading.	Monica Maza, Assistant Principal Maria Uceta, Literacy Coach	As a result of scheduled weekly ELA common planning sessions, all required lessons planned for students will demonstrate commonalities that support student learning.	Weekly administrative (live or virtual) walk-throughs will evidence commonalities within the classroom.
Start: Mon, Aug 31 End: Fri, Oct 16	A list of "Look Fors" will be created during a scheduled quarterly collaborative planning session facilitated by mentor teachers for administrators to utilize during Administrative Walk-Throughs.	Tangela Henry, 5th Grade Math Teacher Denise Franklyn, 5th Grade ELA teacher.	As a result of the "Look Fors" teachers will be more cognizant of the vision created by the school for instructional delivery.	A word document of "Look-fors" in the area of Math and Reading will be created by teachers and the Literacy Coach during collaborative planning and submitted to the administration.
Start: Mon, Aug 31 End: Fri, Oct 16	Scheduled monthly faculty meetings will be assigned to grade levels to share best practices and plan curriculum boosts across curriculum subjects.	Prudence Hill, Principal Monica Maza, Assistant Principal	As a result of shared best practices, teachers will feel empowered to utilize these practices across all curricular subjects.	Best practices discussed/presented during faculty meetings should be evident during administrative walk-throughs.

Start: Mon, Aug 31 End: Fri, Oct 16	Highlight instructional staff utilizing innovative strategies to communicate with parents on a monthly basis.	Prudence Hill, Principal Monica Maza, Assistant Principal	As a result of highlighting instructional staff utilizing innovative strategies for communicating with parents, all faculty will be apprised of new techniques.	Administration will highlight innovative communication modes used by teachers.
--	---	--	---	--

Secondary Essential Practice

Staff-Student Connections

Priority Actions for the Secondary Essential Practice

In light of the current pandemic, faculty and staff will embrace staff-student connections to ensure the social and emotional status of all students. Frequent monitoring and support from the school counselor and teachers will ensure students and staff make appropriate connections that will support healthy academic growth.

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	Teachers will identify students in need of mentoring to match with staff members on a quarterly or as needed basis.	Jamal King, Counselor	As a result of identifying students in need of mentoring, quarterly opportunities for students and their mentors to make connections will be used to highlight positive events in the school.	Virtual events to make connections will be completed and monitored by the school counselor.
Start: Mon, Aug 31 End: Fri, Oct 16	Schedule monthly opportunities for staff and identified students in need of mentorship to make connections.	Jamal King, Counselor	As a result of scheduled mentorship connections, monthly themed opportunities for students and their mentors to meet will highlight a core value.	Students in need of mentorship will be monitored via their academic gains and attendance by teachers and the school counselor.
Start: Mon, Aug 31 End: Fri, Oct 16	Schedule quarterly "Seussical Celebrations" events that highlight student attendance during virtual learning.	Maria Uceta, Literacy Coach Monica Maza, Assistant Principal	As a result of scheduling "Seussical Celebrations", quarterly celebrations will be attended virtually by students that have 100% attendance during each grading period.	Attendance will be monitored daily through the attendance roster by teachers and the Attendance Clerk.
Start: Mon, Aug 31	Schedule weekly class counseling	Prudence Hill,	As a result of scheduling weekly counseling sessions in all grade	The school counselor will monitor the needs

End: Fri, Oct 16	sessions in all grade levels that focus on addressing student emotional and mental needs.	Principal Monica Maza, Assistant Principal Jamal King, Counselor	levels, An in-house survey developed by the counselor will be provided to students and results will be analyzed to determine needs of students and what to focus on during counseling sessions.	of students via survey results and make adjustments to his counseling sessions dependent on results of the survey.
-------------------------	---	--	---	--

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

Academic Programs Outcome Statement

If we successfully implement the primary essential practice of Technology Integration through technology supported instruction, the secondary essential practice of Student Engagement through student accountable data chats and the sustained essential practice of Data-Driven Instruction through analyzed student data, then our academic programs will be positively impacted.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

The leadership team will monitor I-Ready Diagnostic Assessment results, Topic Assessment data in mathematics and science and biweekly assessments in reading to ensure instruction is focused on student needs. Teachers will review data with the leadership team during data chats on a biweekly basis.

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	Administer I-Ready AP1 for all grade levels and review results during the third week of school.	Maria Uceta, Literacy Coach Monica Maza, Assistant Principal Prudence Hill, Principal	As a result of administering the I-Ready AP1 Diagnostic, the Leadership Team alongside teachers will conduct data chat meetings to determine a plan of action for Math and ELA for students demonstrating Tier 3 need.	Prudence Hill, Principal and Monica Maza, Assistant Principal will collect AP1 i-Ready results and analyze results to determine intervention needs at the school site.
Start: Mon, Aug 31 End: Fri, Oct 16	Administer Science Baseline Assessment for grades Kindergarten through Fifth Grade and review results.	Prudence Hill, Principal Monica Maza, Assistant Principal	As a result of administering the Science Baseline Assessment, teachers of science will create a targeted plan for science standards and	Administrative walk-throughs should evidence alignment in grades K-5th science standards. Commonalities

		Maria Uceta, Literacy Coach	focus areas of instructional need.	throughout the grade levels will be evident.
Start: Mon, Aug 31 End: Fri, Oct 16	Leadership Team Walk-throughs will take place weekly to look for data that is driving instruction.	Prudence Hill, Principal Monica Maza, Assistant Principal Maria Uceta, Literacy Coach	As a result of Leadership Team Walk-Throughs, targeted "Look Fors" such as use of assessment data to determine student needs will be evident.	Administrative walk-throughs should evidence alignment in grades K-5th on DI boards, Focus Boards, Word Walls. Commonalities throughout the classes will be evident.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers of reading and language arts will create a bi-weekly targeted plan for differentiated instruction and interventions for areas of instructional need from the results of pre-assessment data, ie. the bi-weekly e-assessment and AP1 i-Ready Diagnostics.	Prudence Hill, Principal Monica Maza, Assistant Principal Maria Uceta, Literacy Coach	As a result of creating bi-weekly targeted plans for differentiated instruction and interventions, commonalities throughout the classes will be evident with DI boards, Focus Boards and Word Walls.	Leadership Team Walk-throughs will take place monthly to ensure reading and language arts commonalities are evident in grade levels.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

Faculty and staff will consistently utilize the My School Online virtual learning tool along with technology practices that enhance communication and learning for students. Teachers will embrace Nearpod, Flip Grid and other technology offered by the district to integrate technology in student learning.

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	The Leadership Team will develop a needs assessment survey on which technology tools teachers would like to receive training on.	Raquel Hernandez, Digital Instructional Leader	As a result of the needs assessment, results of the survey will be analyzed and a plan of action to incorporate the technology of choice into the MSO	Results will direct the Leadership Team as to how to proceed to support teachers and students.

			platform will be developed.	
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Schedule monthly "Technology Best Practices" meetings to highlight what teachers are utilizing to support their platform.</p>	<p>Monica Maza, Assistant Principal Maria Uceta, Literacy Coach</p>	<p>As a result of the monthly meetings, in-house experts in certain technology tools will share their best practices. Teachers will be asked to use the tool and plan for its use at least once during the 9 week period.</p>	<p>Administrative walk-throughs will evidence use of the best practice.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Schedule a quarterly Nearpod/Flip Grid/MS-Teams training for teachers during faculty meeting.</p>	<p>Raquel Hernandez, Digital Instructional Leader</p>	<p>As a result of the quarterly training for teachers, teacher participation in the training and evidence of technology use in their virtual classrooms during content areas will be demonstrated.</p>	<p>Leadership Team Walk-throughs will take place weekly. Prudence Hill, Principal Monica Maza, Assistant Principal , Maria Uceta, Literacy Coach</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Literacy Coach will create a one stop Resource link for all teachers that will utilize hyperlinks to curriculum areas on the Curriculum Resources site. It will be posted on Microsoft Teams for teacher use and will be updated on an as needed basis throughout the 2020-2021 school year.</p>	<p>Maria Uceta, Literacy Coach</p>	<p>As a result of the Literacy Coach creating the one stop resource for teachers, teachers will feel empowered to utilize the technology resources offered by the district.</p>	<p>Leadership Team Walk-throughs will take place weekly to observe evidence of use of the one stop Resource link. Prudence Hill, Principal Monica Maza, Assistant Principal , Maria Uceta, Literacy Coach</p>

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).

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

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

Student Engagement

Priority Actions for the Secondary Essential Practice

Teachers and administration will offer rewards and incentives to maintain student motivation and engaged in learning. Students will be able to earn Seussical points to join virtual celebrations for meeting goals in attendance, academics and general behavior directed by the Values Matter core values supported by the district.

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	Create an in-house incentive program to earn "Seussical" points for good attendance habits, good behavior and academic gains on a quarterly basis.	Monica Maza, Assistant Principal Jamal King, Counselor Maria Uceta, Literacy Coach	As a result of the incentive program, completion of the incentive program will be shared with all faculty and staff members. Students will be able to participate in quarterly virtual celebrations once they have earned the appropriate number of "Seussical" points.	Administration will monitor the incentive program and schedule the quarterly virtual celebrations.
Start: Mon, Aug 31 End: Fri, Oct 16	Students with significant gains in Reading bi-weekly assessments will be highlighted on announcements on the K12 platform.	Maria Uceta, Literacy Coach Monica Maza, Assistant Principal	As a result of student gains in Reading biweekly assessments, school announcements on the K12 platform will highlight students making significant academic gains in reading.	Administration will recognize student efforts when visiting virtual classrooms through the MSO platform.
Start: Mon, Aug 31	Students scoring 70% and above in Math and Science Topic assessments will be	Monica Maza,	As a result of students scoring 70% and above in Math and Science Topic Assessments,	Administration will recognize student efforts

<p>End: Fri, Oct 16</p>	<p>highlighted on announcements on the K12 platform. Recognition will be completed quarterly for Science and as needed for Topic Assessments in Math.</p>	<p>Assistant Principal</p>	<p>announcements posted on the K12 platform will celebrate student successes.</p>	<p>when visiting virtual classrooms through the MSO platform.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Classes with perfect attendance for ten consecutive days will receive a virtual shout out on the school website throughout the 2020-2021 school year.</p>	<p>Matthew Mpogiatzis, Media Clerk Monica Maza, Assistant Principal</p>	<p>As a result of identifying classes with perfect attendance, virtual shout outs on the school website will recognize classes with ten consecutive days of perfect attendance throughout the 2020-2021 school year.</p>	<p>Administration will monitor website activity for attendance shout outs.</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