

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 our Rewards/Incentives, Social Emotional Learning and Promoting Growth Mindset Essential Practices for our school culture, then we will be able to maintain a healthy, positive and productive environment for our students, faculty and community.

Sustained Essential Practice

Rewards/Incentives

Priority Actions for the Sustained Essential Practice

In order to make school interesting and important we will incorporate several initiative to improve attendance and behavior.

| 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?) |
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| Start: Mon, Aug 31 End: Fri, Oct 16 | Celebrate and acknowledge employee of the month during our faculty meeting. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal. | If the implementation steps are completed, then during the faculty meeting of the month, the administration will celebrate the employee of the month. They will receive a paper or electronic certificate, have the honor of displaying physically or virtually our Mustang statue in their classroom, and be featured on our social media pages. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; will review teacher submissions and present during faculty meetings. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Develop a protocol for "Shouts Outs" to praise students making positive achievements through PA Announcements and social media. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director; classroom teachers. | If the implementations steps are completed, then student shout outs will reward students with good behavior and or attendance with recognition and praise. This will promote a positive school climate. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director, monitor shout out submissions, announcements and social media posts. |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Host quarterly Perfect attendance awards assembly. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director. | If the implementation steps are completed, then as a result of the quarterly perfect attendance awards assembly, there should be a decrease in the student absences as evidenced by the daily attendance bulletin. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director monitor implementation by keeping records of the number of students engaged in special activities. |

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| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Students will be rewarded with virtual/physical dress down days when they meet iReady and Mathia goals.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Dontricia Jones, Literacy Transformation Coach; Stevie Peacock Literacy Transformation Coach; Barbara Frost Math Transformation Coach; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director.</p> | <p>If the implementation steps are completed, then student participation and mastery of District programs will increase as evidenced by program reports.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Dontricia Jones, Literacy Transformation Coach; Stevie Peacock Literacy Transformation Coach; Barbara Frost Math Transformation Coach; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director, will monitor data from District programs to identify students, and ensure students are rewarded on a timely manner.</p> |
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Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

Students will learn how to effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. School wide announcements, social media and teacher infused lessons will be implemented to reinforce Social Emotional Learning.

| <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> |
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| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Announcements will be made on a regular basis to remind students that they are in a safe and positive learning environment and appreciated.</p> | <p>Classroom teachers; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director</p> | <p>If the implementation steps are completed, then copies of morning, afternoon and virtual announcements, social media posts, etc will reflect acknowledgement of positive learning reminders and appreciation statements.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director, monitor PA announcements and social media posts.</p> |
| <p>Start: Mon, Aug 31</p> | <p>Faculty and staff will nominate students for the</p> | <p>Classroom teachers;</p> | <p>If the implementation steps are completed,</p> | <p>David Ladd, Principal; Madeline Meiklejohn,</p> |

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| <p>End: Fri, Oct 16</p> | <p>"Do the Right Thing" (DTRT) Program.</p> | <p>Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director</p> | <p>then nomination for DTRT students will reflect why students are nominated and will be shared through our in virtual platform and in school announcements as well as social media to increase positive student behavior.</p> | <p>Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>The school will include a monthly focus on one of the nine core values for the Values Matter Miami through bulletin boards/social media posts dedicated to monthly core values, virtual/PA announcements, and student incentives should be evident. Teachers can incorporate the monthly value into assignments.</p> | <p>Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director</p> | <p>If the implementation steps are completed, then there would be evidence of students beginning to reference the core values as well as being incorporated within teacher lesson plans.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director. Counselor will rotate bulletin board theme to reflect monthly value.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Host quarterly video conferencing platform or in-house reward celebrations (Ice Cream Social, Honor Roll assembly, etc) which will make students believe they can succeed in achieving academic outcomes.</p> | <p>Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director</p> | <p>If the implementation steps are completed, then there would be an increase in the number of students being recognized for Honor Roll, iReady participation, and allowed to participate in other school activities.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; Tangela Ramos, Activities Director monitor implementation by keeping records of the number of students engaged in special activities.</p> |

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions for the Secondary Essential Practice

The school will align annual activities and professional development to include and incorporate strategies that support an increase in Growth Mindset which empowers student learning and engagement.

| <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> |
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| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>Grade level chairs will share with teacher professional articles, research and tips on how to develop a growth mindset during weekly grade level meetings.</p> | <p>Grade Level Chairs; Kamesha Knox, Damali Narcisse, Nicole Bond; Tonjeria Hammond, Counselor;</p> | <p>If the implementation steps are completed, then evidence will include weekly meeting agendas and teacher lesson plans that implement growth mindset activities.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tonjeria Hammond, School Counselor; will review meeting agendas, articles and lesson plans.</p> |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>Faculty and staff will promote student activities such as clubs/sports in order to encourage social interaction and enrichment among students.</p> | <p>Tangela Ramos, Activities Director/Athletic Director; Club Sponsors; Athletic Coaches, Classroom Teachers.</p> | <p>If the implementation steps are completed, then promotions for the clubs/sports will be in the form of PA Announcements, flyers, social media and class announcements. An increase in participation in clubs and sports and a sense of belonging.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; Tangela Ramos, Activities/Athletic Director; will monitor club and sport participation during weekly Leadership meetings.</p> |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>Teachers will provide daily constructive feedback to ensure students know how they are performing and opportunities for improvement and academic growth.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant principal;</p> | <p>If the implementation steps are completed, then students' work will contain specific, corrective feedback, as well as teachers' oral and constructive feedback shall be evident during classroom walkthroughs. This will empower students to take ownership of their learning.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; will conduct walk-throughs and review student work folders.</p> |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>Teachers will conduct regular data chats. The students will learn how to analyze their data and set goals for their academic growth.</p> | <p>Classroom teachers, Dontricia Jones, Transformation reading Coach; Stevie Peacock, Transformation Reading Coach; Barbara Frost, Transformation Math Coach, David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal;</p> | <p>If the implementation steps are completed, then as a result of the teacher-student data chats, students will gain ownership of their data and set goals for their academic professional growth.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; Anthony Simons, Assistant Principal; administrators will conduct classroom walkthroughs to monitor implementation of data chats.</p> |

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

Academic Programs Outcome Statement

If we successfully implement Standards-Based Collaborative Planning, Ongoing Progress Monitoring and Technology Integration Essential Practice in our academic programs, then we will influence students to be accountable for their academic learning while achieving academic growth.

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

The school will incorporate teacher leaders as mentors to collaborate and assist others in developing standards aligned lesson plans and share best practices, in order to achieve sustainable academic results.

| 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?) |
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| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | <p>The Coaches and CSS will work with the English Language Arts (ELA) and Reading department and leadership team to complete a motivation and incentive plan for Collaborative Planning within the ELA and Reading Department. The ELA and Reading coaches will conduct weekly Collaborative Planning with the ELA and Reading teachers, respectively, and teachers will participate in the Collaborative Planning to ensure continuation of effective planning is being conducted. This will drive effective instruction in the class. The ELA and Reading coaches will be providing weekly data updates to administration of Collaborative Planning outcomes/look fors, and direct coaching support where needed for K-12, iReady, and additional assessments where applicable (CommonLit, NewsELA, etc). Intensive Reading teachers will be using data from iReady reports and CommonLit assessments to plan appropriate interventions. ELA teachers will be using data from assessment reports to ensure we are monitoring students who are struggling on specific standards and determine</p> | <p>Stevie Peacock, Reading Transformation Coach, Dontricia Jones, Reading Transformation Coach, Brittney Wong, CSS, Madeline Meiklejohn, Assistant Principal.</p> | <p>If the implementation steps are completed, then Collaborative Planning will be conducted weekly with an agenda, a sign-in sheet and an end product of lesson plans and/or a unit plan for the next week. Evidence of the lessons planned during Collaborative Planning will be visible during virtual and/or physical classroom "walk-throughs" via</p> | <p>David Ladd, Principal, Madeline Meiklejohn, Assistant Principal, Stevie Peacock, Reading Transformation Coach, Dontricia Jones, Reading Transformation Coach, and Brittney Wong, Curriculum Support Specialist, will ensure that evidence of Collaborative Planning and aligned teacher planning is available in order to</p> |

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| | appropriate interventions. ELA and Reading teachers will track and post student mastery. | | student end products, objectives, and questioning. Student groupings will be adjusted based on data report collection. | confirm effective instructional decisions are taking place. Teachers in need of support will receive additional coaching in this area. |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | Coach and CSS will work with the math department and leadership team to complete a motivation and incentive plan for Collaborative Planning within the Mathematics Department. Math Coach will conduct weekly Collaboratory Planning with the Math teachers and teachers will participate in the Collaboratory Planning to ensure continuation of effective planning is being conducted which will drive effective instruction in the class. Math coach will be providing weekly data updates to administration of Collaboratory Planning and direct coaching support where needed for innovative learning platforms, iReady, and Mathematics Assessments. Intensive Math teachers will be using data from iReady reports to plan appropriate interventions. Core math teachers will be using data from assessments reports to ensure we are monitoring students who are struggling on specific standards and determine appropriate interventions. Math teachers will track and post student mastery. | Barbara Frost, Math Transformation Coach, Frederick Davis, CSS, Anthony Simons, Assistant Principal. | If the implementation steps are completed, then Collaborative Planning will be conducted weekly with an agenda, a sign in sheet and an end product of lesson plans for the next week, which will be evidence that Collaborative planning is taking place. | David Ladd, Principal, Anthony Simons, Assistant Principal, Barbara Frost Math Transformation Coach, and CSS will ensure that evidence of Collaborative Planning and aligned teacher planning is available in order to ensure effective instructional decisions are taking place. Teachers in need of support will receive additional coaching in this area. |
| <p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p> | 1) CSS, Administrators and Department head will facilitate collaborative planning using video conferencing sessions. 2) During collaborative planning, the CSS, department head and teachers will lead sessions based on departments current area of concern. This can take the form of stakeholders modeling best practices in the distance learning space. CSS, teachers, and admin will also brainstorm, create systems and products to address concerns related to | David Ladd, Principal Anthony Simons III, AP Science Teachers Interventionists Marchelee Tucker, Curriculum | If the CSS, teachers, and administration, follow the implementation steps to effectively utilize collaborative planning to identify | David Ladd, Prinicpal; Anthony Simons, Assistant Principal will ensure that evidence of Collaborative Planning and aligned teacher |

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| | <p>students mastering content. 3) CSS and department head will also use this time to support teachers in analyzing student data to identify strengths and weaknesses in benchmarks. 4) During collaborative planning, the CSS and department head will continue to model the planning process teachers can use to infuse the lowest benchmarks into each lesson as well as steps to conduct ongoing progress monitoring in the distance learning space. 5) Teachers will independently use planning process to infuse lowest benchmarks into collaborative activities that will be facilitated through breakout rooms on live class connect sessions. Teachers will submit lesson plans to CSS and department head for feedback. During collaborative activities teachers, interventionist and CSS will provide support to targeted students using 1:1 chat feature and breakout rooms. 6) Administrators and CSS will conduct virtual walkthroughs to provide feedback and determine which teachers need coaching support on best practices that were reviewed during collaborative planning.</p> | <p>Support Specialist</p> | <p>department concerns then stakeholders will be able to create systems that will support student mastery by sharing of best practices and streamlining steps to conduct ongoing progress monitoring throughout the department.</p> | <p>planning is available in order to ensure effective instructional decisions are taking place. Teachers in need of support will receive additional coaching in this area.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>CSS and Administrator will facilitate weekly Collaborative planning sessions with the Civics and Writing Through Civics teacher to unpack the benchmarks and develop lessons for whole group instruction and remediation and reteach that are aligned to the benchmarks.</p> | <p>Remy Farkas, Civics Teacher; Alessandra Mitter, Writing Through Civics Teacher, Cheryl Agenor, CSS; Madeline Meiklejohn, Assistant Principal.</p> | <p>If the implementation steps are completed, then effective lesson plans, collaborative planning agendas and completed end products/exit tickets will be evident.</p> | <p>David Ladd, Principal; Madeline Meiklejohn, Assistant Principal; will monitor collaborative planning and conduct walkthroughs to monitor that developed lessons are implemented with fidelity.</p> |

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

The SLT team will continue to conduct data chats throughout the school year and utilize Power Bi, i-Ready and topic assessments to drive whole-group and differentiated instruction. Teachers will modify and provide remediation based on these students' needs as determined by data disaggregation.

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| <p>Implementation</p> | <p>Implementation Steps</p> | | | <p>Monitoring</p> |
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| <p>Date(s)</p> | | <p>Person(s) Responsible</p> <p>(First & last name, position)</p> | <p>Expected Evidence</p> <p>(What evidence would demonstrate the Implementation Step was successfully executed?)</p> | <p>(How and Who?)</p> |
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| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Administrators and Literacy Transformation coaches will disaggregate all available data points and create and conduct data chats with teachers and students. A timeline for progress monitoring will be developed. Specific actions will delineated to support data points and flexible groups and instructional practices will be developed according to the data.</p> | <p>Dontricia Jones, Literacy Transformation Coach; Stevie Peacock Literacy Transformation Coach; Brittney Wong Curriculum Support Specialist; Lillian Harmon Instructional Supervisor; David Ladd Principal; Madeline Meiklejohn Assistant Principal.</p> | <p>If the implementation steps are completed, then, on-going progress monitoring schedule, completed data chat forms and flexible groupings should be evident during common planning and walkthroughs.</p> | <p>David Ladd Principal, Madeline Meiklejohn Assistant Principal; Curriculum Support Specialist, and the Instructional Supervisor will review the on-going progress schedule, and conduct walkthroughs in order to monitor progress monitoring and data chats.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Week 1: Math Coach will train City Year and/or Interventionist on expectations for intervention in Core and/or Intensive classes. Student will be grouped based on data as well as students with disabilities. Week 2: During common planning, math coach and CSS will model the process first whole group and then with each teacher for grouping students. Teacher, Interventionist and City Year will be planning for their intervention groups. Week 4 and 5: The math coach and CSS will conduct walkthroughs with a focus on these intervention groups and identify teachers and City Year Corps members that continue to need coaching support in this area. The coach and CSS will model the process for intervention and grouping in those classrooms. Week 6 and 7: The AP, coach and CSS will conduct weekly walkthrough</p> | <p>Barbara Frost, Math Transformation Coach, Frederick Davis CSS, Jeannette Martinez, IS , Anthony Simons, AP, David Ladd, Principal.</p> | <p>If the implementation steps are completed, City Year Corps and/or interventionists members will utilize weekly data to identify specific student needs. This will then result in greater student buy-in and confidence during interventions.</p> | <p>Anthony Simon, AP, Barbara Frost Math Transformation Coach and Frederick Davis CSS will conduct weekly walkthroughs focusing on students with and without disabilities group and intervention while students are on the computers.</p> |

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| | <p>focusing on students' groups, interventions, and note taking while students are on the computers.</p> | | | <p>The Math Coach will provide data weekly to administration in an effort to monitor or teachers and students and identify additional areas for support.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>1) During collaborative planning via video conferencing, CSS, and administrators will analyze student data collected through innovative learning platforms and unit assessments. 2) Students will be grouped according to their score. Students who consistently scored between 70% to 100% will be placed in the consistently proficient group. Students who consistently score between 57% to 69% will be placed in an on the verge of proficiency group. Students who score below 57% will be placed in a not proficient group. 3) Teachers will then code these groups to make the label student friendly during the distance learning space where students can see the names of their groups. Teachers will provide instructional support to each group of students based on their needs using breakout room option during video conferencing sessions. 4) Teachers will consistently update breakout groups based on any changes in data. Teachers will also share updated data with CSS and interventionist (when applicable). Teachers, CSS, and Interventionists will provide targeted support to on the verge students throughout the lesson through the using the chat feature during video conferencing to provide 1:1 support. Teachers, CSS, and interventionist will also be strategically placed in breakout rooms to provide extra support to on the verge students. 5) Teachers, CSS and Admin will analyze any changes in the data to provide additional opportunities for enrichment and remediation. CSS, teachers, admin and interventionist will respond to students who fall below their group's percentages by conducting one on one data chats during live sessions using the breakout room. 6) Administrators and CSS will conduct virtual</p> | <p>David Ladd, Principal Anthony Simons III, AP Science Teachers Interventionists Marchele Tucker, Curriculum Support Specialist</p> | <p>If the science CSS, teachers, interventionists and administration, follow the implementation steps to use student data to determine the level of support each student needs then teachers will be able to provide targeted support, remediation and enrichment to students so that they can master content that will be tested on the states SSA. When we conduct virtual walkthroughs, we should see teachers, and CSS utilizing the breakout feature option and chat feature to conduct data chats and provide targeted support to students based</p> | <p>David Ladd, Prinicpal; Anthony Simons, Assistant Principal will conduct virtual walkthroughs, we should see teachers, and CSS utilizing the breakout feature option and chat feature to conduct data chats and provide targeted support to students based on their current data.</p> |

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| | walkthroughs to provide feedback and determine which teachers need coaching support on techniques. | | on their current data. | |
| Start: Mon, Aug 31 End: Fri, Oct 16 | Data chats will be conducted with all students in Civics after each topic assessment. A SMART goal will be created based on individual data trends. | Remy Farkas, Civics Teacher; Alessandra Mitter, Writing Through Civics Teacher, Cheryl Agenor, CSS; Madeline Meiklejohn, Assistant Principal. | If the implementation steps are completed, then students will record data on their individualized data chat form that will be kept in their student folder. | David Ladd, Principal; Madeline Meiklejohn, Assistant Principal will review data chat forms. |

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).

Students With Disabilities

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

During the collaborative planning sessions, ESE Department Chair will share strategies as well as specific IEP accommodations. teachers will be able to infuse these strategies and accommodations into the lesson for students that are not performing. ESE teacher will be co-teaching and providing push-in assistance, in core subject areas for Student With Disabilities.

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

Technology Integration

Priority Actions for the Secondary Essential Practice

Professional development in the areas of technology integration and the application and monitoring of technology assisted learning, across the curriculum will be provided to teachers.

| Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the | Monitoring (How and Who?) |
|------------------------|----------------------|--|---|----------------------------------|
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| | | | Implementation Step was successfully executed?) | |
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| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>The Reading Coaches and CSS will work with the ELA and Reading department and leadership team to complete a motivation and incentive plan for the computer programs in the ELA and Reading classes. The Leadership Team will conduct data chats with teachers, and in turn, teachers will conduct data chats with students after iReady Diagnostic 1 is completed to ensure continuation of effective data driven instruction. The ELA and Reading coaches will be providing weekly data updates to administration to progress monitor and direct coaching support where needed for iReady and Core Assessments. Intensive Reading teachers will be using data from iReady reports to determine appropriate interventions. Core ELA teachers will be using data from innovative learning platforms to determine appropriate interventions. Core ELA teachers will monitor students' assessments on K-12 reports to determine who are struggling on specific standards to provide intervention. ELA and Reading teachers will track and post student mastery on iReady and district assessments.</p> | <p>Stevie Peacock Literacy Transformation Coach, Dontricia Jones, Literacy Transformation Coach, Brittney Wong, CSS, Madeline Meiklejohn, Assistant Principal</p> | <p>If the implementation steps are completed, then iReady reports will be displayed in the intensive classrooms and updated weekly. Posts may be virtual through Innovative learning platform or physical depending on the phase of opening of schools. Student trackers will be evident in all classes that include an area to record their lesson pass rate. Innovative learning platforms data trackers and motivational components will be evident via virtual or physical posts, and will be used to keep students engaged in the learning process. Virtual posts may be made in the innovative learning platform via announcements.</p> | <p>Madeline Meiklejohn, Assistant Principal, Stevie Peacock, Reading Transformation Coach, Dontricia Jones, Reading Transformation Coach, and Brittney Wong, CSS will conduct walk-throughs (virtually or physically) to ensure that evidence of these reports are current and data is being used to make instructional decisions for interventions. Teachers in need of support will received additional coaching in this area.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Coach and CSS will work with the math department and leadership team to complete a motivation and incentive plan for the computer programs in the math classes. Leadership team will conduct data chats with teachers and teachers will turn conduct data chats with students after iReady Diagnostic 1</p> | <p>Barbara Frost, Math Transformation Coach, Frederick Davis, CSS, Anthony Simons,</p> | <p>If the implementation steps are completed, then iReady reports will be displayed in the intensive classrooms and</p> | <p>Anthony Simons, AP, Barbara Frost Math Transformation Coach and Frederick Davis, CSS</p> |

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| | <p>is completed to ensure continuation of effective data driven instruction. Math coach will be providing weekly data updates to administration to progress monitor and direct coaching support where needed for iReady and Core Assessments. Intensive Math teachers will be using data from iReady reports to determine appropriate interventions. Core math teachers will be using data from innovative learning platforms to determine appropriate interventions. Core math teachers will monitor students' assessments on reports to determine who are struggling on specific standards to provide intervention. Math teachers will track and post student mastery on iReady and district assessments.</p> | <p>Assistant Principal.</p> | <p>updated weekly. Students trackers will be evident in all classes that include an area to record their lesson pass rate. Innovative learning platform trackers will be evident in the classrooms and motivational components will be used to keep students engaged in the learning process.</p> | <p>will conduct walkthroughs focused on ensuring that evidence of these reports are current and data is being used to make instructional decisions for interventions. Teachers in need of support will received additional coaching in this area.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>1) During collaborative planning, teachers, CSS and administrators will identify areas of concern to address student needs. 2) Stakeholders will then brainstorm how current programs and features of the innovative learning platform can be used to address the needs of students. 3) CSS and teachers will then lead sessions during collaborative planning to model how identified features and programs can be executed during synchronous and asynchronous sessions to alleviate concerns. CSS will support teachers in planning the use of features into lessons. 4) Teachers will then create a lesson plan to include the integration of features/ programs to address student needs. The CSS will provide feedback and also model during live sessions when needed. 5) Administrators and CSS will conduct virtual walkthroughs, to determine which teachers are in need of coaching support to implement and execute technology to support student needs.</p> | <p>David Ladd, Principal Anthony Simons III, AP Science Teachers Interventionists Marchele Tucker, Curriculum Support Specialist</p> | <p>If the implementation steps are completed, lesson plans will include technology features and programs that will address student needs.</p> | <p>David Ladd, Prinicpal; Anthony Simons, Assistant Principal will conduct walkthroughs to ensure implementation of the enhanced and integrated technology.</p> |
| <p>Start: Mon, Aug 31 End: Fri, Oct 16</p> | <p>Nearpod training will be provided to all teachers working with Students with Disabilities and English Language Learners subgroups.</p> | <p>Stevie Peacock Literacy Transformation Coach, Dontricia Jones, Literacy Transformation Coach,</p> | <p>If the implementation steps are completed, then teachers will implement the use of Nearpod technology in</p> | <p>David Ladd, Prinicpal; Madeline Meiklejohn, Assistant Principal will conduct walkthroughs</p> |

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| | | Alessandra Mitter, Teacher, Madeline Meiklejohn, Assistant Principal | lessons across the curriculum. | to ensure implementation of the enhanced and integrated technology. |
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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

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