

## 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 effectively execute and monitor the practices of empowering teachers, shared mission/vision, and shared leadership, then the results of the School Climate Survey for the 2020 - 2021 school year, completed by teachers, will increase significantly.

### Sustained Essential Practice

Empower Teachers And Staff

### Priority Actions for the Sustained Essential Practice

The administrative team will provide opportunities for faculty and staff to provide feedback concerning systems during collaborative planning and faculty/staff meetings.

	Person(s)	Expected Evidence	Monitoring

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Responsible</b>  (First & last name, position)	<b>(What evidence would demonstrate the Implementation Step was successfully executed?)</b>	<b>(How and Who?)</b>
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers and staff will complete a survey of teacher skills and preferences based on the 2018-2019 data map and climate survey in order to determine areas of expertise.	Kendric Nixon (Assistant Principal) will construct the needs assessment.	Teacher responses will guide conversations during meetings.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) will review survey responses and rank them as topics of discussion for the remainder of the school year.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	During meetings the topic of discussion and submissions will be addressed in an open forum.	All school site stakeholders.	Open forum to discuss areas of concern and viable options to work together to create a better environment for the students.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) will conduct meetings and take notes of feedback.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will have the opportunity to attend monthly "Coffee Talks" with administration to discuss any concerns and determine any additional support that may be needed.	Cisely Scott, Principal, Kendric Nixon, Assistant Principal	Email and calendar invites.	Cisely Scott, Principal, Kendric Nixon, Assistant Principal by responses to calendar invites.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will have the opportunity to attend monthly "Coffee Talks" with administration to discuss any concerns and determine any additional support that may be needed.	Cisely Scott, Principal, Kendric Nixon, Assistant Principal	Email and calendar invites.	Cisely Scott, Principal, Kendric Nixon, Assistant Principal by responses to calendar invites.

### Primary Essential Practice

Shared Vision/Mission

### Priority Actions for the Primary Essential Practice

The administrative team will develop and implement professional development to address school culture. The goal of this endeavor is to create a shared ethos and reflect on our collective progress throughout the school year.

<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	Review of the School Climate	Kendric Nixon,	The completed charts with feedback from stakeholders to improve climate	Kendric Nixon will facilitate break out

<b>End:</b> Fri, Oct 16	survey results utilizing a gallery walk.	Assistant Principal	survey results.	groups.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide professional development on parental involvement and the MTSS process.	Camille Pickard, Teacher Leader	Increased completion of required documentation for MTSS referrals and parental involvement throughout the process evidenced by communication logs and parental signatures.	The leadership team will participate in MTSS meetings.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide professional development on consistent discipline and restorative justice.	Adriana Sanabria, Counselor	There will be fewer student disciplinary infractions that require the completion of a SCAM form.	Kendric Nixon and Adriana Sanabria will keep anecdotal records of the number of SCAMS submitted every nine weeks.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide professional development on establishing school norms.	Regina Smith, Teacher Leader	There will be expected norms and expectations posted in classrooms uniformly throughout the school.	Kendric Nixon will conduct walkthroughs to spot check for norms in the classrooms.

## Secondary Essential Practice

Shared Leadership

### Priority Actions for the Secondary Essential Practice

The leadership team has developed a skills inventory to determine the staff's skills and abilities. These key faculty members will be empowered to share best practices or lead lesson studies, PLCs or professional development sessions.

<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	Survey school site stakeholders for various school committees	Kendric Nixon (Assistant Principal)	Completed survey and committees developed.	Kendric Nixon (Assistant Principal)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will have the opportunity to sign up for a minimum of two committees.	Kendric Nixon (Assistant Principal)	Committee sign-up sheet.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) and collect sign-up sheet.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Committees will meet to select a chairperson and create a meeting schedule.	All school site stakeholders.	Meeting agenda, sign in sheet, and meeting schedule.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) by collecting meeting agendas and notes.
<b>Start:</b> Mon, Aug 31	Each committee will meet monthly to develop and	Committee chairpersons	Meeting agenda, sign in	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) and

<b>End:</b> Fri, Oct 16	implement plans of action and coordinate school-wide events/activities.		sheet, flyers, calendars	committee chairpersons will meet to discuss proposed changes and impact to school's operations.
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**ACADEMIC PROGRAMS**  
**Quarter 1 Implementation**  
 (August 31 – October 16, 2020)

**Academic Programs Outcome Statement**

If we effectively implement the practices of RtI/Intervention and technology integration, then our students should experience minimal academic regression throughout the school year.

**Sustained Essential Practice**

Interventions/RtI

**Priority Actions for the Sustained Essential Practice**

Identify under performing students and initiate academic protocols at the beginning of the school year.

<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	Disaggregate diagnostic data from i-Ready AP1 implementation.	Katina McRae (Math Coach) and Tamoya Joseph (ELA Coach)	100% of student diagnostic data should be available in the assessment platform.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) will meet with these coaches to review data reports.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Student intervention groups will be created and identified for support. Instructional groups for our Students with Disabilities will be created in iReady for additional monitoring and support.	Katina McRae (Math Coach) and Tamoya Joseph (ELA Coach)	Intervention groups will be visible on classroom walls for reference.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) will be conduct class visits to ensure the groups are in place.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will follow intervention schedule created by content coach.	All instructional staff.	Interventions will be observable and student will have completed and graded work in intervention folders.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Student progress will be monitored and the appropriate measures will be taken to increase academic achievement.	Katina McRae (Math Coach) and Tamoya Joseph	Students academic performance on topic assessments will increase. The RtI process will be started for students that require additional services.	Cisely Scott (Principal) and Kendric Nixon (Assistant Principal) will review topic assessment performance and the staffing process.

(ELA  
Coach)**Primary Essential Practice**

Technology Integration

**Priority Actions for the Primary Essential Practice**

The mathematics transformation coach will facilitate ongoing support with the new virtual school platform to ensure sustainable instruction is taking place online.

<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	Participate in professional development to familiarize teachers will online platform (K12 Online).	Ann Plumley, PD Liasion	Teachers will have registered for the professional development and provide registration form to the principal's secretary.	Kendric Nixon will review folder containing registration forms.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Debrief with teachers to determine additional needs in the platform.	Katina McRae, Math Coach	Teachers will complete a needs survey created by the coach to ensure alignment between what is needed for teacher success.	Kendric Nixon will review the results of the survey and participate in debriefing.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will identify one aspect of the technology offerings and integrate that tool into instructional delivery.	All math instructors.	Teachers will provide lesson plans reflecting the integration of preferred tool.	Kendric Nixon will review lesson plans for evidence of technology integration.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will begin to utilize the SAMR model to strengthen instructional delivery.	All math instructors.	Teachers will identify in their lesson plans how they will engage the SAMR model and the anticipated outcome for students.	Kendric Nixon will observe classroom instruction and provide feedback based on the expectations outlined in the lesson plan.

**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**

Technology Integration

**Priority Actions for the Secondary Essential Practice**

The reading transformation coach will facilitate ongoing support with the new virtual school platform to ensure sustainable instruction is taking place online.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> <small>(First &amp; last name, position)</small>	<b>Expected Evidence</b> <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	<b>Monitoring</b> <small>(How and Who?)</small>
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Participate in professional development to familiarize teachers will online platform (K12 Online).	Ann Plumley, PD Liasion	Teachers will have registered for the professional development and provide registration form to the principal's secretary.	Kendric Nixon will review folder containing registration forms.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Debrief with teachers to determine additional needs in the platform.	Reading Coach, Tamoya Holness-Joseph	Teachers will complete a needs survey created by the coach to ensure alignment between what is needed for teacher success.	Kendric Nixon will review the results of the survey and participate in debriefing.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will identify one aspect of the technology offerings and integrate that tool into instructional delivery.	All reading instructors.	Teachers will provide lesson plans reflecting the integration of preferred tool.	Kendric Nixon will review lesson plans for evidence of technology integration.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will begin to utilize the SAMR model to strengthen instructional delivery.	All reading instructors.	Teachers will identify in their lesson plans how they will engage the SAMR model and the anticipated outcome for students.	Kendric Nixon will observe classroom instruction and provide feedback based on the expectations outlined in the lesson plan.

**Parent Family Engagement Plan (PFEP)**