

Phase II
Action Planning
Consensus – Define – Implement

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

Phase II Development & Stakeholder Engagement

August 14 – August 30, 2019

- *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*
- *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*
- *Title I Schools will upload their 2019-2020 Title I – Parent and Family Engagement Plan (PFEP)*

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 30, 2019.

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

September 3 – October 18, 2019

- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Instructional 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 instructional review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation - NEW!

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 revised 2019 Data Map, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.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 21 – November 1, 2019

- *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 data gather during the Instructional Review and quantitative data provided via an End-of-Quarter Data Map. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 5 – December 20, 2019

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity.*

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 (September 3 – October 18, 2019)

School Culture Outcome Statement

If we successfully implement the sustained essential practice, Empowering Teachers and Staff, then teachers and staff will develop new skills and levels of capability. If we successfully implement the primary essential practice,

Social and Emotional Learning , then students' behavior will improve and student referrals will decrease. If we successfully implement the secondary essential practice and continue to monitor and improve students' attendance, then students will increase proficiency and learning gains.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Teachers will be offered the opportunity to share best practices on a monthly basis, as well as, being offered professional development on STEM strategies.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Monthly School-Site Best Practices Sharing Meetings, where teachers share best practices learned at Professional Development Sessions.	Maria Fernandez, Principal; All Instructional Staff	The expected evidence will include ongoing progress monitoring, teachers' lesson plans, assessment data, technology integration, student work products, and grades aligned to the standards.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs, scheduled data chats, best practices sharing meetings and by reviewing the best practices sharing meetings agendas and attendance rosters.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will attend monthly school-site professional development sessions.	All Instructional Staff; Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The expected evidence is an increase in the number of teachers implementing strategies shared at the Best Practices Sharing meetings.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs, scheduled data chats, best practices sharing meetings and by reviewing the best practices sharing meetings agendas and My Learning Plan registration rosters.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will attend professional development sessions offered by the District and Region.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, PLST members, Karen Laing, PD Liaison	The expected evidence is an increase in the number of teachers turnkeying the learned strategies in classroom instruction.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs, scheduled data chats, best practices sharing meetings and by reviewing the best practices sharing meetings agendas and My Learning Plan registration rosters.
Start: Tue, Sept 3	On-going MINT Meetings	Monique Cox, Mentor;	The expected evidence will include teachers' lesson plans, job	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor through data

End: Fri, Oct 18	between mentors and mentees.	Karen Laing, Mentor	embedded professional development, interactive learning environment, instructional delivery, and peer observations.	conversations and formal/informal observations.
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Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to implement the student Mentorship Program and implement a Student Pledge to promote intrinsic motivation and school pride.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Tue, Oct 1	Daily student pledge is recited on the morning announcements.	Sharonne Kerr, Media Specialist	The expected evidence will include individual and whole group student participation, which will increase school pride.	Maria Fernandez, Principal, Althea Da Costa, Assistant Principal, Sharonne Kerr, Media Specialist. This will be monitored by randomly selecting students to recite the pledge via the public address system and by homeroom teachers observing students' participation.
Start: Tue, Sept 3	Leadership Team will continue to implement the iMentor Student Mentorship Program. Bi-weekly meetings with the	Maria Fernandez, Principal,	The expected evidence will include	Maria Fernandez, Principal,

<p>End: Fri, Oct 18</p>	<p>selected students to provide motivational intrinsic strategies and support will be a part of the iMentor program. Bi-weekly meetings with the selected students to provide motivational intrinsic strategies and support will be a part of the iMentor program. Bi-weekly meetings with the selected students to provide motivational intrinsic strategies and support will be a part of the iMentor program. Bi-weekly meetings with the selected students to provide motivational intrinsic strategies and support will be a part of the iMentor Student Mentorship program.</p>	<p>Althea DaCosta, Assistant Principal, Jeannie Bejacmar, Counselor, Karen Laing, Mathematics Transformation Coach, Vanessa Renfort, Mental Health Liaison, Monique Cox, SPED Teacher, Sharonne Kerr, Media Specialist</p>	<p>assessment data, quarterly grades, decreased behavior referrals, increased student attendance, parent conferences, and the MTSS process.</p>	<p>Althea DaCosta, Assistant Principal, Jeannie Bejacmar, Counselor, Karen Laing, Mathematics Transformation Coach, Vanessa Renfort, Mental Health Liaison, Monique Cox, SPED Teacher, Sharonne Kerr, Media Specialist.</p>
<p>Start: Tue, Sept 3 End: Fri, Oct 18</p>	<p>The Guidance Counselor will provide the Values Matter curriculum through the social studies classes, weekly.</p>	<p>All Staff Members; Jeannie Bejacmar, Counselor</p>	<p>The expected evidence will include the District's monthly core value instruction through the Social Studies classes, as well as, the Cloud 9 World monthly core value resources.</p>	<p>All Staff Members will reinforce each monthly core value throughout the school day. Jeannie Bejacmar; Counselor's Schedule</p>
<p>Start: Tue, Sept 3 End: Fri, Oct 18</p>	<p>Implement the Student of the Month initiative to recognize a student who displays a core value.</p>	<p>Maria Fernandez, Principal; Althea DaCosta, Assistant Principal; All Staff Members</p>	<p>The expected evidence will be increased school pride and a decrease in student referrals.</p>	<p>It will be monitored by reviewing the i-Ready diagnostic reports, honor roll reports, and attendance bulletins. Maria Fernandez, Principal; Althea DaCosta, Assistant Principal.</p>

Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

The school will continue to focus on improving student attendance by continuing to use attendance monitoring, trackers, morning announcements, Attendance Review Committee meetings, technology, Truancy Meetings, iAttend program, and personal telephone calls. We will introduce quarterly school dances, awards and drawings as incentives for students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Wed, Sept 18	The Attendance Review Committee will monitor student attendance monthly by using a tracking system, including technology and telephone communication logs, as well as, home visits log by the Community Involvement Liaison.	Attendance Review Committee (ARC); Maria Fernandez, Principal; Althea DaCosta, Assistant Principal; Jeannie Bejacmar, Counselor; Sharonne Kerr, Media Specialist; Kamie Hicks, Teacher of the Gifted; Monique Cox, ESE Teacher; Andrea Edwards, 4th Grade Mathematics Teacher.	The expected evidence will be increased student attendance, which will increase student achievement.	Jeannie Bejacmar, Counselor, and Attendance Review Committee Chairperson, as well as, the ARC, will review the Early Warning Systems (EWS). Reports on a monthly basis and schedule parent conferences and complete truancy documents, as needed.
Start: Tue, Sept 3 End: Fri, Oct 18	Homeroom classes will be recognized for perfect attendance daily, during morning announcements.	Sharonne Kerr, Media Specialist	The expected evidence will be that the Homeroom attendance will increase because students will want to be recognized.	The administrators and guidance counselor will review the daily attendance bulletin. Personal phone calls are made daily to the parents of absent and tardy students. Jeannie Bejacmar, Counselor, and Community Involvement Liaison, Angela Williams; Sharonne Kerr, Media Specialist, supervises the morning announcers as they remind students to attend school daily, the school hours, and the classes with continued perfect attendance.
Start: Tue, Sept 3 End: Fri, Oct 18	Develop an incentive plan to promote student attendance.	ARC (Attendance Review Committee) Sharonne Kerr, Media Specialist; Jeannie Bejacmar, School	The evidence is the quarterly attendance reports, demonstrating	Sharonne Kerr, Media Specialist, and Jeannie Bejacmar, Counselor, will monitor student attendance

		Counselor; Andrea Edwards, 4th Grade Mathematics Teacher; Monique Cox, ESE Teacher; Kamie Hicks, Teacher of the Gifted.	an increase in student attendance and a decrease in student tardiness.	through homeroom competitions.
Start: Tue, Sept 3 End: Fri, Oct 18	Implement and monitor iAttend program.	Maria Fernandez, Principal; Jeannie Bejacmar, School Counselor	The evidence will be a decrease in student absenteeism and an increase in student achievement.	Jeannie Bejacmar, School Counselor, will monitor the Early Warning Systems (EWS) report monthly, along with the Targeted Student Status Form, which is submitted for review to the principal each month.

ACADEMIC PROGRAMS
Quarter 1 Implementation
(September 3 – October 18, 2019)

Academic Programs Outcome Statement

If we successfully implement the sustained essential practice, Effective Curriculum and Resource Utilization, then student proficiency will increase. If we successfully implement the primary essential practice, Extended Learning Opportunities, then the student achievement gap will continue to close. If we successfully implement the secondary essential practice, Standards-Based Collaborative Planning, then teachers will be able to strategically deliver standards-based instruction.

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

The school will continue to utilize the curriculum and resources provided by the district to maximize 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: Tue, Sept 3 End: Fri, Oct 18	Continue to implement the School-wide data tracking system to track topic assessments, bi-weekly assessments, and i-Ready assessment data.	Mathematics Transformation Coach; Karen Laing; All Teachers; Maria Fernandez, Principal; Althea DaCosta,	The expected evidence will be increased scores on topic assessments and bi-weekly assessments and an increase on the i-Ready passing rate.	Karen Laing, Mathematics Transformation Coach, will facilitate weekly Collaborative Planning meetings. Teachers have data tracking charts posted in the classrooms, as well as, data binders. Administrators and the Mathematics Transformation Coach facilitate on-going data conversations with teachers.

		Assistant Principal.		
Start: Tue, Sept 3 End: Mon, Sept 30	After Diagnostic AP1, teachers will develop a Differentiated Instruction (D.I.) plan based on i-Ready AP-1 data.	All Teachers; Mathematics Transformation Coach, Karen Laing	The expected evidence includes instructional focus calendars, lesson plans, collaborative planning meeting agendas, professional development sessions attendance rosters, and increased student data.	Karen Laing, Transformation Coach; All Instructional Staff. This will be monitored by reviewing student work products, grade distribution report, and ongoing progress monitoring.
Start: Tue, Sept 3 End: Fri, Oct 18	After teachers develop the Differentiated Instruction (D.I.) plan, they will implement the D.I. plan.	Maria Fernandez, Principal; Althea DaCosta, Assistant Principal. Tutors	The expected evidence will be increased proficiency in Reading, Mathematics, and Science, which will continue to close the achievement gap.	Maria Fernandez, Principal and Althea DaCosta, Assistant Principal, will monitor through walkthroughs, student work products, pre and post tests, and student attendance rosters.
Start: Tue, Sept 3 End: Fri, Oct 18	Reinforce learning goals throughout the lesson, ensuring that all the skills, concepts, and knowledge for student success are being taught.	Karen Laing, Mathematics Transformation Coach; All Instructional Staff	The expected evidence will be students' performance tasks and evidence of understanding will demonstrate knowledge of standards-based content by beginning with the end in mind. Additional evidence will be Collaborative Planning agendas, a measurable increase on assessments of standards-based content, and lesson plans.	Mathematics Transformation Coach, Karen Laing, Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor Assessments (Topic, Bi-Weekly, OPM's, and i-Ready Diagnostics AP1-AP3), to measure the progress that students are achieving the desired results. Administrative walk-throughs will be conducted to ensure that lessons are executed.

Primary Essential Practice

Extended Learning Opportunities

Priority Actions for the Primary Essential Practice

Extended learning and enrichment opportunities will be provided for student participation beyond the school day.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Implement an after-school tutoring program.	Maria Fernandez, Principal; Althea	The evidence will be a pre test and bi-weekly OPM's, which will be administered to gauge the measurable	Mathematics Transformation Coach, Karen Laing; Maria Fernandez, Principal, and Althea DaCosta, Assistant

		DaCosta, Assistant Principal; Transformation Coach, Karen Laing; Instructional Staff.	increase on assessments of standards-based content, including summative assessments, will be used to demonstrate student achievement at the end of a lesson/unit, topic, mid-year, and end of the year assessments.	Principal, will monitor assessments (Topic, Bi-Weekly, OPM's, and i-Ready Diagnostics AP1-AP3), to measure the progress to ensure that students are achieving the desired results. Administrative walk-throughs will be conducted.
Start: Tue, Sept 3 End: Fri, Oct 18	Implement the Academic Enrichment Program through Title I.	Instructional Staff	The evidence will be student portfolios and an increase on topic and bi-weekly assessments.	This will be monitored by Administrative walkthroughs, student work products, quarterly grades, and attendance rosters.
Start: Tue, Sept 3 End: Fri, Oct 18	Implement the ELL Title III Bilingual Tutoring Program.	Instructional Staff	The evidence will be an increase in i-Ready growth and Imagine Learning usage.	This will be monitored by Administrative walkthroughs, student work products, quarterly grades, and attendance rosters.
Start: Tue, Sept 3 End: Fri, Oct 18	Implement the Science Academy.	Instructional Staff	The expected evidence will be an increase in OPM data. Assessments will be utilized to demonstrate student achievement at the end of a lesson/unit or topic.	This will be monitored by Administrative walkthroughs, student work products, quarterly grades, and attendance rosters.

ESSA Reflection - NEW!

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

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

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

N/A

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

N/A

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Secondary Essential Practice

Teachers will continue to engage in collaborative planning that will lead to improvement in standard aligned lesson quality, instructional effectiveness, and student achievement.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Create a set of lessons that leads to the end.	Karen Laing, Mathematics Transformation Coach; All Instructional Staff	The evidence will be a measurable increase on assessments of standards-based content. Lesson plans will also be evidence.	Assessments (Topic, Bi-Weekly, OPM's, and i-Ready Diagnostics AP1-AP3), will be used to measure the progress that students are achieving the desired results. Administrative walk-throughs will be conducted to ensure that lessons are executed. Karen Laing, Mathematics Transformation Coach; Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal.
Start: Tue, Sept 3 End: Fri, Oct 18	Develop plans that are clear, logical, sequential, and aligned to standards-based learning.	All Instructional Staff	The evidence will be a measurable increase on assessments of standards-based content, including summative assessments, which will be used to demonstrate student achievement.	Assessments (Topic, Bi-Weekly, OPM's, and i-Ready Diagnostics AP1-AP3), will be used to measure the progress that students are achieving the desired results. Administrative walk-throughs will be conducted to ensure that lessons are executed. Karen Laing, Mathematics Transformation Coach; Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal.
Start: Tue, Sept 3 End: Fri, Oct 18	Identify the desired results. Design the instructional plan.	Karen Laing, Mathematics Transformation Coach	The evidence will be an increase in students' performance tasks, and evidence of understanding will demonstrate knowledge of standards-based content by using backwards planning.	Assessments (Topic, Bi-Weekly, OPM's, and i-Ready Diagnostics AP1-AP3), will be used to measure the progress that students are achieving the desired results. Karen Laing, Mathematics Transformation Coach
Start: Tue, Sept 3 End: Fri, Oct 18	Identify and plan for the instructional and developmental needs of all learners.	Karen Laing, Mathematics Transformation Coach; All Instructional Staff	The evidence will be an increase on the topic and bi-weekly assessments, and i-Ready percent passing rates.	Monitoring will occur through Collaborative Planning with teachers in their Professional Learning Communities (PLC's) when they are aligning curriculum, assessment and instruction, while reviewing student performance data. Also, monitoring will occur through classroom walk-throughs. Karen Laing, Mathematics Transformation Coach.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the PFEP to the Title 1 office for approval. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II) on or before the date outlined on the SIP/EESAC Timeline.

SCHOOL CULTURE Quarter 2 Implementation (November 5 – December 20, 2019)

School Culture Outcome Statement

If we successfully implement the sustained essential practice, Empowering Teachers and Staff, then teachers and staff will develop new skills and levels of capability. If we successfully implement the primary essential practice, Social and Emotional Learning, then students' behavior will improve and student referrals will decrease. If we successfully implement the secondary essential practice and continue to monitor and improve students' attendance, then students will increase proficiency and learning gains.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Teachers will be offered the opportunity to share best practices on a monthly basis, as well as, being offered professional development on STEM strategies.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	We will continue to conduct monthly School-Site Best Practices Sharing Meetings, where teachers share best practices learned at District Professional Development Sessions and implement strategies and techniques learned at the School-Based Professional Development, S.T.E.M.	Maria Fernandez, Principal; All Instructional Staff	The expected evidence is an increase in the number of teachers implementing strategies shared at the Best Practices Sharing meetings.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs, scheduled data chats, best practices sharing meetings and by reviewing the best practices sharing meetings agendas and attendance rosters.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to implement the student Mentorship Program and implement a Student Pledge to promote intrinsic motivation and school pride.

Implementation Date(s)	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: Tue, Nov 5 End: Fri, Dec 20	The MTSS Team will collaborate with the selected students' teachers and parents in order to provide a learning plan, which includes Interventions.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Transformation Coach, Monique Cox, ESE Teacher	The expected evidence will include assessment data, quarterly grades, decreased behavior referrals, increased student attendance, parent conferences, and the MTSS process.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs. Interventionists will also monitor the data.
Start: Tue, Nov 5 End: Fri, Dec 20	If needed, the Team will conduct an SST Meeting in order to provide services for the students who need additional support.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Transformation Coach, Monique Cox, ESE Teacher	The expected evidence will include FBA's, BIP's, anecdotal records, Parent notification letters, and students' grades.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs. Ms. Monique Cox, ESE Teacher will ensure that all of the data is compiled in a timely manner.
Start: Tue, Nov 5 End: Fri, Dec 20	Data will be collected and progress monitored for each student and the learning plan will be revised, as needed.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Transformation Coach, Monique Cox, ESE Teacher	The learning plans are the expected evidence. Additionally, if the criteria is met, students' IEP's or 504 Plans will be created and implemented.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor during daily classroom Ms. Monique Cox, ESE Teacher will ensure that all of the data is compiled in a timely manner..
Start: Mon, Nov	We will continue	Maria Fernandez,	The expected evidence	Maria Fernandez, Principal,

4 End: Fri, Dec 20	to provide Tier 3 Interventions to the selected students utilizing the District's resources.	Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Transformation Coach, Monique Cox, ESE Teacher, Instructional Staff	includes the students' data, i.e., the collection of Bi-Weekly assessments, Tier 3 student folders, which will contain Quick Reads, Word Their Way, and Adaptive Learning usage and progress monitoring reports.	and Althea DaCosta, Assistant Principal, will monitor during daily classroom walkthroughs. Interventionists will also monitor the data.
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Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

The school will continue to focus on improving student attendance by continuing to use attendance monitoring, trackers, morning announcements, Attendance Review Committee meetings, technology, Truancy Meetings, iAttend program, and personal telephone calls. We will introduce quarterly school dances, awards and drawings as incentives for students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to make daily telephone calls to the parents of absent students.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will be increased student attendance, which will increase student achievement.	Angela Williams, Community Involvement Liaison: daily. Maria Fernandez, Principal, monitors the daily attendance and tardies. Teachers monitor attendance, daily.
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to monitor and document excessive student absences.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will be increased student attendance, which will increase student achievement.	Maria Fernandez, Principal, monitors the daily attendance and tardies. Teachers monitor attendance, daily.
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to monitor and document excessive student tardies.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will be increased student attendance, which will increase student achievement.	Angela Williams, Community Involvement Liaison: daily. Maria Fernandez, Principal, monitors the daily attendance and tardies. Teachers monitor attendance, daily.

Start: Tue, Nov 5 End: Fri, Dec 20	Continue to provide attendance incentives by recognizing Homerooms that have Perfect Attendance.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Sharonne Kerr, Media Specialist	The expected evidence will be that the Homeroom attendance will increase.	Maria Fernandez, Principal, monitors the daily attendance and tardies. Teachers monitor attendance, daily.
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ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 5 – December 20, 2019)

Academic Programs Outcome Statement

If we successfully implement the sustained essential practice, Effective Curriculum and Resource Utilization, then student proficiency will increase. If we successfully implement the primary essential practice, Extended Learning Opportunities, then the student achievement gap will continue to close. If we successfully implement the secondary essential practice, Standards-Based Collaborative Planning, then teachers will be able to strategically deliver standards-based instruction.

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

The school will continue to utilize the curriculum and resources provided by the district to maximize 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: Tue, Nov 5 End: Fri, Dec 20	Teachers will utilize the District's resources and approved supplemental resources. Administrators will closely monitor the resource utilization via classroom walkthroughs and student work folders and work products.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Transformation Coach, Instructional Staff	The expected evidence will be increased scores on topic assessments and bi-weekly assessments and an increase on the i-Ready passing rate.	Maria Fernandez, Principal and Althea DaCosta, Assistant Principal, during daily classroom walkthroughs and weekly during Collaborative Planning meetings.

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Primary Essential Practice

Extended Learning Opportunities

Priority Actions for the Primary Essential Practice

Extended learning and enrichment opportunities will be provided for student participation beyond the school day.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Monitor the L35% students to ensure that they are making adequate gains.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will an increase in the OPM scores, Topic and Bi-Weekly Assessment scores. Additionally, the evidence be Mentoring Logs and extended learning opportunities attendance logs.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff, daily and bi-weekly.
Start: Tue, Nov 5 End: Fri, Dec 20	Track the L35% students to ensure that they are making adequate gains.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will an increase in the OPM scores, Topic and Bi-Weekly Assessment scores, and students' grades.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff, daily and bi-weekly.
Start: Tue, Nov 5 End: Fri, Dec 20	Monitor the L25% students to ensure that they are making adequate gains.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will an increase in the OPM scores, Topic and Bi-Weekly Assessment scores, and students' grades.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Coach, Sharonne Kerr, Media Specialist, Monique Cox, ESE Teacher, bi-weekly.
Start: Tue, Nov 5 End: Fri, Dec 20	Track the L25% students to ensure that they are making adequate gains.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal,	The expected evidence will an increase in the OPM scores, Topic and Bi-Weekly Assessment scores., and student's grades.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Karen Laing, Mathematics Coach, Sharonne Kerr, Media Specialist, Monique Cox, ESE Teacher, bi-weekly.

		Instructional Staff	
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ESSA Reflection - NEW!

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

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

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

N/A

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

N/A

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

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Secondary Essential Practice

Teachers will continue to engage in collaborative planning that will lead to improvement in standard aligned lesson quality, instructional effectiveness, and student achievement.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to collaborate with teachers and monitor the instructional delivery based on the lessons created during Collaborative Planning.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Mathematics Transformation Coach, Instructional Staff	The expected evidence includes instructional focus calendars, lesson plans, collaborative planning meeting agendas, professional development sessions attendance rosters, and increased student data.	Maria Fernandez, Principal and Althea DaCosta, Assistant Principal, during daily classroom walkthroughs and weekly during Collaborative Planning meetings.
Start: Tue, Nov 5	Continue to provide feedback to teachers, post	Maria Fernandez, Principal,	The expected evidence will be lesson plans, student work products,	Maria Fernandez, Principal and Althea DaCosta, Assistant Principal, during daily

End: Fri, Dec 20	walkthroughs, to ensure fidelity of standards-based instructional delivery.	Althea DaCosta, Assistant Principal, Instructional Staff	and increased proficiency on the bi-Weekly and Topic assessments, as well as, an increase in the usage and pass rates on iReady.	classroom walkthroughs and weekly during Collaborative Planning meetings.
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to provide feedback to teachers, post walkthroughs, to ensure fidelity of standards-based learning and student engagement.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will be lesson plans, student work products, and increased proficiency on the bi-Weekly and Topic assessments, as well as, an increase in the usage and pass rates on iReady.	Maria Fernandez, Principal and Althea DaCosta, Assistant Principal, during daily classroom walkthroughs and weekly during Collaborative Planning meetings. Also, through Administrator/Coach. Teacher Data Conversations.
Start: Tue, Nov 5 End: Fri, Dec 20	Monitor and track Topic and Bi-Weekly Assessment to measure the effectiveness of the instruction of the lessons being taught.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Instructional Staff	The expected evidence will be data trackers, data chat forms, and lesson plans.	Maria Fernandez, Principal and Althea DaCosta, Assistant Principal, during daily classroom walkthroughs and weekly during Collaborative Planning meetings. Also, through Administrator/Coach. Teacher Data Conversations.