

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

4341 - Parkway Elementary School

Principal (Last Name, First Name)

Fernandez, Maria

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Dacosta, Althea

MTSS Coordinator (Last Name, First Name)

Cox, Monique

Demographic Overview

Parkway Elementary School is located in the heart of the City of Miami Gardens, Florida. The school services students in grades Pre-Kindergarten through Fifth Grades. The current student enrollment is 229 students, comprised of 87% Black students, 11% Hispanics, 1% Asian, and 1% White students. The school also provides services to Gifted students (6%), English Learners (8%), and Special Education students (13%).

Current School Status**a. Provide the School's Mission Statement**

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

b. Provide the School's Vision Statement

Parkway Elementary School students will accept and meet the challenges of the 21st Century.

School Narrative**1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.**

Parkway Elementary School serves a diverse community in Miami Gardens, Florida. For over 50 years, the school has provided a strong, traditional academic program for students in Grades Pre-Kindergarten through Fifth. In addition, the school provides after-school services to meet the needs of the community. The school also provides opportunities for students and teachers to utilize technology, such as, iPads, laptop computers, and interactive whiteboards. Our students are encouraged to Bring Their Own Device (BYOD).

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

"Data Findings & Area" based on their appropriate rating (input no more than three data points for each rating):

- **Significantly Improved Data Findings:** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- **Neutral Data Findings:** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- **Significantly Decreased Data Findings:** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 School Climate Survey feedback from students, 89% of the students agreed with the statement, "My teachers let me know how I am doing on my school-work.", as compared to the 2018-2019 survey, when 82% of the students agreed with the same statement, a 7 percentage points increase.	This is impactful because it demonstrates that teachers engage the students to be active participants in their education. With students being active participants in the learning process it will allow them to become engaged in their knowledge and to be present, which will increase their assessment performance. We can impact this data point by increasing the proficiency levels.	Staff-Student Connections
	According to the 2019-2020 School Climate Survey feedback from staff, 100% of the teachers agreed with the statement, "I feel my ideas are listened to and considered.", as compared to the 2018-2019 school year, when 60% of the staff agreed with the same statement, a 40 percentage points increase.	Teachers and staff are empowered when they feel that their ideas are listened to and considered. By creating a safe environment for teachers and staff to give their input, we were able to design new ways to approach and solve challenges.	Empower Teachers And Staff
	According to the 2019-2020 School Teachers' Survey Feedback, 100% of the teachers agreed with the statement "Administrators solve problems effectively.", as compared to the 2018-2019 survey where only 60% agreed to the same statement, a 40 percentage points increase.	This is impactful because the presence of the Administrative/Leadership Team influenced the outcome of effectively solving school-wide problems. Conducting walk-throughs, visibility throughout the day, and maintaining an open-door policy has greatly improved our school culture.	Leadership Visibility and Accessibility

Essential Practice for Significantly Improved Data Findings (Sustained)

Staff-Student Connections

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey, 80% of the teachers agreed with the statement, "I feel safe and secure at work.", as compared to the 2018-2019 survey, which remained stable, in the 80% range.	Additional safety measures were added to increase the safety and security of students and staff. This data is impactful because it will ensure an optimal learning environment for teachers and students.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the 2019-2020 Data Map, student attendance, 0-5 days absent, remained stable at approximately 39%, when compared to the 2019-2020 District's average, which was 42%.	Student attendance remained stable. This had an impact by increasing students' proficiency on the AP-2 Reading and Mathematics i-Ready Diagnostic. By continuing to increase Student Attendance, student proficiency should continue to increase.	Attendance Initiatives
	According to the 2019-2020 School Climate Data Map, 100% of the teachers agreed with the statement, "At my school the school building is kept clean and in good	This is impactful because the physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. A	Consistent Protocols to Maintain a Clean and Welcoming

condition.”, remained stable, at 100%, when compared to the 2018-2019 school year.	healthy environment promotes student learning and job satisfaction.	School Environment
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Essential Practice for Neutral Data Findings (Secondary)

Consistent Protocols to Maintain a Healthy and Safe School Environment

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	Connected Essential Practices <small>Which Essential Practice(s) contributed most to the data findings?</small>
Significantly Decreased Data Findings	According to the 2019-2020 Data Map, 31+ student absences were at 8%, as compared to 2018-2019, when 31+ student absences were at 4%, an increase in 31+ student absences by 4 percentage points.	This data finding was selected because there should be a decrease, rather than an increase, in 31+ student absences. The excessive student absences negatively impact student achievement.	other Transition to Distance Learning
	According to the 2019-2020 Data Map, Students with Early Warning System Indicators in Mathematics was at 18%, when compared to 2019-2020 T1W/T2/T3 Students with Early Warning System Indicators, when the failure rate was 8% in Mathematics.	This data finding was selected because there should be a decrease rather than an increase of students failing in core academic programs. This negatively impacts Literacy and Mathematics skills, thus leading to decreased proficiency. This was a factor in our not reaching our goal.	Response to Early Warning Systems (EWS)
	According to the 2019-2020 School Climate Survey, 80% of teachers agreed with the statement, "School personnel work together as a team.", as compared to the 2018-2019 survey, where 100% agreed with the same statement, a 20% difference.	The data finding was selected because this should be a neutral finding when compared to the previous year at 100%. The goal is to collaborate as a team to increase student proficiency in order to close the achievement gap. This is important because it builds teacher capacity and it allows the teachers to provide their input, as it builds collegiality	Collaborative Spaces

Essential Practice for Significantly Decreased Data Findings (Primary)

Transition to Distance Learning

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	Connected Essential Practices <small>Which Essential Practice(s) contributed most to the data findings?</small>
Significantly Improved Data Findings	According to the Academic Programs tab on Power BI, the 2018 ELA proficiency is 46%, the 2019 ELA proficiency was 55%, and the 2020 ELA Predicted Proficiency was 54%. This is an 8-percentage point increase over a three-year period.	This data finding is most impactful because ELA proficiency directly impacts student achievement within all subject areas. Without increased ELA proficiency, we will not meet the goals of closing the achievement gap and earning a school grade of a "B".	Differentiated Instruction
	According to the Academic Programs tab on Power BI, the 2018 Mathematics proficiency was 53%, the 2019 Mathematics proficiency is 58%, and the 2020 Math Predicted Proficiency was 57%. This is a 4-percentage point increase over a three-year period.	This is impactful because it ensures that the students have the Mathematics pre-requisite skills to build upon for the next grade level. Additionally, it closes the achievement gap and will result in a higher school grade, as well as, increase student achievement.	Data-Driven Instruction
	According to the Academic Programs tab on Power BI, in Grade 3, the 2018 Mathematics proficiency was 51%, the 2019 Mathematics proficiency was 69%, and the 2020 Mathematics Predicted Proficiency was 61%. This is a 10-percentage point increase over a three-year period	This is impactful because it ensures that the students have the Mathematics pre-requisite skills to build upon for the next grade level. Additionally, it closes the achievement gap and will result in a higher school grade, as well as, increase student achievement.	Standards-Aligned Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Standards-Aligned Instruction

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Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the Academic Programs tab on Power BI, in Grade 3, the 2018 ELA proficiency was 58%, the 2019 ELA proficiency was 61%, and the 2020 ELA predicted proficiency was 57%. This is a slight 1-percentage point decrease over a three-year period. Overall the data has remained stable throughout the three-year period.	We were able to maintain our proficiency in Grade 3 ELA throughout the three-year period. This is impactful because it closes the achievement gap and will result in a higher school grade, as well as, increase student achievement.	Extended Learning Opportunities
	According to the Academic Programs tab on Power BI, in Grade 4, the 2018 Mathematics proficiency was 60%, the 2019 Mathematics proficiency was 45%, and the 2020 Mathematics Predicted Proficiency was 61%. The percentage points have remained neutral over the three-year period.	Since the proficiency remained unchanged, this impacted our school grade from increasing to a "B." This is also impactful because those students will lack the prerequisite skills for the next school year.	Student-Centered Learning
	According to the Academic Programs tab on Power BI, in Grade 4, the 2018 ELA proficiency was 48%, the 2019 ELA proficiency was 53%, and the 2020 ELA Predicted Proficiency was 52%. The percentage points have remained neutral over the predicted three-year period.	This data finding is most impactful because ELA proficiency directly impacts student achievement within all subject areas. Without increased ELA proficiency, we will not meet the goals of closing the achievement gap and earning a school grade of a "B".	Goal Oriented Learning

Essential Practice for Neutral Data Findings (Secondary)

Goal Oriented Learning

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	Overall, the FSA ELA predicted proficiency for the 2019-2020 school year decreased from 55% to 54%, when comparing the 2018-2019 and 2019-2020 school years.	The predicted 2019-2020 FSA ELA proficiency directly impacts our predicted school goal of 61%. All students should reach a minimum of a year's growth on the FSA assessments.	Technology Integration
	According to the 2019 FLDOE ESSA Report Card, the Economically Disadvantage L-25% students in Mathematics displayed insufficient progress at 27% and the Economically Disadvantage L-25% students in ELA at 59%.	The FSA Mathematics L-25% students' insufficient progress is impactful because it negatively impacted our students from achieving a year's growth.	Data-Driven Instruction
	According to the Academic Programs tab on Power BI, in Grade 4, the 2018 Mathematics Proficiency was 60% compared to the 2019 Mathematics Proficiency at 45%. This is a 15-percentage point decrease.	This negatively impacts our students from achieving a year's growth in Mathematics. This is impactful because the Differentiated Instruction was not as effective as it could have been.	Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Technology Integration

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Improved Data Findings" section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Decreased Data Findings" section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the "Neutral Data Findings" section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Staff-Student Connections

Primary Essential Practice

Transition to Distance Learning

Secondary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Aligned Instruction

Primary Essential Practice

Technology Integration

Secondary Essential Practice

Goal Oriented Learning

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.

Commitment to Students includes certain behaviors such as:

- taking ownership for students' learning
- setting high expectations for all learners
- believing in students' ability to learn regardless of barriers
- relentlessly pursuing the implementation of what is right for the students
- supporting decisions and policies to improve instruction and advance learning for all students

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The School Leadership Team is totally committed to students, as evidenced by placing the students' learning at the center of all decisions.

As evidenced by:

The teachers attend weekly Collaborative Planning sessions and attend monthly Professional Development sessions at the school-site. Additionally, teachers participate in monthly literacy activities, such as, celebrating Dr. Seuss' birthday and Poetry Month. Additionally, students were given extended learning opportunities, which included After-School Tutoring, Saturday Academy, ELL Tutoring and a Coding class through the Academic Enrichment Program (AEP).

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will explore the possibility of establishing a Student Council that will give students a voice to express themselves to all stakeholders.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The School Leadership Team recognizes that we regularly track students' progress and involve students in monitoring their own progress.

As evidenced by:

This is evidenced by school-wide data trackers, classroom data charts, students work folders, data conversations agendas, and assessment data.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will continue to utilize data trackers to monitor students' progress to ensure that students are on grade level in Reading and Mathematics.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The School Leadership Team recognizes that teachers need continuous Professional Development in order to stay abreast of current research-based, high-yield instructional strategies.

As evidenced by:

This is evidenced by weekly Collaborative Planning, monthly school-site Professional Development, monthly Literacy Leadership Team meetings, and Best Practices Sharing Meetings. Additionally, the MINT Team meets regularly with early career teachers. Furthermore, the School Leadership Team conducts frequent data conversations with teachers.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team will prioritize and promote teacher Professional Development and growth.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The School Leadership Team empowers all stakeholders in promoting the morale and performance of the team.

As evidenced by:

This is evidenced by monthly literacy-building activities, school social committee gatherings, parent nights, a mentoring program, and EESAC meetings.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership Team will continue to involve all stakeholders in the decision-making process in order to increase student achievement.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

Teachers will be offered the opportunity to participate in professional development in virtual teaching and learning to ensure Staff-Student Connections are fully implemented.

Primary Essential Practice

Transition to Distance Learning

Priority Actions for the Primary Essential Practice

The school will continue to develop strategies for effective online teaching and learning and progress monitoring using the District's "Transition to Distance Learning" protocol and innovating learning platforms to promote cohesiveness in connecting with students and parents.

Secondary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions to Enhance the Secondary Essential Practice

The school will implement the District's protocol to provide and maintain a healthy and safe school environment.

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

The school will utilize the District's protocol for "My School Online and Distance Learning," and innovating learning platforms to maximize student learning.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

Teachers will continue to participate in professional development to expand their knowledge of integrating technology into the teaching and learning process for student achievement.

Secondary Essential Practice

Goal Oriented Learning

Priority Actions to Enhance the Secondary Essential Practice

Teachers will continue to engage in collaborative planning for goal-oriented learning and teaching, that will lead to improvement in standards-aligned lesson quality, instructional effectiveness, and student achievement.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement the sustained essential practice, Staff-Student Connection, then effective connections will be made between staff, students and parents. If we successfully implement the primary essential practice, Transition to Distance Learning, then cohesive instruction will be utilized throughout the school. If we successfully implement the secondary essential practice, Consistent Protocols to Maintain a Healthy and Safe School Environment, then teachers and students will feel safe.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement the sustained essential practice, Standards-Aligned Instruction, then student learning will be maximized. If we successfully implement the primary essential practice, Technology Integration, then student achievement will be increased. If we successfully implement the secondary essential practice, Goal Oriented Learning, then teachers will collaboratively plan engaging, goals-aligned lessons for student learning.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the

facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- Data and Systems Review Summary
- School Leadership Core Competency Course Reflections
- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
 - Priority Actions
- Outcome Statements
- Key content and strategies from Synergy courses

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- Essential Practice Selections and Priority Actions
- Brainstorm possible Implementation Steps
- Identify possible roles/resources

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description	Activity Lead
(08/20/20) AM-PM	<ul style="list-style-type: none"> • Data and Systems Review Summary • School Leadership Core Competency Course Reflections • Sustained Essential Practice • Primary & Secondary Essential Practice Selections • Priority Actions • Outcome Statements 	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
(08/27/20) 8:30 - 9:15 am	Norm Setting SIP School Culture	Video: Dear Teachers	Karen Laing
(08/27/20) 9:15 - 10:15 am	Data and Systems Review Summary	Power BI via Zoom Meeting Shared Screen	Mrs. Maria Fernandez, Principal
(08/27/20) 10:15 - 11:15 am	Sustain, Primary, and Secondary Essential Practices	Zoom Meeting: Breakout Room Sessions: Final Word Protocol Developing Outcome Statements	Room A: Monique Cox Room B: Karen Laing Room C: Kamie Hicks
(08/27/20) 11:15 am - 12:00 noon	Data Systems Review Summary: SIP Academics	Power BI via Zoom Meeting Shared Screen	Mrs. Althea DaCosta, Assistant Principal
(08/27/20) 1:00 - 2:00 pm	Reflections of Sustain, Primary, and Secondary Essential Practices	Zoom Meeting: Breakout Room Sessions: Data Driven Dialogue Protocol Developing Outcome Statements	Room A: Monique Cox Room B: Karen Laing Room C: Kamie Hicks
(08/27/20) 2:00 - 3:00 pm	Reflections of Sustain, Primary, and Secondary Essential Practices	PowerPoint question: If...then...statements	Synergy Team: Karen Laing, Monique Cox, and Kamie Hicks

Phase II

Action Planning

Consensus – Define – Implement

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

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

- Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan
- Develop School Culture and Academic Programs Implementation Steps

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.

Implementation Steps Requirements:

- Align to the school's Outcome Statement, Essential Practices and Priority Actions
- Provide specific implementation dates
- Describe the specific action or activity that will take place
- Include the name(s) and position(s) of the person(s) responsible
- Specify what evidence would demonstrate the intended Implementation Step was achieved
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring

Quarter 1 Implementation

August 31 – October 16, 2020

- Participate with the School Leadership Team in a Region Review Process
- Meet with the EESAC to review and approve Phase I & II of the School Improvement Process
- Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity
- Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation

- In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fl DOE.org) in order to assist in the identification of those target subgroup(s).
- [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

- Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to

execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 2 – December 18, 2020

- Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity
- Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE
Quarter 1 Implementation
(August 31 – October 16, 2020)

School Culture Outcome Statement

If we successfully implement the sustained essential practice, Staff-Student Connection, then effective connections will be made between staff, students and parents. If we successfully implement the primary essential practice, Transition to Distance Learning, then cohesive instruction will be utilized throughout the school. If we successfully implement the secondary essential practice, Consistent Protocols to Maintain a Healthy and Safe School Environment, then teachers and students will feel safe.

Sustained Essential Practice

Staff-Student Connections

Priority Actions for the Sustained Essential Practice

Teachers will be offered the opportunity to participate in professional development in virtual teaching and learning to ensure Staff-Student Connections are fully implemented.

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: Mon, Aug 31 End: Fri, Oct 16	Staff-Student Connections will be maintained as teachers will continue to participate in innovating learning platforms Professional Development sessions, which will provide teachers with the skills and tools to be able to connect with students via video conferencing, (Teams and Class Dojo).	All Instructional Staff; Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The expected evidence will include ongoing monitoring of online instruction, the use of the technology integration of the innovating learning platforms, student participation in the instructional delivery, actively engagement in the online classes, completed assignments, and grades aligned to the standards.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor online classes to monitor the students' engagement and progress. Administrator virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity.
Start: Wed, Sept 9 End: Fri, Oct 16	Monthly School-Site Best Practices Sharing Meetings, where teachers share best practices learned at Professional Development sessions. By sharing Best Practices, teachers will learn from each other on how best to maintain staff-student connections during online instruction.	All Instructional Staff; Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of the strategies from the Professional Development sessions. Additional evidence will be sign-in rosters and agendas.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor online classes to monitor the students' engagement and progress. Administrator virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will attend Professional Development sessions offered by the District and Region, which will provide teachers with the skills and tools to be able to connect with students via video conferencing, (Teams and Class Dojo).	All Instructional Staff; Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of the strategies from the Professional Development sessions, as well as, teachers sharing the strategies learned during the P.D. sessions.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor online classes to monitor the students' engagement and progress. Administrator virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity.
Start: Mon, Aug 31 End: Fri, Oct 16	Professional Development will be offered and shared during Collaborative Planning. By sharing	Maria Fernandez, Principal, Althea DaCosta, Assistant	The evidence will be lesson plans and instructional delivery that targets specific standards and the	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor online

strategies teachers will learn from each other on how best to maintain student-staff connections during online instruction.	Principal, Homene St. Louis, Counselor, Karen Laing, Transformation Coach, All Instructional Staff	implementation of the strategies from the Professional Development sessions and Collaborative Planning meetings.	classes to monitor the students' engagement and progress. Administrator virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity.
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Primary Essential Practice

Transition to Distance Learning

Priority Actions for the Primary Essential Practice

The school will continue to develop strategies for effective online teaching and learning and progress monitoring using the District's "Transition to Distance Learning" protocol and the innovating learning platforms to promote cohesiveness in connecting with students and parents.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	The school will have a Drive-Thru Orientation for Parents. Informational materials were disseminated to parents to enable a smooth transition to distance learning.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal Teachers and Support Staff	The evidence will be parents being able to connect with online instruction and communicate virtually with teachers and administration by way of Zoom, Microsoft Teams, Google Phone, Class Dojo, and other innovating learning platforms.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Stacy Prater, Security Monitor, Angela Williams, Security Monitor, Teachers, Support Staff, assisted with distributing parent packets as parents came by the school. This safety measure was implemented to ensure the safety of all stakeholders.
Start: Thu, Sept 10 End: Fri, Oct 16	The school will have a Virtual Open House. Teachers will provide links, resources, and valuable information to parents regarding distance learning.	All Instructional Staff; Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The evidence will be the number of parents participating and connecting to the Virtual School Open House. They will be able to connect and communicate virtually with teachers and administration.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Teachers; Recording of Zoom Open House Meetings and Attendance through the number of participants in the Zoom Meeting.
Start: Mon, Aug 31 End: Fri, Oct 16	The school will ensure that all students have mobile devices in order to facilitate the transition to distance learning.	Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The evidence will be increased student attendance, completion of class assignments and student participation in virtual online school.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Sharonne Kerr, Media Specialist; ATMS Device Tracking System to ensure all students have devices.
Start: Mon, Aug 31 End: Fri, Oct 16	Welcome Letters and school messages regarding distance learning are communicated through virtual technology and automated messages.	All Instructional Staff; Maria Fernandez, Principal, Althea DaCosta, Assistant Principal	The evidence will be parents being able to connect and communicate virtually with teachers and administration by way of the school marquee, school's website, School Messenger, flyers, and social media.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Communi-cate information to teachers, parents, and student via technology and other platforms.

Secondary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Secondary Essential Practice

The school will implement the District's protocol to provide and maintain a healthy and safe school environment.

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>Single entry and exit points with self-health screening and temperature checks.</p>	<p>Maria Fernandez, Principal; Althea DaCosta, Assistant Principal; Angela Williams, Security Monitor; Stacy Prater, Security Monitor.</p>	<p>Expected evidence that would demonstrate the District's protocols and policies, of having one entrance at the front of the school, a security monitor ensuring that all visitors sign in using Raptor identification system, and all employees sign in using the District's sign in procedure in the employee portal and that they have followed the health screening policy to provide and maintain a healthy and safe school environment.</p>	<p>Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Stacy Prater, Security Monitor, Angela Williams, Security Monitor, will monitor the single-entry point. Maria Fernandez, Principal and Althea DaCosta, Assistant Principal will monitor the surveillance cameras.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Staggered dismissal, limited hallway traffic, one-way, hallway traffic flow, and signage throughout the campus.</p>	<p>Maria Fernandez, Principal; Althea DaCosta, Assistant Principal; Angela Williams, Security Monitor; Stacy Prater, Security Monitor; All Staff.</p>	<p>Expected evidence that would demonstrate the District's security policies, routines and procedures to reduce student/employee injuries and have a safe/healthy educational environment for all students and staff. This will ensure that we adhere to consistent protocols in maintaining a healthy and safe school environment.</p>	<p>Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Stacy Prater, Security Monitor, Angela Williams, Security Monitor, will conduct walk-throughs throughout the school campus, conduct security checks and will monitor the single-entry point.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>PPE, including face coverings, gloves, and plastic face shields, no sharing of supplies or equipment, clear plastic barriers, and social distancing.</p>	<p>Maria Fernandez, Principal; Althea DaCosta, Assistant Principal; Angela Williams, Security Monitor; Stacy Prater, Security Monitor; All Staff.</p>	<p>Expected evidence that would demonstrate the District's protocol will include the use of the PPE for all staff. Students and visitors will utilize facial coverings. Surveillance cameras will be monitored to safeguard against persons not following the safety measures. This will ensure a safe and healthy school environment for all students and staff.</p>	<p>Maria Fernandez, Principal, Althea DaCosta, Assistant Principal, Stacy Prater, Security Monitor, Angela Williams, Security Monitor, will conduct walk-throughs throughout the school campus, conduct security checks and will monitor the single-entry point. Maria Fernandez, Principal and Althea DaCosta, Assistant Principal monitor the surveillance cameras.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Installing hand sanitizer stations, retrofitting the water fountains for filling water bottles; and signage that demonstrate proper hand-washing techniques, directions for traffic flow, and social distancing.</p>	<p>Maria Fernandez, Principal; Althea DaCosta, Assistant Principal</p>	<p>The expected evidence is the decrease in student and staff health risks. The evidence will be the use of PPE, students utilizing the retrofitted water fountains, safety routines in place and all stakeholders following procedures to ensure a safe/healthy educational environment for all students and staff.</p>	<p>The Principal, Assistant Principal, and Security Monitors will conduct daily walk-throughs throughout the school campus, and conduct daily security checks .</p>

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

Academic Programs Outcome Statement

If we successfully implement the sustained essential practice, Standards-Aligned Instruction, then student learning will be maximized. If we successfully implement the primary essential practice, Technology Integration, then student achievement will be increased. If we successfully implement the secondary essential practice, Goal Oriented Learning, then teachers will collaboratively plan engaging, goals-aligned lessons for student learning.

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

The school will utilize the District's protocol for "My School Online and Distance Learning," and innovating learning platforms 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: Mon, Aug 31 End: Fri, Oct 16	Plans will be created during Zoom Collaborative Planning meetings that are standards-based aligned.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be a measurable increase on completed assignments, standards-based grades, content being taught, and lesson plans.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Karen Laing, Transformation Coach. i-Ready growth monitoring, AP1, AP2, and AP3 will be monitored and used to modify strategies, monitor student participation (attendance) in virtual school.
Start: Mon, Aug 31 End: Fri, Oct 16	The District Pacing Guides and Framework will be followed.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be a measurable increase on completed assignments, standards-based content being taught, framework being followed and lesson plans.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Karen Laing, Transformation Coach. i-Ready growth monitoring, AP1, AP2, and AP3 will be monitored and used to adjust teaching, monitor student participation (attendance) in virtual school.
Start: Mon, Aug 31 End: Fri, Oct 16	The 2019, AP2 data will be used to drive standards aligned instruction.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be teachers working in small groups to provide scaffolding instruction.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Karen Laing, Transformation Coach. i-Ready growth monitoring, AP1, AP2, and AP3 will be monitored and used to redirect teaching, monitor student participation (attendance) in virtual school.
Start: Mon, Aug 31 End: Fri, Oct 16	Reflect on the set of lessons, ensuring that all the skills, concepts, and knowledge for student success, are being taught.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be increased student achievement, and improvement of grades. Data Chats, student data trackers, and i-Ready usage and percent pass reports will also serve as evidence.	Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal; Karen Laing, Transformation Coach. I-Ready growth monitoring, AP1, AP2, and AP3 will be monitored and used to redirect teaching, monitor student participation (attendance) in virtual school.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

Teachers will continue to participate in professional development to expand their knowledge of integrating technology into the teaching and learning process for 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: Mon, Aug 31 End: Fri, Oct 16	Teachers will continue to participate in On Demand Webinars offered by the District.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be lesson plans and lesson being taught that target specific standards and incorporate specific strategies from the professional development sessions.	Mathematics Transformation Coach, Karen Laing, Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor online classes, to measure the progress that students are achieving the desired results. Administrative virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will continue to participate innovating learning platforms as outlined by the District.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be lesson plans, pacing guides, student engagement in video conferencing and using strategies from the professional development sessions from innovating learning platforms.	Mathematics Transformation Coach, Karen Laing, Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, will monitor online classes, to measure the progress that students are achieving the desired results. Administrative virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will continue to utilize the i-Ready program.	Karen Laing, Transformation Coach; All Instructional Staff	The evidence will be an increase in levels from the i-Ready AP1 Diagnostic to the AP2 Diagnostic and growth monitoring.	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, Karen Laing, Transformation Coach, will monitor the I-Ready Growth monitoring and AP1 to AP 2 student data.
Start: Mon, Aug 31	Teachers will incorporate other technology programs to enhance student	Karen Laing, Transformation Coach; All	The evidence will be strategies, lesson plans, lesson being taught, and student completion of	Maria Fernandez, Principal, and Althea DaCosta, Assistant Principal, Mathematics Transformation Coach, Karen Laing, will monitor online classes,

End: Fri, Oct 16	learning, such as Discovery Education, Nearpod and other innovating learning platforms.	Instructional Staff	assignments and engagement in Discovery Education, Nearpod, Microsoft Teams, Zoom and other resources for technology for instruction.	to ensure the use of the targeted technology, and student participation and engagement with the lesson.
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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).

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

Goal Oriented Learning

Priority Actions for the Secondary Essential Practice

Teachers will continue to engage in collaborative planning for goal-oriented learning and teaching, that will lead to improvement in standards-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: Mon, Aug 31 End: Fri, Oct 16	Weekly collaborative meetings for goal setting planning.	Karen Laing, Transformation Coach; All Instructional Staff	The expected evidence will be online instructional delivery of goal aligned standards planned in collaborative meeting sessions. The agenda will include shared best practices. The Zoom Meeting ID#'s will also serve as evidence.	Karen Laing, Mathematics Transformation Coach; Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal. Monitoring will occur through ZOOM Collaborative Planning with teachers for their Online Instruction, ensuring the lessons are aligned with the District's Pacing Guides and framework, while discussing student participation (attendance) and data. Also, monitoring will occur through virtual classroom walk-throughs.
Start: Mon, Aug 31 End: Fri, Oct 16	District Pacing Guides will be used to plan goal setting lessons.	Karen Laing, Transformation Coach; All Instructional Staff	The expected evidence will be weekly Collaborative Planning Meeting scheduled to plan for online lessons using the District's pacing guides and instructional framework to target specific goals aligned standards. Lessons plans will be aligned with the District's pacing guide and instructional framework.	Karen Laing, Mathematics Transformation Coach; Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal. Monitoring will occur through ZOOM Collaborative Planning with teachers for their Online Instruction, ensuring the lessons are aligning with the District's Pacing Guides and framework, while discussing student participation (attendance) and data. Also, monitoring will occur through virtual classroom walk-throughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Grade levels will meet as a team to plan lessons to ensure that instructional time is maximized.	All Instructional Staff	The expected evidence will be weekly grade level planning using the District's pacing guides and instructional framework to maximize instructional time. Administrators will be invited to Zoom Meetings and the virtual classrooms to ensure plans are being effectively followed and implemented. Additional evidence will include Zoom meeting ID#'s, and meeting schedules.	Karen Laing, Mathematics Transformation Coach; Maria Fernandez, Principal; and Althea DaCosta, Assistant Principal. Monitoring will occur through ZOOM Collaborative Planning with teachers for their Online Instruction, ensuring the lessons are aligning with the District's pacing guides and framework, while discussing student participation (attendance) and data. Also, monitoring will occur through virtual classroom walk-throughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Monthly School-Site Professional Growth Sessions to set goals	Maria Fernandez, Principal; and Althea	The expected evidence will include Professional Development meeting to analyze students' data and trends in the data. Instructional goals aligned to the redirection	Karen Laing, PD Liaison and Transformation Coach, Maria Fernandez, Principal Althea DaCosta, Assistant Principal, Data conversations, new trends, and research will be topic of meeting discussion.

	based on current data.	DaCosta, Assistant Principal; Karen Laing, Transformation Coach; All Instructional Staff	and remedial lessons will be developed to target data.	
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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, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Primary Essential Practice