

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 continue to successfully Empower Teachers and Staff, implement Consistent Protocols to Maintain a Healthy and Safe School Environment, and school-wide PBIS program, then we expect to see a continued increase in improved instructional practices, increase in compliance with health and safety procedures, and increase in positive student-teacher relationships..

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Continue to provide professional development opportunities aligned with teacher needs to translate into improved instructional practices.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	All instructional staff will complete a one-time Trauma Informed Practices training via Kognito by October 16.	Rachelle Surrancy, Principal; Yolanda Oliu, Assistant Principal; Dawn Alvarez, School Counselor	The teachers will receive a certificate of completion at commencement of the Kognito training and forward via email to the school counselor.	The school counselor will collect certificates on October 16 no later and track staff completion of the Trauma Informed Practices training.
Start: Mon, Aug 31 End: Fri, Oct 16	All instructional staff will be introduced to the School-based Mental Health team via email and through a virtual Meet and Greet on the September 28th Teacher Planning Day.	Rachelle Surrancy, Principal; Yolanda Oliu, Assistant Principal; Dawn	The School Counselor will maintain records of the email and the attendance roster of the session to verify teacher participation.	The School Counselor will verify teacher attendance on September 28th during the Mental Health Team Presentation.

		Alvarez, School Counselor		
Start: Mon, Aug 31 End: Fri, Oct 16	The School Counselor will provide teachers with Social Emotional Learning practices weekly via email to incorporate into their daily lessons.	Dawn Alvarez, School Counselor	The Social and Emotional best practices provided to the teachers will be evidenced via virtual/physical walkthroughs.	During virtual/physical walkthroughs instructional coaches and administrators will see the implementation of SEL best practices.
Start: Mon, Aug 31 End: Fri, Oct 16	All instructional staff will participate in a one-time Digital Citizenship/PBiS training to promote positive virtual behavior expectations.	Dawn Alvarez, School Counselor	As a result of the training, ethical and appropriate online behaviors will be evidenced via virtual/physical walkthroughs.	During virtual/physical walkthroughs instructional coaches and administrators will see the implementation of Digital Citizenship best practices.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

Implement a system for staff and students to follow district guidelines in compliance with health and safety procedures.

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	All faculty & staff will participate in the Reopening Smart, Returning Safe Together @ FCE virtual training on August 27.	Rachelle Surrancy, Principal; Yolanda Oliu, Assistant Principal	As a result of participating in the virtual training, teachers will incorporate safe and smart online best practices.	The administrators will maintain record of the electronic acknowledgement form of the August 27th training and ensure all staff participated.
Start: Mon, Aug 31 End: Fri, Oct 16	The instructional staff will participate in a one-time Digital Citizenship/PBS training to promote positive virtual behavior expectations.	Dawn Alvarez, School Counselor	As a result of the training, ethical and appropriate online behaviors will be evidenced via virtual/physical walkthroughs.	During virtual/physical walkthroughs instructional coaches and administrators will see the implementation of Digital Citizenship best practices.
Start: Mon, Aug	The students transitioning to	Yolanda Oliu,	As a result of participating in the School	Ongoing appropriate behaviors will

31 End: Fri, Oct 16	Stage 2 (Schoolhouse) will participate in a one-time School Health and Safety Orientation.	Assistant Principal; Kristen Nemece, Reading Coach	Health and Safety Orientation, students will demonstrate behaviors aligned to school-wide and CDC procedures and guidelines.	be visible to administration and school staff.
Start: Mon, Aug 31 End: Fri, Oct 16	The school will continue to conduct monthly required evacuation and safety drills to practice expected procedures and protocols.	Yolanda Oliu, Assistant Principal; Kristen Nemece, Reading Coach	During scheduled monthly evacuation and safety drills, teachers and students will follow procedures outlined by the School Board Police Department.	Ongoing appropriate behaviors will be visible to administration and school staff during scheduled evacuation and safety drills.

Secondary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Secondary Essential Practice

Implement a school-wide PBS program that establishes norms, cultivates values, and sets expectations that support culturally responsive practices, fosters and maintains positive teacher-student relationships and empowers students to manage emotions and make responsible decisions.

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	Establish a nine-member PBS team represented by each grade-level and special area teachers by the end of September.	Dawn Alvarez, School Counselor/PBS Lead	As a result of the September grade-level meeting, there will be an established PBS team as evidenced by an agenda and PBS team roster.	Dawn Alvarez, School Counselor/PBS Lead will collect grade-level meeting agenda and PBiS team roster.
Start: Mon, Aug 31 End: Fri, Oct 16	The PBS Team will meet on September to establish Virtual PBS norms, values, and expectations.	Dawn Alvarez, School Counselor/PBS Lead and established PBS Team	The PBS Team will have a comprehensive model for implementing a PiS program in a virtual setting that is also valid and accessible upon return to the brick and mortar setting.	The PBS Team Lead, Dawn Alvarez will collect and file the agenda and share the proposed model with the Administrative Team.
Start: Mon, Aug 31 End: Fri, Oct 16	The PBiS Team will present the established PBS program for virtual learning to the FCE	Dawn Alvarez, School Counselor/PBS Lead and	As a result of participating in the PBS presentation, teachers will be able to effectively teach the established core values to students and provide incentives for appropriate student behaviors.	The PBS Team Lead will collect data related to the distribution of student

	Staff during the September 15th Faculty meeting.	established PBS Team		incentives and share-back with FCE staff.
Start: Mon, Aug 31 End: Fri, Oct 16	The PBS Team will meet quarterly to evaluate the utilization of established PBS norms, values and expectations.	Dawn Alvarez, School Counselor/PBS Lead and established PBS Team	Each grade level PBS Team representative will meet with their grade level teachers and report the effectiveness of the PBS program back with the team for the purpose of determining if changes or further developments were necessary.	The PBS Team Lead will collect and file the agenda and share-back with FCE staff.

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

Academic Programs Outcome Statement

If we continue to successfully implement structures that facilitate planning for the effective delivery of Data-Driven, small group instruction (DI) and a system of On-going Progress Monitoring, then we can expect to see, increases in ELA and Math student learning gains as well as, increases in proficiency in ELA and Math across all accountable grade levels.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Continue to implement collaborative structures for effective planning and analyzing data to gauge instruction for the delivery of aligned interventions and appropriate utilization of resources during differentiated instruction.

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	During Collaborative Planning, the ELA Instructional Coach will provide ELA teachers with 2019-2020 iReady AP2/3 data to plan ELA Tier2/3 intervention instruction aligned with the District Decision Tree and Intervention Calendar.	Kristen Nemec, Reading Coach	Common Planning agendas, file sharing, and intervention instructional groups will serve as evidence of implementation.	The administrator will collect the agenda and utilize the information to observe the instruction during scheduled intervention blocks.

Start: Mon, Aug 31 End: Fri, Oct 16	During Collaborative Planning, the Math Instructional Coach will provide Math teachers with 2019-2020 iReady AP2/3 data to plan Math Differentiated Instruction (DI) aligned with the District iReady Implementation Plan/My School Online (MSO).	Zeivier Reyes, Math Coach	Common Planning agendas, file sharing, and DI instructional groups will serve as evidence of implementation.	The administrator will collect the agenda and utilize the information to observe the instruction during scheduled DI blocks.
Start: Mon, Aug 31 End: Fri, Oct 16	During Collaborative Planning, the Math Instructional Coach will provide Math teachers with 2019-2020 recommended DI Framework to plan for the effective delivery of small group instruction.	Zeivier Reyes, Math Coach	Common Planning agendas, file sharing, and DI instructional group framework/lesson will serve as evidence of implementation.	The administrator will collect the agenda and utilize the information to observe the instruction during scheduled DI blocks.
Start: Mon, Aug 31 End: Fri, Oct 16	During Collaborative Planning, the instructional coaches and teachers will establish systems and routines for small group instruction/intervention and rotations.	Kristen Nemec, Reading Coach; Zeivier Reyes, Math Coach	Weekly online virtual/physical walkthroughs will serve to capture the consistent evidence of established systems and routines for small group instruction/intervention and rotations.	During DI/intervention classroom virtual/physical walkthroughs instructional coaches and administrators will see the implementation of established systems and routines.

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

Continue to implement structures to assess and provide for the effective delivery of instruction during the differentiated instruction and intervention blocks through on-going progress monitoring and the analysis and the disaggregation of data.

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 instructional coaches will develop an On-Going Progress Monitoring (OPM) data tracker to monitor the academic progress on deficient standards.	Kristen Nemec, Reading Coach; Zeivier	As a result of developing an OPM tracker, we should see on-going completion of trackers to monitor academic progress.	The administration and coaches will monitor via OneDrive the utilization of OPM trackers as evidence implementation.

		Reyes, Math Coach		
Start: Mon, Aug 31 End: Fri, Oct 16	During Collaborative Planning, the ELA Instructional Coach will provide ELA instructional staff with the 2020-2021 K-5 Intervention and Progress Monitoring Resources to plan for the effective delivery of intervention instruction.	Kristen Nemec, Reading Coach	Weekly virtual/walkthroughs during the Enrichment/Intervention block will serve to capture the explicit, systematic, differentiated and multisensory instruction in small group using the appropriate resources.	Weekly walkthroughs during the Enrichment/Intervention block will serve to capture the explicit, systematic, differentiated and multisensory instruction in small group using the appropriate resources.
Start: Mon, Aug 31 End: Fri, Oct 16	All ELA and Math instructional staff will monitor the progress of student academic performance and assign iReady/Stride via Innovative Learning and Video Conferencing Platforms supplemental lessons to remediate the secondary standard and progress monitor through iReady/Stride K12 lesson quizzes.	Rachelle Surrancy, Principal; Yolanda Oliu, Assistant Principal	End of quarter administration/teacher data chats will serve to capture the implementation of supplemental lessons and teaching progress monitoring of student academic performance.	Administrators will conduct an end of quarter virtual/physical data chat to ensure teachers are assigning and tracking student academic progress.
Start: Mon, Aug 31 End: Fri, Oct 16	After the administration of OPM assessments, all ELA and Math instructional staff will conduct student-teacher data chats to inform and track student data.	Rachelle Surrancy, Principal; Yolanda Oliu, Assistant Principal	Teacher selected protocol will serve to capture the evidence of ongoing teacher-student data chats and identified student goals for growth.	During classroom virtual/physical walkthroughs instructional coaches and administrators should see completed teacher and student data trackers and identified goals.

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).

The ESSA Subgroup, Black Students, did not meet the 41% threshold according to the Federal Index.

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

We will strengthen Tier 1 Core instruction for black students by providing teacher professional development in the implementation of the DI block framework for instruction, with a specific focus on the Teacher-led Center instruction for both Reading and the Extended Math DI Block, to teachers. Moreover, school-wide, we will continue to target this population for participation in Extended Learning opportunities, including, the Early Morning Program for iReady, and the after-school program. Finally, students in this population group who also comprise the lowest 25% in Reading and Math, will be targeted for pull-out interventions during Special Areas.

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

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Continue to implement structures to assess and provide for the effective delivery of instruction during the differentiated instruction and intervention blocks through on-going progress monitoring and the analysis and the disaggregation of data.

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	After the administration and analysis of ELA and Math assessments, identify appropriate supplemental resources aligned to the standards for Language Arts Florida Standards (LAFS) and Mathematics Florida Standards	Kristen Nemece, Reading Coach; Zeivier Reyes, Math Coach	Weekly virtual/physical walkthroughs will serve to capture evidence of small group instruction lesson plans that are aligned to identified deficient standards.	During DI classroom virtual/physical walkthroughs instructional coaches and administrators will see supplemental resources aligned to the standards.
Start: Mon, Aug 31 End: Fri, Oct 16	Develop a DI and On-Going Progress Monitoring calendar based on assessment data to schedule lessons that address secondary standards and OPM assessment dates.	Zeivier Reyes, Math Coach	As a result of developing a DI and OPM calendar we should see teachers implementing and assessing secondary standards on specified dates.	During virtual/physical walkthroughs, administrators will observe instructional delivery of secondary standards and administration of OPMs. In addition, student work progress reports and utilization of OPM trackers will evidence implementation.
Start: Mon, Aug 31	Implement data-driven instruction which includes explicit, differentiated, and	Kristen Nemece, Reading	Weekly walkthroughs will serve to capture evidence of small group instruction that	During classroom walkthroughs instructional coaches and administrators should see

End: Fri, Oct 16	scaffolded instruction that focuses on remediation skills and standards.	Coach; Zeivier Reyes, Math Coach	is aligned to identified remedial skills and standards.	scaffolded instruction that focuses on the identified remedial skills and standards.
Start: Mon, Aug 31 End: Fri, Oct 16	Develop an On-Going Progress Monitoring (OPM) data tracker to monitor the academic progress on deficient standards.	Kristen Nemec, Reading Coach; Zeivier Reyes, Math Coach	As a result of developing an OPM tracker, we should see on-going completion of trackers to monitor academic progress.	The administration and coaches will monitor via OneDrive the utilization of OPM trackers as evidence implementation.

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