

## Phase II

### Action Planning

#### Consensus – Define – Implement

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

#### **Phase II Development & Stakeholder Engagement**

***August 17 – August 28, 2020***

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

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

#### ***Implementation Steps Requirements:***

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

#### **Quarter 1 Implementation**

***August 31 – October 16, 2020***

- *Participate with the School Leadership Team in a Region Review Process*

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

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

### **Every Student Succeeds Act (ESSA) Data Incorporation**

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

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

### **Quarter 1 Systems Review & Data Reflection**

#### **October 19 – October 30, 2020**

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

*After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.*

### **Quarter 2 Implementation**

#### **November 2 – December 18, 2020**

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

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

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

### School Culture Outcome Statement

If we successfully implement our sustained practice of setting high expectations, then we will continue to see growth in terms of our overall school culture, teaching, academic performance, and student achievement results. If we successfully implement our primary practice of celebrating successes, then our student and staff morale will increase. This, in turn, will improve our overall school culture, teaching, academic performance, and student achievement results. If we successfully implement our secondary practice of increasing family engagement, then positive relationships with all stakeholders will be formed. This, in turn, will positively impact student academic performance, attendance, and behavior.

### Sustained Essential Practice

Setting High Expectations

### Priority Actions for the Sustained Essential Practice

Actions to ensure that the practice of setting high expectations is sustained include the following: provide teachers with specific and timely feedback when utilizing innovative learning and video conferencing platforms; establish a school-wide mentoring program for our at-risk students; establish wellness checks during distance learning /pandemic; and cultivate cultural awareness among faculty and students by creating multicultural committees.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	In an effort to continue to set high expectations, teachers will be provided with specific and timely feedback during the implementation of innovative learning and video conferencing platforms.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant	Teacher and student success with the implementation of innovative learning and video conferencing platforms will serve to capture if the systems we	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; and Bertine Triche, Instructional Coach, will monitor that teachers are planning effective lessons for innovative learning and video conferencing platforms. After

		Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach	have put in place to ensure that teachers are receiving ample support with the new platforms are working.	administrative walk-throughs, teachers will be provided with immediate, corrective feedback and instructional coaches will be available to provide support, if needed.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement a mentoring program by identifying 75 at-risk students in grades 9-12 and pairing them up with a staff member. During this implementation window, student mentees will be identified, staff mentors will be identified, and an interest survey will be conducted to pair students and staff.	Jodie Jové, Assistant Principal; Ginette Torres, Student Services Department Chair	Staff volunteers to be mentors for our at-risk students, will serve to capture if the initiative of creating a mentoring program is an effective way to set high expectations.	Jodie Jové, Assistant Principal; and Ginette Torres, Student Services Department Chair, will monitor the implementation of the mentoring program by collecting mentor and mentee interest surveys.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	On a weekly basis, counselors will call 10-20 students from their respective grade levels and establish wellness checks to ensure that students are adjusting to the social, behavioral, and cognitive changes brought about by this pandemic.	Ginette Torres, Student Services Department Chair/11th grade Counselor; Isis Arenas, 10th grade Counselor; Yvette Constant, 9th grade Counselor/Trust Counselor; Yixsi Palacio, 12th grade Counselor	Student and parent feedback during the weekly phone calls, will serve to capture that the wellness checks are an effective way to set high expectations.	Ginette Torres, Student Services Department Chair/11th grade Counselor; Isis Arenas, 10th grade Counselor; Yvette Constant, 9th grade Counselor/Trust Counselor; and Yixsi Palacio, 12th grade Counselor, will monitor the wellness checks by inputting the information received from the phone calls into the Case Management System.
<b>Start:</b> Tue, Sept 1 <b>End:</b> Wed, Sept 30	Create Multicultural Committees, for both staff and students, during the month of September, to cultivate cultural awareness among the staff and students.	Jodie Jové, Assistant Principal; Isis Gonzalez, Activities Director	Participation in the committees, as well as in the planned events, will serve to capture if the practices put in place for cultivating school-wide cultural awareness are working.	Jodie Jové, Assistant Principal, will monitor the process of creating a Multicultural Committee and designate monthly meetings to ensure the staff is creating activities that promote cultural awareness. Isis Gonzalez, Activities Director, will do the same with the student body.

## Primary Essential Practice

Celebrate Successes

### Priority Actions for the Primary Essential Practice

Actions to ensure that the primary essential practice of celebrating successes will be implemented include the following: implement the Staff Most Valuable Patriot (MVP) award at faculty meetings; give 2-5 staff "shout outs" at every faculty meeting to highlight staff accomplishments; implement the "Student of the Month" incentive program; and host a Welcome Back Teacher Drive-Thru.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	At every monthly faculty meeting, a staff MVP will be selected as a means of celebrating successes. This staff member will receive a gift card, trophy, and be featured on our school's website, Twitter, and IG.	Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director	Increased staff participation at school-related events will serve to capture the incentives we have put in place to celebrate successes and raise staff morale are working	Staff MVP winners will be monitored monthly by Ursula Garbutt, Assistant Principal, using an Excel spreadsheet. Isis Gonzalez, Activities Director, will monitor the participation at each school event to gauge the correlation between celebrating successes and increasing staff morale.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	At every monthly faculty meeting, administration will give 2-5 staff "Shout-Outs" highlighting staff accomplishments.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	A noticeable increase in the implementation of successful/new teacher practices will serve to capture if the staff "Shout Outs" are working as a means of celebrating successes.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will gather staff accomplishments from classroom walk-throughs, conversations, notifications, etc. and select 2-5 staff members on a monthly basis to "shout out" at faculty meetings.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Teachers will submit monthly nominations for the Most Valuable Patriot (MVP) by grade level. The administration will then vote for 4 students (one from each grade level) to be recognized on the school's website, IG, Twitter, and "Wall of	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director	An improvement in student performance and behavior will serve to capture if the Student of the Month initiative is working as a means of celebrating successes.	Jodie Jové, Assistant Principal will monitor the program by keeping track of MVPs using an Excel spreadsheet. Isis Gonzalez, Activities Director, will be responsible for posting MVPs on all the school's social media platforms.

	Fame” as a means of celebrating student successes.			
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Host a Welcome Back Teacher Drive-Thru on 8/19 with music, gift bags, and treats from the Sunshine Committee to celebrate successes and welcome teachers into the new school year.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director; Janette Romero, Sunshine Committee President	An increase in Sunshine Committee staff membership for the 2020-2021 school year will indicate if this event, aimed at celebrating successes, was effective.	Janette Romero, Sunshine Committee President will monitor 2020-2021 staff participation using an Excel spreadsheet.

## Secondary Essential Practice

### Family Engagement

### Priority Actions for the Secondary Essential Practice

Actions to ensure that the secondary essential practice of promoting family engagement will be implemented include the following: increase PTSA & EESAC membership/support; host a Freshman/New Student Orientation Drive-Thru; host virtual parent orientation nights by grade-level; and provide workshops for parents throughout the school year (e.g., innovative learning and video conferencing platforms, grade book, ELL, Cambridge, Magnet, etc.).

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Tue, Sept 1 <b>End:</b> Wed, Sept 30	During the month of September, advertise and promote the PTSA and EESAC in an effort to increase membership/support.	Ursula Garbutt, Assistant Principal; Gaby Miralles, PTSA President; Jessica Baez, EESAC Chair	An increase in membership in both the PTSA and EESAC will serve to capture if the promotional strategies utilized during the month of September were effective.	Ursula Garbutt, Assistant Principal; Gaby Millares, PTSA President; and Jessica Baez, EESAC Chair, will monitor the participation at meetings through the sign-in sheets. PTSA membership will be monitored by PTSA President, Gaby Millares.
<b>Start:</b> Mon, Aug 31	Host a Freshman/New Student Drive-Thru Orientation with music, gift bags, and information	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez,	Success of the Freshman/New Student Orientation Drive-Thru, in	Isis Gonzalez, Activities Director, will monitor participation based on the number of attendees.

<b>End:</b> Mon, Aug 31	for parents to celebrate successes welcome new Patriots and increase family engagement.	Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director	terms of participation, will demonstrate that we are working to promote family engagement.	
<b>Start:</b> Mon, Sept 14 <b>End:</b> Fri, Oct 16	Plan and host virtual parent orientation nights, by grade-level, via Zoom or YouTube to give parents an overview of American Senior High School and pertinent information relevant to distance learning.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Isis Gonzalez, Activities Director	Success of the virtual orientations, in terms of participation, will demonstrate that we are working to promote family engagement.	Isis Gonzalez, Activities Director, will monitor participation based on the number of attendees as well as the number of followers we gain after the event on our school's IG and Twitter.
<b>Start:</b> Tue, Sept 1 <b>End:</b> Wed, Sept 30	During the month of September, plan and execute a parent workshop via Zoom or YouTube to promote family engagement.	Ursula Garbutt, Assistant Principal; L'Tosha Smith; Community Involvement Specialist; Isis Gonzalez, Activities Director	An increase in attendance at EESAC and PTSA meetings will demonstrate that we are working to increase parental and community involvement.	Ursula Garbutt, Assistant Principal; and L'Tosha Smith, Community Involvement Specialist, will monitor the success of the workshops based on parental participation from sign-in sheets.

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

### Academic Programs Outcome Statement

If we successfully implement our sustained practice of collaborative data chats, then we will continue to see growth with classroom practices, standards-based lessons, and state-wide assessments. If we successfully implement our primary practice of 21st century learning, then lessons will include more creativity, collaboration, communication, and critical thinking. This, in turn, will allow for an increase in learning gains and proficiency on state-wide assessments. If we successfully implement our secondary practice of accountable talk, then students will receive lessons that are more student-centered and collaborative, which will positively impact teaching, student learning, and overall academic achievement.

### Sustained Essential Practice

Collaborative Data Chats

### Priority Actions for the Sustained Essential Practice

Actions to ensure that the practice of collaborative data chats are sustained include the following: conduct data chats using available data to plan for instruction; implement student goal setting based on available data; analyze data during collaborative planning to plan for instruction, remediation, and enrichment; and monitor the implementation of data-driven instruction through administrative walk-throughs.

Implementation	Implementation Steps	Expected Evidence	Monitoring
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<b>Date(s)</b>		<b>Person(s) Responsible</b>  (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Sept 25	Conduct administrative-teacher data chats to analyze and reflect upon available 2020-2021 data.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	Effective data-driven practices observed in the classrooms will serve to capture that the process of conducting administrative-teacher and teacher-student data chats is effective.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor the data chat process and ensure that data is being used to drive instruction as evidenced by daily walk-throughs.
<b>Start:</b> Mon, Sept 28 <b>End:</b> Fri, Oct 16	After administrative-teacher data chats are conducted, teachers will ensure that all students have set individual goals.	Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach	An increase in student performance data will serve to capture if students are setting attainable goals, monitoring their individual progress, and promoting a growth mindset.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that teachers are reviewing data with students and having students set goals by conducting weekly walk-throughs with this specific “look-for.”
<b>Start:</b> Mon, Sept 28 <b>End:</b> Fri, Oct 16	After administrative-teacher data chats, instructional coaches will assist teachers, on a needs-basis, with analyzing their data and creating small groups for both remediation and enrichment.	Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach	Coaching cycles specific to assisting teachers with analyzing data to create small groups for remediation and enrichment will serve to capture that instructional coaches are working with teachers to facilitate the process of data analysis.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that instructional coaches are effectively implementing coaching cycles on data analysis and grouping. In addition, they will meet with coaches on a weekly basis to discuss coaching cycles.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct daily walk-throughs looking for effective data-driven instruction.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	Teacher lesson plans, coaching cycles on data-driven instruction, and immediate, corrective feedback after walk-throughs, will be used to capture the implementation of effective data-driven instruction.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor that teachers are planning for data-driven instruction and will ensure that immediate, corrective feedback is shared with teachers after each walk-through. In addition, they will meet

with coaches on a weekly basis to discuss coaching cycles.
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### Primary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

### Priority Actions for the Primary Essential Practice

Actions to ensure the implementation of 21st century learning as a primary essential practice include the following: provide follow-up PD on innovative learning platforms; conduct monthly departmental best practices mini sessions on innovative learning and video conferencing platforms; share one 21st century learning best practice at each faculty meeting; and monitor the implementation of 21st century learning through administrative walk-throughs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31  <b>End:</b> Mon, Aug 31	On 8/27, Provide all instructional staff with a 2-hour refresher PD on the My School Online (MSO) K-12 platform, by department, allowing teachers to plan for the first week of school.	Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Math; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Tehamana Tarallo, Science; Victor Wisniski, Social Studies; Bertine Triche, Instructional Coach	Effective implementation of innovative learning and video conferencing platforms, observed during daily administrative walk-throughs, will serve to capture the effectiveness of the follow-up PD.	Isis Gonzalez, PD Liaison, will monitor the entire PD process. In addition, Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor the implementation of innovative learning and video conferencing platforms during daily walk-throughs.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	Provide monthly departmental best practices mini sessions on innovative learning and video conferencing platforms.	Department Chairpersons: Stanley Brown, JROTC; Patrice DeGraff, Fine Arts; Carita Facey, Math; Tabitha Milfort, CTE; Dawn Pearce, Literacy Instructional Coach/Foreign Languages; Ricardo Pelaez, PE; Daniel Perez, SPED; Candance Rodriguez, Language Tehamana Tarallo, Science;	Weekly lesson plans, daily walk-through feedback, and an observance of commonalities in teachers' lessons, will serve to capture if the shared best practices on innovative learning and	The implementation of best practices on innovative learning and video conferencing platforms will be monitored monthly by the attendance and active participation of administrators (Jodie Jové; Alex Gonzalez; Ursula Garbutt) at department meetings. Additionally, daily walk-throughs will serve as a monitoring

		Victor Wisniski, Social Studies; Bertine Triche, Instructional Coach	video conferencing platforms are being implemented.	tool to ensure the implementation of shared best practices.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	At each monthly faculty meeting, a different teacher will be selected to share a 21st century learning best practice.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	The implementation of 21st century learning best practices in the classrooms will serve to capture if the initiative of sharing a practice at each faculty meeting is proving effective.	Ursula Garbutt, Assistant Principal, will keep a record of the teacher and 21st century best practice shared at each faculty meeting. Stephen Papp, Principal and Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that effective 21st century learning best practices are being implemented by conducting weekly walk- throughs with this specific “look-for.”
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct daily walk-throughs including our Students with Disabilities (SWD) subgroup looking for 21st century learning strategies.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach	Immediate, corrective feedback in the form of an email will be used to capture that daily walk- throughs are being conducted with fidelity, with the specific look-for of 21st century learning.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; and Ursula Garbutt, Assistant Principal, will monitor walk- throughs by keeping a log of classrooms visited and sending immediate, corrective feedback to teachers, via email, after each visit. In addition, coaching cycles on effective 21st century learning will be made available to teachers.

### ESSA Reflection

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

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

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

Students with Disabilities

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

According to 2019 school-wide assessment data, the subgroup Students with Disabilities (SWD) did not meet the 41% threshold; SWD fell short by 8-percentage points (33%). Despite instructional resources and support, assessment data indicates that students in the SWD subgroup struggle across all content areas. In an effort to bridge this achievement gap, more strategic intervention will take place and the current practices we have in place will

be modified to meet the specific academic needs of the students. The Leadership Team and Instructional Coaches will develop, lead, and evaluate the school's core content standards and research best practices specific to the cognitive and behavioral needs of students with disabilities. Teachers, support staff, and administration will work collaboratively with district personnel to select evidenced-based intervention strategies that promote academic growth. Progress monitoring, data collection, and data analysis, along with the participation and implementation of professional development, will also take place for this specific subgroup in order to reach the 41% threshold.

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

Accountable Talk

### Priority Actions for the Secondary Essential Practice

Actions to ensure the implementation of accountable talk as a secondary essential practice include the following: target expert teachers in the area of accountable talk and conduct virtual learning walks; share best practices on promoting accountable talk during collaborative planning; conduct coaching cycles on accountable talk; and monitor the implementation of accountable talk through administrative walk-throughs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Implement monthly virtual learning walks targeting expert teachers in the area of accountable talk.	Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	A schedule for monthly learning walks and daily administrative walk-throughs will serve to capture that effective accountable talk strategies are taking place in the classroom.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that effective accountable talk strategies are taking place by conducting weekly walk-throughs with this specific "look-for." Teacher feedback from the learning walks will also serve as a monitoring tool.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Once a week, teachers will take turns sharing a best practice related to accountable talk during collaborative planning.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	Weekly lesson plans, daily walk-through feedback, and an observance of commonalities in teachers' lessons, will serve to capture if effective accountable talk strategies are being	The implementation of best practices on accountable talk will be monitored on a weekly basis by the attendance and active participation of administrators (Jodie Jové; Alex Gonzalez; Ursula Garbutt) at collaborative planning.

			implemented in the classrooms.	
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	To help increase student engagement, instructional coaches will assist teachers, on a needs-basis, with incorporating accountable talk strategies into their lessons during collaborative planning and coaching cycles.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal; Dawn Pearce, Instructional Coach; Bertine Triche, Instructional Coach	Lesson plans and coaching cycles specific to accountable talk will serve to capture that instructional coaches are working with teachers to increase student engagement.	Assistant Principals Jodie Jové, Alex Gonzalez, and Ursula Garbutt, will monitor that instructional coaches are effectively implementing coaching cycles on accountable talk. In addition, they will meet with coaches on a weekly basis to discuss coaching cycles.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Conduct daily walk-throughs looking for accountable talk strategies.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal	Immediate, corrective feedback in the form of an email will be used to capture that daily walk-throughs are being conducted with fidelity, with the specific look-for of accountable talk.	Stephen Papp, Principal; Jodie Jové, Assistant Principal; Alex Gonzalez, Assistant Principal; Ursula Garbutt, Assistant Principal, will monitor walk-throughs by keeping a log of classrooms visited and sending immediate, corrective feedback to teachers, via email, after each visit.

## 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

If we successfully implement our sustained practice of implementing rewards/incentives, then our student and staff morale will increase. This, in turn, will improve our overall performance results. If we successfully implement our primary practice of promoting a growth mindset our staff and students will feel empowered to reach their goals which will result in a positive school culture that is conducive to learning. If we successfully implement our secondary practice of making staff-student connections, then students will have positive relationships with teachers and school staff that will positively impact their academic performance, attendance, and overall perception about the school.

#### Sustained Essential Practice