

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 restorative justice practices, then we can implement consistent protocols to establish effective school-wide routines that promote higher expectation and organization while providing rewards and incentives for teachers and students. If we successfully implement character education and values matter programs, then student attendance will increase and consistent learning will occur. If we successfully implement collaborative spaces, then staff will be afforded more time to collaborate and share best practices.

Sustained Essential Practice

Restorative Justice Practices (RJP)

Priority Actions for the Sustained Essential Practice

Counselors will provide all teachers with in-house professional development on Restorative Justice Practices. Edge teachers will be able to practice restorative practices and diffuse problems before they escalate. Counselors will be available throughout the year to ensure the continuity of RJP. Teachers may invite counselors into classes, as needed, for support and collaboration.

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	Edge teachers and counselors will collaborate to build healthy relationships between teachers and students on a monthly basis.	All Edge Teachers; Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo, Counselor; Michelle Perez-Gell, Trust Specialist	Documented RJP strategies and individual conferences in lesson plans; School climate survey results from students.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - All administrators will monitor frequency of individual student referrals and CSI.
Start: Mon, Aug 31 End: Fri, Oct 16	EDGE teachers will use RJP to reduce and/or prevent disruptive behaviors on a monthly basis.	All Edge Teachers; Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo, Counselor; Michelle Perez-Gell, Trust Specialist	Documented RJP strategies in lesson plans; A decrease in the number of referrals.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Walk-throughs/Attending Virtual class meetings during EDGE, requesting evidence of RJP strategies being implemented.
Start: Mon, Aug 31 End: Fri, Oct 16	EDGE teachers will use RJP to nurture healthy relationships between students on a monthly basis.	All Edge Teachers; Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo, Counselor; Michelle Perez-Gell, Trust Specialist	Documented RJP strategies in lesson plans; A decrease in the number of referrals for fighting.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Walkthroughs/Attending Virtual class meetings during EDGE, requesting evidence of RJP strategies being implemented.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will invite counselors into classes as needed on a monthly basis	All Teachers; Dianilda Fonseca, Counselor; Ana Maria Vega-	Counselor logs will indicate when a counselor has communicated with a class or with a group of students from a class. Improved	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Walkthroughs/Attending Virtual class meetings

		Castillo, Counselor; Michelle Perez-Gell, Trust Specialist	student behavior and positive relationships between peers are expected as a result.	during EDGE, requesting evidence of RJP strategies being implemented.
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Primary Essential Practice

Character Education/Values Matter

Priority Actions for the Primary Essential Practice

Staff members will be given school training on growth mindset and mindfulness. Staff members will be given the opportunity to lead, share, and learn with their peers through various school initiatives. The administrative team will communicate with staff and monitor practices with the faculty and staff to ensure alignment with shared vision and promotion of shared decision-making process.

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	Peer counseling in groups supervised by counselors on a monthly basis.	Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo, Counselor; Michelle Perez-Gell, Trust Specialist	Counselors will maintain attendance logs of peer counseling groups. Improved student behavior and positive relationships between peers are expected as a result.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Administrators will communicate with counselors weekly for updates on peer counseling.
Start: Mon, Aug 31 End: Fri, Oct 16	Implement a quarterly attendance incentive for teachers who are present every day during the nine-week period.	Christina Camacho, Substitute Locator; Doris Garrote, Principal's Secretary; James Griffith, Assistant Principal	Teacher attendance records; Names and/or pictures of winning teachers will be posted on social media with permission. Improved attendance is an expected outcome of this practice.	James Griffith will make announcements of the teachers leading the attendance race twice within the nine-week period.
Start: Mon, Aug 31 End: Fri, Oct 16	Administration will conduct a biyearly meeting explaining the process of MDCPS' steps of dealing with disruptive behavior	Elio Falcon Jr., Principal; James Griffith, Assistant Principal; Mavel Rodriguez-Cibran, Assistant Principal;	Meeting attendance roster and agenda. A decrease in the number of student referrals is expected as an outcome of this practice.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Administrators will schedule the initial meeting for staff and maintain an open-door policy which

	including the different violation levels and consequences for each level.	Christine Smith, Assistant Principal		allows teachers to ask questions and receive clarification about a particular behavior situation.
Start: Mon, Aug 31 End: Fri, Oct 16	School-wide training or professional development on mindfulness & growth mindset will be provided to teachers on a quarterly basis.	PLST Team - Christine Smith, AP; Teresita Campos, Lead Teacher & PLST member, Lorena Garrote-Lee, Teacher & PLST member; Armando Sosa, Teacher & PLST member; Deep Surana, Teacher & PLST member	PD roster and agenda; Evidence of growth mindset and mindfulness during virtual teaching. Teachers and students should be able to understand the concept of growth mindset and practice it as a result.	Administrators will be looking for evidence of growth mindset and mindfulness during quarterly walk-throughs.

Secondary Essential Practice

Collaborative Spaces

Priority Actions for the Secondary Essential Practice

A school-wide initiative will take place where staff will share best practices and provide collaborative spaces. Department chairs will facilitate in house professional development for department teachers biweekly to assist in the navigation of the virtual platform.

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	Department chairs will provide monthly meeting times through Teams in order to collaborate for planning, sharing of best practices, and assistance with Teams and Zoom.	Laura De la Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	Meeting appears in Outlook Calendar (through Teams); sign-in sheets and minutes for meetings. Students will demonstrate academic growth as a result of this practice.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Administrators will be able to see Teams conversations and special mentions as well as observe best practices during classroom walk-throughs of virtual classes.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will recognize their peers on a monthly basis for outstanding contributions to	Laura De la Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair;	Teachers will post special recognition statements through their department Teams rooms to those that have made significant contributions pertaining to	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Administrators will be able to see Teams

	the school and/or students using a “Special Recognition” board in Teams.	Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	Teams and Zoom. Staff morale will increase as a result of this practice.	conversations and special mentions as well as observe the best practices during classroom walk-throughs of virtual classes.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers from each department will present, during monthly department meetings, a best practice on Teams and Zoom that all teachers can utilize in their specific subject areas.	Laura De la Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	Department Chairs will develop meeting spaces where collaboration will be encouraged to discuss best practices regarding Teams and Zoom. Agendas and records of teacher attendance will be required. Teachers will broaden their teaching skills, thereby leading to improved academic growth.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith Administrators will be invited to participate in virtual meetings.
Start: Mon, Aug 31 End: Fri, Oct 16	Department Chairs will develop virtual weekly or bi-monthly department meetings (to collaborate by grade level or department, as needed) in order to address issues pertaining to Teams and Zoom.	Laura De la Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	Department Chairs will develop meeting spaces where collaboration will be encouraged to discuss issues regarding Teams and Zoom. Agendas and records of teacher attendance will be required. Synchronous distance learning will be obtained as a result of this practice.	Elio Falcon Jr., James Griffith, Mavel Rodriguez-Cibran, Christine Smith - Administrators will be invited to participate in virtual meetings.

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

Academic Programs Outcome Statement

If we successfully implement standards-based collaborative planning, then we can allow teachers to have common planning time to ensure the sharing of best practices and effective instructional delivery. If we successfully implement collaborative data chats, then targeted, differentiated instruction to target the needs of all the students can take place. If we successfully implement differentiated instruction, then the needs of all students across all content areas can be met.

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

Collaborative data chats will continue to be held and teachers will implement standards-based practices and use data to drive instruction. Administrators will review data with teachers on a quarterly basis, with an emphasis on academic growth. Plans for targeted differentiated instruction will be implemented during data chats. Teachers will then hold individual data chats with students. In these chats, teachers will help students establish learning goals and track student progress toward meeting these goals throughout the year.

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	Administration will utilize PowerBi to disseminate a list of the lowest 25/35 percentiles. This will be done at the beginning of the year and will be re-sent if/when data is updated in PowerBI.	Elio Falcon, Principal; James Griffith, Assistant Principal; Mavel Rodriguez-Cibran, Assistant Principal; Christine Smith, Assistant Principal	Emails containing attached lists or spreadsheets of students in the lowest 25/35. Data binders. Teachers will use this data to differentiate instruction, thereby leading to improved academic growth.	All administrators will ensure that data is reviewed during data chats and included in data binders.
Start: Mon, Aug 31 End: Fri, Oct 16	Administrators will hold quarterly data chats with teachers to identify how to best support learners through targeted instruction and appropriate instructional grouping.	Elio Falcon, Principal; James Griffith, Assistant Principal; Mavel Rodriguez-Cibran, Assistant Principal; Christine Smith, Assistant Principal	Data binders. As a result, teachers will provide targeted differentiated instruction, which in turn leads to academic learning gains.	Elio Falcon, Jr., will create data chat schedule and ensure data chats are held.
Start: Mon, Aug 31 End: Fri, Oct 16	After participating in quarterly data chats with administrators, teachers will infuse DI using iReady and/or instructional grouping to accommodate students' needs.	All teachers.	Data chat schedule; i-Ready logs; evidence of DI in lesson plans. As a result of differentiated instruction, the expected outcome is increased learning gains and proficiency as evidenced by standardized test scores.	All administrators will ensure teachers are using DI when reviewing lesson plans and conducting walk-throughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will hold quarterly data chats with students and, when feasible, have competitions among class periods to attain goals and create a	All teachers.	Teacher/Student Data Chat Sheet; i-Ready reports. Because students are able to identify the area(s) for targeted growth and monitor their progress toward their goal(s), they become active participants in the learning process and are likely to demonstrate learning gains.	All administrators will ensure teachers hold data chats with students and monitor progress

	reward system for academic growth.			toward established goals.
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Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Differentiated instruction needs to occur in all classrooms to ensure that individual student needs are being met in their specific areas of growth. Teachers will be trained on effective DI strategies across all content areas. Teachers will continue to use appropriate curricular materials in their classes and ensure that on grade level teaching and assessing is taking place. Individualized enriched instruction will be targeted with higher achieving students.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	Language Arts and Social Studies teachers will collaborate on a monthly basis to identify specific reading strategies that can be incorporated into the content area classrooms of Students with Disabilities.	All Language Arts Teachers (including ESE teachers); All Social Studies Teachers (including ESE teachers)	Social Studies teachers will implement reading strategies during small group activities; strategies will be documented in teacher lesson plans. As a result, academic growth is an expected outcome.	All administrators will review lesson plans and look for evidence of identified reading strategies when conducting walk-throughs of social studies classes.
Start: Mon, Aug 31 End: Fri, Oct 16	Provide daily differentiated instruction through pull-out groups on the virtual learning platform.	All teachers.	Teachers will provide lesson plans indicating the use of differentiated instruction as well as providing student evidence. Academic growth is an expected outcome of this practice.	All administrators will use district-made baseline assessment, unit assessments, and Midyear assessment to monitor progress on Performance Matters.
Start: Mon, Aug 31 End: Fri, Oct 16	Develop weekly interactive virtual labs along with “at home” labs to actively engage and demonstrate student application of scientific concepts and principles.	All science teachers.	Science teachers will provide lesson plans indicating the use of virtual labs as well as providing evidence of student work and participation. Academic growth is an expected outcome of this practice.	All administrators will review lesson plans and look for evidence of virtual lab when conducting walk-throughs of science classes.
Start: Mon, Aug 31 End: Fri, Oct 16	Math teachers will provide daily differentiated instruction through pull-out groups and by assigning	All math teachers.	Math teachers will provide lesson plans indicating the use of differentiated instruction as well as	All administrators will review lesson plans and look for evidence of virtual

	differentiated learning activities and assignments to students based on the most recent data.		providing evidence of student work. Learning gains are an expected outcome of this practice.	lab when conducting walk-throughs of math classes.
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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).

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).

A list of all Students with Disabilities (SWDs) will be generated and disseminated to teachers, along with their Individualized Education Plans (IEPs) and Distance Learning Implementation Plans (DLIPs), in order for teachers to identify these students and implement the appropriate accommodations. SWDs are scheduled in a homeroom with an ESE teacher to facilitate the testing process and assist with meeting the social needs of the students. In addition, one of our school-wide goals is improving student achievement among students in the lowest 25th percentile, which includes most of our SWDs. Data for all L25 students, including SWD exceptionality, will be given to all teachers. This data will be formally explained by administration in faculty meetings, departmental meetings, and data chats. English Language Arts (ELA) teachers and teachers across different subject areas will pair up to create strategies that can be implemented in science and social studies classes. In addition, in order to increase academic vocabulary, each core department will select 10 words related to their content area that are crucial for students to know. These words will be used school-wide, which will expose all students to a wider vocabulary, which our data indicates is a deficiency of SWDs. ELA teachers have also created a month-to-month calendar of the writing process and the skills (along with mini-skills) that will be taught in each of their classes. In addition, math teachers will utilize a DI rotation which exposes students to the Carnegie curriculum. Break out or pull-out sessions with L25 and SWD students will take place based on current student data and needs.

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

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Secondary Essential Practice

The use of differentiated instruction will be used to target the needs of all students across all content areas. Teachers will continue to collaborate to ensure the proper implementation and use of course materials.

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?)

<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>ELA grade level meetings will take place on Thursday mornings from 8:30 am - 9:00 am to assist teachers with standards-based planning.</p>	<p>Deep Surana, Language Arts Department Chair; Ivette Delgado, Reading Department Chair; Laura de la Osa, ESOL Department Chair</p>	<p>Meeting agendas and summaries of meetings will be shared with the respective administrator. Teacher trainers will provide sign in sheets of technology tool workshops to administration. Administration will observe the use of the technology tools being used in the virtual classroom. As an expected outcome, students will demonstrate proficiency on state standardized tests because teachers are teaching based on the standards.</p>	<p>Administrators will attend common planning meetings and collaborate with department chairpersons regarding agenda items and topics.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Math grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.</p>	<p>Michelle San, Math Department Chair</p>	<p>Meeting agendas and summaries of meetings will be shared with the respective administrator. Teacher trainers will provide sign in sheets of technology tool workshops to administration. Administration will observe the use of the technology tools being used in the virtual classroom. As an expected outcome, students will demonstrate proficiency on state standardized tests because teachers are teaching based on the standards.</p>	<p>Administrators will attend common planning meetings and collaborate with department chairpersons regarding agenda items and topics.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Science grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.</p>	<p>Iris Martin, Science Department Chair</p>	<p>Meeting agendas and summaries of meetings will be shared with the respective administrator. Teacher trainers will provide sign in sheets of technology tool workshops to administration. Administration will observe the use of the technology tools being used in the virtual classroom. As an expected outcome, students will demonstrate proficiency on state standardized tests because teachers are teaching based on the standards.</p>	<p>Administrators will attend common planning meetings and collaborate with department chairpersons regarding agenda items and topics.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Social Studies grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.</p>	<p>Barbara Mora, Social Studies Department Chair</p>	<p>Meeting agendas and summaries of meetings will be shared with the respective administrator. Teacher trainers will provide sign in sheets of technology tool workshops to administration. Administration will observe the use of the technology tools being used in the virtual classroom. As an expected outcome, students will demonstrate proficiency on standardized tests because teachers are teaching based on the standards.</p>	<p>Administrators will attend common planning meetings and collaborate with department chairpersons regarding agenda items and topics.</p>

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 restorative justice practices, then we can implement consistent protocols to establish effective school-wide routines that promote higher expectation and organization while providing rewards and incentives for teachers and students. If we successfully implement character education and values matter programs, then student attendance will increase and consistent learning will occur. If we successfully implement collaborative spaces, then staff will be afforded more time to collaborate and share best practices.

Sustained Essential Practice

Restorative Justice Practices (RJP)

Priority Actions for the Sustained Essential Practice

Counselors will provide all teachers with in-house professional development on Restorative Justice Practices. Edge teachers will be able to practice restorative practices and diffuse problems before they escalate. Counselors will be available throughout the year to ensure the continuity of RJP. Teachers may invite counselors into classes, as needed, for support and collaboration.

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, Nov 2 End: Fri, Dec 18	Magnet information has been made available to 8th grade students and assistance with magnet application procedures is being provided on an ongoing basis.	Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo, Counselor; Carmen Rodriguez, Counselor	Students will successfully apply to high school magnet programs, thereby providing a continuation of quality education at the high school magnet program of their choice.	Ms. Smith, Assistant Principal, will ensure that counselors assist 8th grade students with the magnet application and acceptance process.
Start: Mon, Nov 2 End: Fri, Dec 18	Counselors will provide Project Upstart resources to families in need.	Dianilda Fonseca, Counselor	Once students' basic needs, including food and shelter, are met, students are better able to focus on academic matters.	Mr. Falcon, Principal, will ensure compliance with all RJP-related matters, including community building.
Start: Mon, Nov 2 End: Fri, Dec 18	Counselors will review students' academic histories and provide academic support on a monthly basis.	Dianilda Fonseca, Counselor; Ana Maria Vega-Castillo,	If counselors provide students with support, it greatly improves students' chances at academic	Ms. Smith, Assistant Principal, will ensure counselors identify and provide support

		Counselor; Carmen Rodriguez, Counselor	success and can also lead to increased self-esteem.	to students in need of academic counseling.
Start: Mon, Nov 23 End: Tue, Nov 24	"See Something, Say Something" assemblies will be held for all students.	Michelle Perez-Gell, Trust Counselor	When students are trained to say something if they see something unusual, it creates a safer environment, thereby leading to an improved school climate.	Ms. Smith, Assistant Principal, will assist Ms. Perez-Gell in the planning and coordination of the assemblies.

Primary Essential Practice

Character Education/Values Matter

Priority Actions for the Primary Essential Practice

Staff members will be given school training on growth mindset and mindfulness. Staff members will be given the opportunity to lead, share, and learn with their peers through various school initiatives. The administrative team will communicate with staff and monitor practices with the faculty and staff to ensure alignment with shared vision and promotion of shared decision-making process.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 3 End: Tue, Nov 3	Youth Mental Health First Aid Professional Development will be provided to interested teachers and staff members.	Christine Smith, Assistant Principal	Teachers and staff members who complete the Youth Mental Health First Aid Course will be able to identify and help an adolescent who is experiencing a mental health challenge or is in crisis.	Mr. Falcon, Principal, will ensure that teachers and staff members are informed of and given the opportunity to participate in the Youth Mental Health First Aid training.
Start: Mon, Nov 2 End: Fri, Dec 18	On a monthly basis, PLST members will provide teachers with strategies for how to help students successfully transition between distance learning and face-to-face instruction.	PLST Team - Christine Smith, AP; Teresita Campos, Lead Teacher & PLST Member; Lorena Garrote-Lee, Teacher & PLST Member; Armando Sosa, Teacher & PLST Member; Deep Surana, Teacher & PLST Member	Teachers will provide students with the appropriate levels of support to address students' academic, social, and emotional needs, thereby creating a smooth transition between instructional modalities.	All administrators will ensure that teachers are using strategies to assist students in transitioning from distance learning to face-to-face instruction or vice versa.
Start: Mon, Nov 2	Counselors supervise peer	Dianilda Fonseca, Counselor; Ana Maria	Counselors will maintain attendance	All administrators will communicate

End: Fri, Dec 18	counseling groups on a monthly basis.	Vega-Castillo, Counselor; Carmen Rodriguez, Counselor; Michelle Perez-Gell, Trust Counselor	logs of peer counseling groups. Improved student behavior and positive peer relationships are expected as a result of peer counseling.	with counselors on a weekly basis for peer counseling group updates.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will e-mail Ms. Rodriguez the names of students to be recognized for the Values Matter value of the moth on a monthly basis.	Carmen Rodriguez, Counselor	Students will work toward exemplifying the core values in order to be recognized, thereby improving their conduct and effort as a result.	Mr. Falcon, Principal, will ensure students are nominated for Values Matter on a monthly basis.

Secondary Essential Practice

Collaborative Spaces

Priority Actions for the Secondary Essential Practice

A school-wide initiative will take place where staff will share best practices and provide collaborative spaces. Department chairs will facilitate in house professional development for department teachers biweekly to assist in the navigation of the virtual platform.

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, Nov 2 End: Fri, Dec 18	Department chairs will inform teachers in their departments of relevant professional development opportunities on a monthly basis.	Laura De La Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	As a result of teachers attending PD sessions that are relevant to the subject they teach, instructional methods will improve, thereby leading to an increase in academic achievement.	Administrators will communicate with department chairpersons at least once a month to ensure PD opportunities are being shared with department teachers.
Start: Mon, Nov 2 End: Fri, Dec 18	Department chairs will meet with their department's teachers on a monthly basis to collaborate, provide updates, and share best practices.	Laura De La Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	As a result of collaboration and sharing of best practices, teachers will adjust their teaching methods to best fit their students' needs. This collaboration helps build rapport between teachers, thereby leading to an improved school climate.	Administrators will attend department meetings to ensure collaboration and sharing of best practices are taking place.

Start: Mon, Nov 2 End: Fri, Dec 18	A Dual Modality Committee has been created. The DMC will meet at least once a month to collaborate and share best practices for providing dual modality instruction.	Anneris Rodriguez, Teacher	Students who are provided with live instruction through dual modality instruction have a higher likelihood of mastering the material and skills being taught, thereby leading to improved academic achievement.	Mr. Falcon, Principal, will oversee the Dual Modality Committee.
Start: Mon, Nov 2 End: Fri, Dec 18	Microsoft Teams have been created for departments to use as a virtual collaboration platform in order to communicate, post relevant resources, and share information.	Laura De La Osa, ESOL Department Chair; Ivette Delgado, Reading Department Chair; Iris Martin, Science Department Chair; Barbara Mora, Social Studies Department Chair; Michelle San, Math Department Chair; Deep Surana, Language Arts Department Chair	Using Teams allows teachers to collaborate and share information with their departments at any time, which should lead to improved communication between teachers.	Administrators will monitor the use of Teams for the departments they oversee.

ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 2 – December 18, 2020)

Academic Programs Outcome Statement

If we successfully implement standards-based collaborative planning, then we can allow teachers to have common planning time to ensure the sharing of best practices and effective instructional delivery. If we successfully implement collaborative data chats, then targeted, differentiated instruction to target the needs of all the students can take place. If we successfully implement differentiated instruction, then the needs of all students across all content areas can be met.

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

Collaborative data chats will continue to be held and teachers will implement standards-based practices and use data to drive instruction. Administrators will review data with teachers on a quarterly basis, with an emphasis on academic growth. Plans for targeted differentiated instruction will be implemented during data chats. Teachers will then hold individual data chats with students. In these chats, teachers will help students establish learning goals and track student progress toward meeting these goals throughout the year.

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?)

<p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p>	<p>Administrators will hold quarterly data chats with teachers to identify how to best support learners through targeted instruction and appropriate instructional grouping.</p>	<p>Elio Falcon, Principal; James Griffith, Assistant Principal, Mavel Rodriguez-Cibran, Assistant Principal; Christine Smith, Assistant Principal</p>	<p>Teachers will use data binder to collect and organize student data. As a result of using this data, teachers will provide targeted instruction, which in turn leads to academic learning gains.</p>	<p>Mr. Falcon, Principal, will create data chat schedule and ensure that all administrators and teachers engage in data chats.</p>
<p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p>	<p>Teachers will hold quarterly data chats with students.</p>	<p>All teachers</p>	<p>At teacher-student data chats, teachers will provide students with data sheets that students will update on a quarterly basis. As a result, students identify their academic targets and track their progress toward meeting said targets.</p>	<p>All administrators will ensure teachers hold data chats with their students and monitor students' progress toward established goals.</p>
<p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p>	<p>Administrators will share 2020-2021 School Grade Goals with staff and use PowerBI to track progress toward said goals.</p>	<p>Elio Falcon, Principal; James Griffith, Assistant Principal, Mavel Rodriguez-Cibran, Assistant Principal; Christine Smith, Assistant Principal</p>	<p>Teachers will track their students' progress toward the overall School Grade Goal and identify areas for improvement so that the school may reach its target grade.</p>	<p>All administrators will use PowerBI to track progress toward School Grade Goals.</p>
<p>Start: Mon, Nov 2</p> <p>End: Fri, Dec 18</p>	<p>Teachers will use data chat information to create instructional groups based on students' academic needs.</p>	<p>All teachers</p>	<p>Increased learning gains and subject area proficiency are expected outcomes of instructional grouping based on students' needs.</p>	<p>All administrators will assist teachers with instructional grouping during data chats and will look for evidence of instructional grouping in lesson plans and when conducting classroom walkthroughs.</p>

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Differentiated instruction needs to occur in all classrooms to ensure that individual student needs are being met in their specific areas of growth. Teachers will be trained on effective DI strategies across all content areas. Teachers will continue to use appropriate curricular materials in their classes and ensure that on grade level teaching and assessing is taking place. Individualized enriched instruction will be targeted with higher achieving students.

Implementation	Implementation Steps	Expected Evidence	Monitoring
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Date(s)		Person(s) Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Language Arts and Social Studies teachers will collaborate on a monthly basis to identify specific strategies that can be incorporated into the content area classrooms of Students with Disabilities.	All Language Arts teachers (including ESE teachers); All Social Studies teachers (including ESE teachers)	Social Studies teachers will implement reading strategies during small group activities; strategies will be documented in teacher lesson plans. As a result, academic growth and learning gains are expected outcomes.	All administrators will review lesson plans and look for evidence of identified reading strategies when conducting walk-throughs of Social Studies classes.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will provide differentiated instruction through pull-out groups.	All teachers	Lesson plans will document the methods used for differentiated instruction. DI will lead to improved academic achievement and learning gains.	All administrators will review lesson plans for differentiated instruction and look for evidence of DI during classroom walk-throughs.
Start: Mon, Nov 2 End: Fri, Dec 18	Language Arts teachers will use the District Writing Assessment to identify areas for differentiated instruction.	Ms. Surana, Language Arts Chairperson, will assist Language Arts teachers with the implementation of DI in the area of writing.	Targeted differentiated instruction in writing will lead to an improvement in students' writing abilities, which will therefore lead to improved FSA ELA proficiency.	Ms. Smith, Assistant Principal, will ensure that all Language Arts Teachers use the District Writing Assessment as a baseline from which to provide targeted differentiated instruction.
Start: Mon, Nov 2 End: Fri, Dec 18	Science teachers will use the Science and Biology Baseline Assessments to identify areas for differentiated instruction.	Ms. Martin, Science Chairperson, will assist Science teachers with the implementation of DI.	Targeted differentiated instruction will lead to an increase in mastery of science concepts, which will therefore lead to improved FCAT Science and Biology EOC proficiency.	Mr. Griffith, Assistant Principal, will ensure that all Science Teachers use the Science Baseline Assessment as a tool from which to provide targeted differentiated instruction.

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Secondary Essential Practice

The use of differentiated instruction will be used to target the needs of all students across all content areas. Teachers will continue to collaborate to ensure the proper implementation and use of course materials.

Implementation	Implementation		Expected Evidence	Monitoring
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Date(s)	Steps	Person(s) Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	ELA grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Deep Surana, Language Arts Chairperson; Ivette Delgado, Reading Chairperson; Laura de la Osa, ESOL Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Ms. Smith, Assistant Principal, will attend meetings and collaborate with department chairpersons regarding agenda items and topics.
Start: Mon, Nov 2 End: Fri, Dec 18	Math grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Michelle San, Math Department Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Mr. Falcon, Principal, will attend meetings and collaborate with department chairperson regarding agenda items and topics.
Start: Mon, Nov 2 End: Fri, Dec 18	Science grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Iris Martin, Science Department Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Mr. Griffith, Assistant Principal, will attend meetings and collaborate with department chairperson regarding agenda items and topics.
Start: Mon, Nov 2 End: Fri, Dec 18	Social Studies grade level meetings will take place on a biweekly basis to assist teachers with standards-based planning.	Barbara Mora, Social Studies Department Chairperson	As an expected outcome of biweekly grade level department meetings, students will demonstrate proficiency on state standardized tests because teachers are teaching and grading based on the standards.	Ms. Cibran, Assistant Principal, will attend meetings and collaborate with department chairperson regarding agenda items and topics.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

All departments are accessing and implementing the MDCPS pacing guides provided on the Curriculum Resources site. Whether teachers are providing instruction via the schoolhouse model or My School Online (MSO), they are differentiating instruction and providing opportunities for enrichment activities and projects for advanced and/or gifted learners. Teachers are reaching the higher tiers of the SAMR model by allowing for modification and redefinition of instructional tasks.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

Administrators provided teachers with a list of students in the lowest 25th percentiles in both ELA and math. Data chats are held on a quarterly basis to ensure teachers have identified these students and are using the most recent data to identify and address their academic deficiencies. Tier 2 and Tier 3 students are receiving targeted intervention within their Language Arts, Intensive Reading, Math, and Intensive Math classes. Teachers who are providing instruction via the schoolhouse model physically implement pull-out groups to provide scaffolded support to Tier 2/3 learners. Teachers who are teaching via MSO provide intervention in breakout rooms and/or assign i-Ready lessons tailored to each student's individual academic needs.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

The Title III After School Tutoring Program will be offered beginning January 4, 2021. Tutoring will take place Monday-Thursday from 4:00 pm - 5:00 pm.