

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

1. If the School Leadership Team consistently promotes Growth Mindset via common planning, professional developments, and throughout the school, then the school will be able to improve teacher and student buy-in regarding individual and school-wide growth. 2. If the School Leadership Team coordinates and executes a plan of action to improve school spirit, pride and branding, then an overall positive school culture will permeate through all aspects of the school. 3. If the School Leadership Team consistently monitors student and teacher attendance, then the school will be able to increase teacher and student investment, which will positively impact school culture.

Sustained Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Sustained Essential Practice

Miami Central Senior High realizes that school culture needs to continue to permeate through all aspects of the school. This continued focus will happen via teacher leader opportunities, highlights of student successes and social networking of positive school attributes.

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	Continue to update social media accounts and School's website so that all stakeholders can be informed about pertinent School activities and updates.	Rhoshonda Shotwell, Activities Director and Anais Young, Teacher	We should see evidence of updated social media accounts and website on the following minimum basis: 1. Social Media— Weekly (Ms. Shotwell) 2. School Website— Monthly (Ms. Young)	The Administration Team (Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the communication and updates of school's social media platforms and website.
Start: Tue, Sept 8 End: Wed, Sept 16	On a weekly basis, promote and encourage all stakeholders to sign-up/follow social media platforms and School's website to be abreast of activities and news.	The Leadership Team: Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students;	Promotion of School's social media and website during announcements and meetings with stakeholders; visible social media handles on informational and event fliers. An increase of Social Media followers by all stakeholders.	The Administration Team (Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the communication and updates of school's social media platforms and website. As well as assist with encouraging all stakeholders to visit social media platforms and website for latest and up to date announcements and activities.
Start: Thu, Oct 1	At least once a month, the Leadership team	The Leadership Team: Mr. Gregory Bethune, Principal; Mr. Robert	An action plan delineating the frequency and dates	The Administration Team (Gregory Bethune, Principal; Robert Megias,

<p>End: Fri, Oct 16</p>	<p>will celebrate and promote the successes and achievements of faculty, staff, and students to encourage positive school culture.</p>	<p>Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students;</p>	<p>of celebratory events for faculty, staff and students. We should also see consistent morning announcements, flyers, School Messenger notifications, social media posts and school website updates that reflect the successes and achievement of students, faculty and staff.</p>	<p>Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the progress and execution of the Teacher Activities Work Groups.</p>
<p>Start: Mon, Sept 14 End: Fri, Oct 16</p>	<p>Continue to utilize Teacher Work Groups to assist with planning and implementing school-wide activities and events on a monthly basis.</p>	<p>Rhoshonda Shotwell, Activities Director</p>	<p>Complete committee rosters with the names of faculty and staff members who have volunteered to assist with school-wide activities and events.</p>	<p>Mr. Robert Megias, Vice Principal, with the assistance of the Administration Team (Gregory Bethune, Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will meet with the Activities Director (Ms. Shotwell) to ensure that the committees of Teacher Work Groups have been implemented. The Administration Team will monitor the progress of this initiative on a monthly basis.</p>

Primary Essential Practice

Attendance Initiatives

Priority Actions for the Primary Essential Practice

Implement a plan to actively monitor attendance, establish student attendance interventions, and create systems to implement school-wide attendance incentives for students and staff.

<p>Implementation Date(s)</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>
<p>Start: Fri, Sept</p>	<p>Administrators</p>	<p>The Administration</p>	<p>As a result of consistent</p>	<p>Mr. Megias, Vice</p>

<p>4</p> <p>End: Fri, Oct 16</p>	<p>will check Attendance Reports weekly to monitor students' attendance for excessive absences and tardiness, implement interventions (e.g., refer to counselor, parent conference, attendance contract, refer to social services, etc) and track attendance intervention progress via iAttend.</p>	<p>Team: Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal</p>	<p>attendance monitoring, we should see iAttend logs that capture what attendance interventions were implemented and when they took place. The logs will also be used during Leadership Team meetings to discuss what incentives can be implemented to decrease the number of students with excessive absences.</p>	<p>Principal (12th) Mr. Jackson, Assistant Principal (9th) Ms. LaFrance, Assistant Principal (10th) Mrs. Parris, Assistant Principal (11th) will monitor attendance progress by grade level respectively. During weekly Leadership Team meetings, Ms. LaFrance will facilitate an attendance progress discussion and next steps needed based on iAttend logs and Attendance reports.</p>
<p>Start: Mon, Sept 7</p> <p>End: Fri, Oct 16</p>	<p>Implement School Daily Monitoring System Team to identify, intervene and reduce student absenteeism to school.</p>	<p>Anthony White, Dean of Students</p>	<p>As a result of consistent attendance monitoring, we should see an increase in the school's daily attendance percentage. We should also see intervention action steps regarding improving student attendance and reducing truancy cases logged on iAttend.</p>	<p>Mr. White, Dean, with the assistance of the Administration Team will monitor the implementation of the School Monitoring System Team and students with excessive absences.</p>
<p>Start: Wed, Sept 16</p> <p>End: Fri, Oct 16</p>	<p>The Leadership Team will implement an incentive program that celebrates students' perfect attendance or improved attendance quarterly to foster positive attendance habits.</p>	<p>The Leadership Team: Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students</p>	<p>Utilizing the perfect attendance report, the Leadership Team will reward students (electronic gift cards and/or certificates) with perfect or improved attendance for the First Nine Weeks. These incentives will motivate students to attend school.</p>	<p>The Administration Team (Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the School's planned attendance initiatives.</p>
<p>Start: Mon, Sept 14</p>	<p>The Leadership Team will create</p>	<p>The Leadership Team: Mr. Gregory Bethune,</p>	<p>The implementation step will be successfully</p>	<p>The Leadership Team, will monitor the</p>

<p>End: Fri, Oct 16</p>	<p>mentoring cohorts of the lowest 25% students and pair them up with Leadership Team members and Student Support staff. This will serve as a means to provide additional support and monitoring of the students' academic progress, attendance and behavior on a bi-weekly basis.</p>	<p>Principal; Mr. Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students</p>	<p>executed when improvement is reflected in the areas of attendance, behavior, and academic achievement for the lowest 25% students. The Leadership Team Mentors' meeting log should reflect consistent check-ins at least every two weeks with the mentee. Mentors meeting logs should also reflect steps taken to improve the mentee's attendance, if applicable.</p>	<p>progress of the cohorts by holding monthly meetings to discuss the progress of the lowest 25% students and make plans for interventions and incentives as needed.</p>
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Secondary Essential Practice

Promoting Growth Mindset

Priority Actions for the Secondary Essential Practice

Miami Central Senior is committed to promoting Growth Mindset via common planning, professional developments and visible reminders.

<p>Implementation Date(s)</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>
<p>Start: Tue, Sept 8 End: Fri, Sept 18</p>	<p>Over a two-week period, present Growth Mindset overview virtual presentation and inform all stakeholders of the School's SIP to educate and build a culture of growth and improvement.</p>	<p>Mrs. Quintera Parris, Assistant Principal</p>	<p>We should see Growth Mindset Presentation prepared for all stakeholders as well as all stakeholders' meeting agendas (e.g. Faculty, EESAC and PTSA meetings).</p>	<p>Mrs. Parris, Assistant Principal, with the assistance of the Administration Team (Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal) will monitor the successful execution of presenting the school's Growth Mindset initiatives and SIP goals for this school year.</p>
<p>Start: Mon, Sept 21</p>	<p>Within a two-week period,</p>	<p>Mrs. Quintera Parris, Assistant Principal; Ms.</p>	<p>Growth Mindset Needs Assessment</p>	<p>The Administration Team (Gregory Bethune,</p>

End: Fri, Oct 2	develop and disseminate Faculty Growth Mindset Assessment to identify instructional needs related to Growth Mindset Implementation.	Tannysha Evans, Math Transformational Coach; Genessee Watkins, Test Chair	and results will serve as evidence that the Growth Mindset Needs Assessment was successfully executed.	Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the successful execution of the Growth Mindset Needs Assessment to Faculty and Staff.
Start: Mon, Sept 14 End: Fri, Oct 16	Within a two-week timeframe, provide teachers with Growth Mindset instructional strategies and resources based on Needs Assessment results to enhance teaching and learning.	The Leadership Team: Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students	As a result of teachers' receiving Growth Mindset instructional strategies and resources, we should see a classroom environment that reflects Growth Mindset for both the teacher and students (e.g. safe space for risk taking, setting attainable small goals, positive reinforcement through challenging material or emotional frustration, high expectations implemented daily).	The Administration Team (Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor Needs Assessment results and work with Leadership Team to determine what Researched-based strategies and resources to provide teachers. As well as monitor the evidence of Growth Mindset in the classroom environment.
Start: Mon, Sept 21 End: Fri, Oct 16	On a weekly basis, Leadership Team will monitor Growth Mindset implementation progress and provide necessary support to teachers as needed.	The Leadership Team: Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students	We will see administrators' feedback recorded in walkthrough logs. Administrators meeting and collaborating with Transformation Coaches on a weekly basis to determine teachers in need of support; if warranted, place teachers in need on a coaching cycle.	The Administration Team (Gregory Bethune, Principal; Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will conduct walkthroughs and determine next steps.

ACADEMIC PROGRAMS

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

Academic Programs Outcome Statement

1. If the School Leadership Team consistently expects and supports data-driven decision making, then the school will be able to increase learning gains and achieve the necessary points to earn a B. 2. If the School Leadership Team consistently expects and supports the creation and implementation of Effective Questioning/Response Techniques during the instructional framework, then the school will be able to increase proficiency and learning gains. 3. If the School Leadership Team consistently supports and guides the coaches work throughout the coaching cycle, then teacher quality will be positively impacted by the coaching support.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

Make decisions that are directly influenced by data, including but not limited to staff placement, school-wide interventions, Professional Development needs, and instructional strategies.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Tue, Sept 8 End: Fri, Sept 18</p>	<p>Within a two-week timeframe, provide Data Overview and School-wide goals for the 2020-2021 School Year to all stakeholders to increase stakeholders awareness of School's academic standing.</p>	<p>Mr. Robert Megias, Vice Principal</p>	<p>Faculty Meeting Presentation delineating our school's data and goals for improvement prepared for all stakeholders shall serve as evidence of a successful execution.</p>	<p>Robert Megias, Vice Principal with the assistance of the Administration Team (Mr. Gregory Bethune, Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will meet to discuss and prepare for the successful execution of presenting the School's Data Overview and School-wide goals to all stakeholders.</p>
<p>Start: Mon, Sept 14 End: Wed, Sept 23</p>	<p>Within a one-week timeframe, provide teachers with a training on Data-Driven Decision-Making —</p>	<p>Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS</p>	<p>As a result of the training, we should see teacher instruction that includes student groupings and intervention based on data. In addition,</p>	<p>The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette</p>

	classroom expectations and classroom strategies that foster student success.		lessons that include opportunities for remediation. Common Planning agenda will also serve as evidence that the step was successful. In addition, an electronic student data tracker will serve as evidence that the implementation step has been implemented.	LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will conduct weekly informal virtual walk-throughs (via zoom) and check for evidence of student groupings based on data and lessons reflecting opportunities for remediation.
Start: Wed, Sept 23 End: Wed, Sept 30	Within a one-week timeframe, teachers will conduct Data Chats with their students to increase students' awareness of their academic progress and set attainable goals for their improvement.	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS	We should see a shift in how teachers engage students in Data Chats, ensuring that the aim is to allow students to take ownership of their learning and improve their overall learning outcomes. In addition, we should see completed Student Data Chat Forms in folders delineating students' specific data as well as identified areas of growth and plans for improvement.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will conduct weekly informal walk-throughs and check for evidence of student data chat form in students' folders.
Start: Fri, Sept 18 End: Fri, Sept 25	Utilizing student data and Transformational Coaches' feedback, the Leadership Team will meet weekly and assess School's intervention needs. The Leadership Team will also develop and execute an Intervention Plan to address students' needs.	The Leadership Team: Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Andre Jackson, Assistant Principal; Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal; Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS; Rhoshonda Shotwell, Activities Director; Genessee Watkins, Test Chair; Anthony White, Dean of Students	A developed and executed school-wide Intervention Plan will serve as an indicator that the Leadership Teams' initiative to address the school's intervention needs was successfully executed.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the development and implementation of the School's Intervention Plan during weekly Leadership Team meetings..

Primary Essential Practice

Effective Questioning/Response Techniques

Priority Actions for the Primary Essential Practice

Implement Claim Evidence Reasoning, a school-wide literacy strategy designed to improve students' questioning and response skills. This strategy will be also used to meet the needs of our Students with Disabilities. With consistent implementation and frequent monitoring via walk-throughs, common planning and data chats, we expect significant improvement.

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, Sept 7 End: Fri, Sept 18	Within a one-week timeframe, facilitate an in-depth training series on engaging students with Claim Evidence Reasoning (C.E.R) protocol in a virtual setting to improve students' questioning and response skills.	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS	A Zoom meeting link, Common Planning agenda and PowerPoint presentation will provide evidence of C.E.R. training and guidance for implementation in a virtual setting. We should also see teachers utilizing C.E.R in the instructional framework —during students' Accountable Talk, students' written responses to text, and teacher-led discussions.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will attend weekly Common Planning sessions and Department Meetings to monitor training series and assist as needed.
Start: Mon, Sept 21 End: Fri, Sept 25	Within a one-week timeframe, facilitate a C.E.R. training specifically designed to address the needs of our Students with Disabilities (SWD), particularly in a virtual setting. Teachers will learn how to chunk C.E.R. to assist students with grasping the questioning/response protocol as well as addressing the individual needs of SWD.	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS	A Zoom meeting link, Training series agenda and PowerPoint presentation will provide evidence of C.E.R. training and guidance for implementation designed specifically for teachers of SWD in a virtual environment. We should also see teachers utilizing C.E.R in the instructional framework —during students' Accountable Talk, students' written responses to text, and teacher-led discussions.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will attend training series for teachers of SWD to monitor and assist as needed. Administration and Transformation Coaches will also conduct virtual walkthroughs to monitor the implementation of C.E.R. in the virtual environment.
Start: Mon, Sept 21 End: Fri, Oct 16	Transformation Coaches will support teachers in the development and instructional delivery of planned virtual	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde,	A Zoom meeting link; C.E.R. seamlessly implemented in the virtual instructional framework and effectively delivered as	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette

	C.E.R. lessons on a weekly basis.	Science; Ms. Lakesha Rolle, ELA/SS	planned. We should also see Transformation Coaches' support reflected on their Coaching Logs.	LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor Transformation Coaches' Logs.
<p>Start: Mon, Sept 28</p> <p>End: Fri, Oct 16</p>	On a weekly basis, Administration will monitor the effective implementation of C.E.R. to determine any potential next steps.	Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal	We will see Administrators' feedback recorded in walkthrough logs. Administration meeting and collaborating with Transformation Coaches to determine the effectiveness of standard-based lessons, next steps, and if warranted, place teachers in need on a coaching cycle.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will conduct weekly walkthroughs and hold a follow up meeting with Transformation Coaches to determine next steps.

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).

Implement C.E.R., a school-wide literacy strategy designed to improve students' questioning and response skills. This strategy will be used to meet the needs of our Students with Disabilities. With consistent implementation and frequent monitoring via walk-throughs, common planning and data chats, we expect significant improvement for our SWD.

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

Instructional Support/Coaching

Priority Actions for the Secondary Essential Practice

Continued implementation of clear expectations of coaching cycles to align with school's instructional goals.

		Person(s)	Expected Evidence	Monitoring
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Implementation Date(s)	Implementation Steps	Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Tue, Sept 1 End: Fri, Sept 11	During weekly Common Planning meetings, Transformation Coaches will provide an overview on the Coaching Cycle to teachers, so that the expectations for success are concise and clear.	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS;	Core subjects' Common Planning Agendas and Coaching Cycle Information Guide for teachers will capture the benefits of coaching cycles and the expectations of the coach and the teacher.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will monitor the implementation of the Coaching Cycle teacher overview and conduct a follow-up meeting with the Administration and Transformation Coaches to assess if a follow-up teacher meeting is warranted.
Start: Mon, Sept 7 End: Fri, Oct 16	Transformation Coaches will conduct weekly checks with their teachers to determine opportunities for assistance and develop a coaching plan that meets their teachers' individual needs.	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS;	As a result of Transformation Coaches' initial opportunity for assistance checks, Transformation Coaches' logs should reflect feedback gathered from initial checks. Coaches will meet with Administration to discuss findings and plan next steps.	Utilizing the Administrators Walkthrough Log, the Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will meet with Transformation Coaches to discuss findings from initial checks.
Start: Tue, Sept 1 End: Fri, Oct 16	Administrators will conduct weekly virtual walkthroughs and assess which teachers need instructional assistance. As a result, recommendations will be given to Transformation Coaches to conduct Coaching Cycles.	Transformation Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS;	As a result of the Administrators' virtual walkthroughs, Virtual Walkthrough Checklist, and Administrators' recommendations, Transformation Coaches will be able to plan coaching cycles that are focused on the teacher's specific needs and address the concerns identified by administration.	The Administration Team (Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will meet with the Transformation Coaches weekly to discuss virtual walkthrough findings, coaching cycle progress and plan next steps or provide assistance as needed.
Start: Mon,	Administration	Transformation	Administration will	The Administration Team (Mr.

<p>Sept 7</p> <p>End: Fri, Oct 16</p>	<p>will monitor coaching cycles weekly to ensure cycles are completed with fidelity and determine next steps.</p>	<p>Coaches: Ms. Tannysha Evans, Math; Ms. Brittany Kehinde, Science; Ms. Lakesha Rolle, ELA/SS;</p>	<p>refer to Transformation Coaches' logs to see if planned support has taken place as scheduled. The progress of the coaching cycles will also be discussed at Leadership Team meetings regularly to ensure that building teacher capacity is paramount.</p>	<p>Gregory Bethune, Principal; Mr. Gregory Bethune, Principal; Mr. Robert Megias, Vice Principal; Mr. Andre Jackson, Assistant Principal; Ms. Renette LaFrance, Assistant Principal; Mrs. Quintera Parris, Assistant Principal) will use the District's shared Google Docs file (coaching calendar and coaching logs) to monitor coaching cycles.</p>
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Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).

SCHOOL CULTURE Quarter 2 Implementation (November 2 – December 18, 2020)

School Culture Outcome Statement

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice