

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 our sustained essential practice of Positive Behavior Support systems, then we will create an environment that rewards students positively for engaging in the learning process. If we successfully implement our primary essential practice of consistent protocols, we will prioritize the maintenance of a healthy and safe school environment. If we successfully implement our secondary essential practice of empowering teachers and staff, then we will help build teacher capacity, fostering an environment where teachers feel valued, respected, and part of the decision-making process.

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Priority Actions for the Sustained Essential Practice

Presentations to all stakeholders to explain the Student Code of Conduct per District guidelines. Also, the school will provide Assessment and Graduation guidelines information to students and parents through the use of orientations and parent meetings. Incentives will be used to reinforce positive behaviors.

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	Create a Positive Behavior Support Committee consisting of teachers, counselors, administrators, and other school support personnel.	Lissette Castieliro-Terron, teacher Camilo Gaitan, teacher Monica Cuenca, counselor Rex Perozo, counselor	The Positive Behavior Support System (PBS) is implemented school-wide discipline plan and is designed to reward students for positive behaviors. Dade Partners provide donations for rewards to students. "Do the Right Thing" shout outs are announced in order to promote positive behaviors.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of Positive Behavior Support log binder.
Start: Mon, Aug 31 End: Fri, Oct 16	Through the Multi-Tiered System of Supports (MTSS) the school will identify struggling students early and intervene quickly with data-based problem-solving and decision making practice.	Rex Perozo, counselor, MTSS liaison Terry Nall, Behavior Management	Alternatives to suspensions are being implemented through the Positive Behavior Support (PBS) System: Student Success Centers and the Pathways to Success programs.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of Positive Behavior Support log binder and teacher rules and regulations.
Start: Mon, Aug 31 End: Fri, Oct 16	Issue after school detention slips for minor infractions, weekly.	Jose Trueba, Detention Monitor additional support personnel, such as	Administrative detention assignments are utilized to provide an avenue in which students can receive support for their infractions which are aligned to the Student Code of Conduct.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of Detention log binder.

		Security Staff		
Start: Mon, Aug 31 End: Fri, Oct 16	Issue referral to Administration for major infractions. Administrators will meet with students, and possibly parents, to refer students to Indoor Suspension or Saturday School.	Nick Cesarano, teacher additional support personnel, such as Security Staff	Saturday School assignments are utilized to provide an avenue in which students can receive support for their infractions, which are aligned to the Student Code of Conduct.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review of School Center for Special Instruction log binder.

Primary Essential Practice

Priority Actions for the Primary Essential Practice

To improve effectiveness and create sustainability, the school will adhere to a set of protocols, and not deviate from the plan. We will review procedures with stakeholders to ensure that our protocols are consistent.

Implementation Date(s)	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: Mon, Aug 31 End: Fri, Oct 16	Align teacher classroom expectations and the use of appropriate corrective strategies from the Student Code of Conduct to ensure it is followed with fidelity and equity for all stakeholders.	John Lux, Principal Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal	The Administrative Team will review with faculty and staff the key elements of the district's Code of Student Conduct and how it aligns to the Core Values. The school will develop school wide rules, as well as classroom rules the follow similar protocols and procedures, which will be reviewed and maintained with consistency.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review teacher rules and regulations.
Start: Mon, Aug 31 End: Fri, Oct 16	Monitor attendance through the use of teacher gradebooks, daily attendance	Monica Cuenca, counselor Rex Perozo, counselor Shirley	Students are called to the office upon the third absence by their counselor. Upon the fifth absence, a parent conference is scheduled and an Assistant Principal must be present. At that time an Attendance/Behavior	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review the Community

	bulletin, and CIS report.	Mantero, Community Involvement Specialist	Contract is to be signed by parent, student, counselor and Assistant Principal. Students acquiring 10 or more absences will lose privileges to attend any extra-curricular activities.	Involvement Specialist log binder with Shirley Mantero, Community Involvement Specialist.
Start: Mon, Aug 31 End: Fri, Oct 16	Provide opportunities for faculty and staff to actively participate in establishing common rituals and routines that will be implemented school-wide.	John Lux, Principal Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal	The Administrative Team will provide time for faculty and staff members to meet by grade level, as well as departments, to draft common practices that all staff will abide by.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review meeting agendas and minutes.
Start: Mon, Aug 31 End: Fri, Oct 16	The faculty and staff will receive training on Mental Health and Wellness for all stakeholders.	Christina Cueto, Mental Health Coordinator Marietta Perez, EBD Clinician	District and community resources will be available to deliver evidence-based mental health care and treatment for stakeholders.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will review completion certificates from Kognito

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

The school will improve the effectiveness and implementation of our use of resources by encouraging positive working relationships between teachers, building teacher capacity, through the focus of developing others, to create a team of in-house "experts" on the use and incorporation of district resources. Through the scheduling of Collaborative/Common Planning opportunities bi-monthly, faculty and staff will be encouraged to work together towards our common goal of commitment to students. English Language Learners (ELL) and Special Education (SPED) Program teachers are part of the Collaborative/Common Planning activities to ensure equity of knowledge for each professional. Teachers will be given department time to collaborate and interact in highly engaging instructional best practices. Professional Learning Communities (PLC) will allow for teachers to work together and share best practices while engaging in innovative acquisition of research based practice. To engage the team, we will implement a team-building system of activities to increase morale and teacher camaraderie, such as, the Sunset Social Committee to provide opportunities for the staff to meet after school. Teacher capacity has been increased to incorporate more teacher leaders.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence (What evidence would demonstrate the Implementation Step was	Monitoring (How and Who?)
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		(First & last name, position)	successfully executed?)	
Start: Mon, Aug 31 End: Fri, Oct 16	Survey teachers to determine the specific Professional Development needs for and have those who are experts in the field provide in-house training.	Raydelin Munoz, PLST team Deborah Fries, PLST Team Michelle Martinez, PLST Team Eric Castaing, PLST Team Gabriela Sandoval, PLST Team	Schedule professional development workshops, as well as continued collaboration with our academic departments and district support personnel to meet our goal of empowering teachers and building their capacity for involvement.	Raydelin Munoz, Assistant Principal will review the PD Liaison's plan for courses offered through My Learning Plan.
Start: Mon, Aug 31 End: Fri, Oct 16	Implement a system of team building activities to increase morale and teacher camaraderie.	Israel Porras, Activities Director	Provide an opportunity to network and showcase all the programs within teachers' curriculum, clubs/honor societies, and extra-curricular activities. Through team building, the school will foster an environment based on supportive learning structures.	John Lux, Principal, will review Teacher Participation Binders.
Start: Mon, Aug 31 End: Fri, Oct 16	Establish the creation of several sub-committees and design teams.	Erin Cernuda, NAF Lead Teacher Milagros Perez, NAF Lead Teacher Kelly Vargas, NAF Lead Teacher Terence Williams, NAF Lead Teacher	Teachers will elect to be a member of the NAF Design Teams and other subcommittees, by grade level and content. By engaging in cross-curricular collaboration, teachers will be able to develop plans and projects where support can be provided in any subject area.	John Lux, Principal, will review of Design Team Meeting Minutes.
Start: Mon, Aug 31 End: Fri, Oct 16	The Digital Leader Cadre will attend district training to facilitate in-house training of staff to build capacity within the building.	Eric Castaing, Digital Innovator (PLST member) Minecraft Mentor Michelle Martinez, Microsoft Innovative Educator, Nearpod Certified Teacher, Skype Ambassador	The Digital Leader Cadre consists of faculty members who attend district training on a variety of technology platforms to facilitate training in-house for the staff at large. This will increase the frequency of incorporating technology, as teachers will gain a deeper understanding of its application for engagement.	Raydelin Munoz, Assistant Principal, will review Temporary Duty requests and My Learning Plan certificates.

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

Academic Programs Outcome Statement

If we successfully implement our sustained essential practice of data-driven decision making, then we will increase learning gains and proficiency in English/Language Arts and Algebra 1. If we successfully implement our primary essential practice of blended learning, then we will increase student learning and engagement through integration of technology, which will improve student achievement through proficiency in all academic areas as we move towards student-centered learning. If we successfully implement our secondary essential

practice of standards based collaborative planning, then we will create a learning environment that is focused on academic success, in areas such as Biology, Geometry, and US History.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Through the use of data analysis, the school will make decisions on the placement of student cohorts based on their Florida Standard Assessment English Language Arts scores. We will continue to provide Algebra I students with an opportunity to meet daily with their Algebra I teacher, by offering Algebra IA and Algebra IB, which increased the direct instruction of students. Additionally, to prepare students for state examinations, pull-out tutoring can take place for students that need intensive remediation. Data chats will be used between the Administration and Language Arts and Mathematics Departments to assess which areas of focus were targeted. The administrative team will conduct data chats, through the use of Power Bi, data will be analyzed and disaggregated.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 End: Fri, Oct 16	The administrators will conduct weekly walkthrus to ensure instruction is standards-based and data driven.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal,	Walk thru logs will include the observed instructional practices, feedback shared with faculty, and follow-up with necessary professional development.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will maintain a walk-thru log and review during Administrative Team meetings.
Start: Mon, Aug 31 End: Fri, Oct 16	Administrators will use of data chats for the purpose of facilitating data-driven instruction.	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Use Power BI to disaggregate and disseminate data to all pertinent stakeholders which will help teachers focus instruction, by using data to drive decision making within the classroom. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will conduct Data Chats with faculty, and maintain Data Chat logs.
Start: Mon, Aug 31 End: Fri, Oct 16	Teacher will use Performance Matters to analyze data, which will be used to focus	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Use Performance Matters to disaggregate and disseminate data to all pertinent stakeholders which will help teachers focus instruction, by using data to drive decision making within the classroom. For ESSA	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will

	and guide instruction.		subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	review teacher's data chat logs with students and parents.
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will implement the use of Differentiated Instruction in class in order to group students to maximize performance.	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Teachers will attend training on implementation of Differentiated Instruction, to help focus instruction for the teacher and help develop skills for students. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal will create and review the lesson plans.

Primary Essential Practice

Blended Learning

Priority Actions for the Primary Essential Practice

To improve effectiveness and create sustainability we will use the incorporation of technology to facilitate support to teachers in the classrooms. School Based Professional Development to address Digital Convergence (ie: Tablet Training, Office 365, Promethean Board Training) and Data Analysis will be provided.

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	Educational engagement tools will be explored by faculty and staff in order to increase student-centered lessons.	Michelle Martinez, Microsoft Innovative Educator/Nearpod Certified Educator Rachel Horowitz, Nearpod Certified Educator	Teachers will learn how to use digital web tools for learning, such as Nearpod, Edmodo, and Office 365 Apps, in order to differentiate instruction and enhance student engagement.	John Lux, Principal, Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Sheryl Place, Digital Convergence Facilitator, will review the PD Sign-in report in addition to participation reports generated from Nearpod.
Start: Mon, Aug 31 End: Fri, Oct 16	Model lessons on incorporating technology will be made available for faculty and staff.	Sheryl Place, Digital Convergence Facilitator Michelle Martinez, Designated Site Person	Teachers will be able to collaborate with our Digital Convergence Facilitator, who will model lessons incorporating the use of Ed Tech Apps including, Nearpod, Edmodo, Flipgrid, ClassTag, Kahoot, Quizzlets, etc. in individual classrooms.	John Lux, Principal, Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Sheryl Place, Digital Convergence Facilitator, will review the Facilitator Report
Start: Mon, Aug	STEM lessons	Erin Cernuda,	The school will provide	John Lux, Principal,

31 End: Fri, Oct 16	will be integrated school-wide, in conjunction with science, technology, engineering, and mathematics courses.	STEM lead teacher Eric Castaing, Science Dept. Chair	on-site STEM training for all faculty and will encourage teachers within the STEM curriculum to collaborate with non-STEM teachers, in order to meet STEM designation guidelines.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Erin Cernuda, STEM/Magnet Coordinator will review our STEM binder.
Start: Mon, Aug 31 End: Fri, Oct 16	The Digital Leader Cadre will provide an Ed Tech Camp PLC for staff to learn how to best implement technology.	Eric Castaing, Digital Innovator (PLST member) Minecraft Mentor Michelle Martinez, Microsoft Innovative Educator, Nearpod Certified Teacher, Skype Ambassador	The faculty will be provided with professional development opportunities focused on technology integration to create engaging class environments.	Raydelin Munoz, Assistant Principal, will review Temporary Duty requests and My Learning Plan certificates.

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).

According to the Federal Index, the school has two subgroups that did not meet the 41% threshold: Black/African American students and 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).

For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction. Using Office 365 Applications, such as the Accessibility and Immersive Reader tools, teachers will be able to engage all learners of differing exceptionalism and modalities. Intervention programs, such as pull-out tutoring, after school tutoring, and mentor programs will be implemented to engage sub-groups in positive learning experiences. We will encourage teachers to implement Universal Design when developing lessons. The school will foster positive learning experiences for these students.

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

Cross-curricular support for core areas, such as language arts, mathematics, science, and social studies will be increased through departmental and grade level meetings to encourage and facilitate cross curricular lesson planning. District provided Curriculum Support Specialists assigned to the school will be a resource to continue working towards improved school goals. Additionally, teachers worked collaboratively to develop standards-based lesson plans, which were implemented, in conjunction with the District pacing guides. District provided Curriculum Support Specialists assigned to the school will be a resource to continue working towards improved school goals.

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	Engage in Collaborative Standards Based lesson planning by subject area.	Academic Department Chairs: Eric Castaing, Science Cynthia Lopez, Math Michelle Martinez, Social Studies Alina Tapanes, Language Arts Hector Arrocha, ESOL	Teachers, will plan collaboratively across the same subject areas, using the standards, to establish student goals and expectations, thus facilitating accountability between teachers and administration. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Gabriela Sandoval, Reading Contact, will review lesson plans created through collaborative process.
Start: Mon, Aug 31 End: Fri, Oct 16	Engage in Cross Curricular Standards Based lesson planning by grade level.	Academic Department Chairs: Eric Castaing, Science Cynthia Lopez, Math Michelle Martinez, Social Studies Alina Tapanes, Language Arts Hector Arrocha, ESOL	Teachers, will plan cross curricular projects/assignments, using shared standards, to further enhance the teaching and learning process. For ESSA subgroups, Blacks and students with disabilities will be identified and specific strategies will be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Gabriela Sandoval, Reading Contact, will review lesson plans created through collaborative process.
Start: Mon, Aug 31 End: Fri, Oct 16	We will provide students, with small group tutoring sessions after school. There will be both in-person and virtual sessions available.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal,	As a result, students will be able to practice the skills necessary for success and increase academic proficiency.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, will review the Tutoring Sign in Logs.
Start: Mon, Aug 31 End: Fri, Oct 16	We will provide professional development	Deborah Fries-Furton, PD Liason	As a result, faculty members will be able to effectively implement differentiated instruction, which will	Deborah Fries-Furton, PD Liason will review My

opportunities for faculty and staff on the successful implementation of Differentiated Instruction.	improve the learning experience for students.	Learning Plan Evaluations.
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Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

If we successfully implement our sustained essential practice of Positive Behavior Support systems, then we will create an environment that rewards students positively for engaging in the learning process. If we successfully implement our primary essential practice of consistent protocols, we will prioritize the maintenance of a healthy and safe school environment. If we successfully implement our secondary essential practice of empowering teachers and staff, then we will help build teacher capacity, fostering an environment where teachers feel valued, respected, and part of the decision-making process.

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice

Presentations to all stakeholders to explain the Student Code of Conduct per District guidelines. Also, the school will provide Assessment and Graduation guidelines information to students and parents through the use of orientations and parent meetings. Incentives will be used to reinforce positive behaviors.

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	The Positive Behavior Support Committee consisting of teachers, counselors, administrators, and	Lissette Castieliro-Terron, teacher Camilo Gaitan,	The Positive Behavior Support System (PBS) will continue to be implemented school-wide discipline plan and is designed to reward students for positive behaviors. Dade Partners will continue to	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review of Positive

	other school support personnel will continue to meet.	teacher Monica Cuenca, counselor Rex Perozo, counselor	provide donations for rewards to students. "Do the Right Thing" shout outs are announced in order to promote positive behaviors.	Behavior Support log binder.
Start: Mon, Nov 2 End: Fri, Dec 18	The Multi-Tiered System of Supports (MTSS) the school will continue to identify struggling students early and intervene quickly with data-based problem-solving and decision making practice.	Rex Perozo, counselor, MTSS liaison Terry Nall, Behavior Management	Alternatives to suspensions will continue to be implemented through the Positive Behavior Support (PBS) System: Student Success Centers and the Pathways to Success programs.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review of Positive Behavior Support log binder and teacher rules and regulations.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to issue after school detention slips for minor infractions, weekly.	Jose Trueba, Detention Monitor additional support personnel, such as Security Staff	Administrative detention assignments will continue to be utilized to provide an avenue in which students can receive support for their infractions which are aligned to the Student Code of Conduct.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review of Detention log binder.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to issue referral to Administration for major infractions. Administrators will meet with students, and possibly parents, to refer students to Saturday School.	Nick Cesarano, teacher additional support personnel, such as Security Staff	Saturday School assignments will continue to be utilized to provide an avenue in which students can receive support for their infractions, which are aligned to the Student Code of Conduct.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review of School Center for Special Instruction log binder.

Primary Essential Practice

Priority Actions for the Primary Essential Practice

To improve effectiveness and create sustainability, the school will adhere to a set of protocols, and not deviate from the plan. We will review procedures with stakeholders to ensure that our protocols are consistent.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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		(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	Review teacher classroom expectations and the use of appropriate corrective strategies from the Student Code of Conduct to ensure it is followed with fidelity and equity for all stakeholders.	John Lux, Principal Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal	The Administrative Team will continue to review with faculty and staff the key elements of the district's Code of Student Conduct and how it aligns to the Core Values. The school will continue to implement school wide rules, as well as classroom rules, which follow similar protocols and procedures, which will continue to be reviewed and maintained with consistency.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review teacher rules and regulations.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to monitor attendance through the use of teacher gradebooks, daily attendance bulletin, and CIS report.	Monica Cuenca, counselor Rex Perozo, counselor Shirley Mantero, Community Involvement Specialist	Students will continue to be called upon the third absence by their counselor. Upon the fifth absence, a parent conference is scheduled and an Assistant Principal must be present. At that time an Attendance/Behavior Contract is to be signed by parent, student, counselor and Assistant Principal. Students acquiring 10 or more absences will lose privileges to attend any extra-curricular activities.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review the Community Involvement Specialist log binder with Shirley Mantero, Community Involvement Specialist.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to provide opportunities for faculty and staff to actively participate in establishing common rituals and routines that will be implemented school-wide.	John Lux, Principal Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal	The Administrative Team will continue to provide time for faculty and staff members to meet by grade level, as well as departments, to draft common practices that all staff will abide by	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review meeting agendas and minutes
Start: Mon, Nov 2 End: Fri, Dec 18	The faculty and staff will continue to receive training on Mental Health and Wellness for all stakeholders.	Christina Cueto, Mental Health Coordinator Marietta Perez, EBD Clinician	District and community resources will continue to be available to deliver evidence-based mental health care and treatment for stakeholders.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review completion certificates from Kognito

Priority Actions for the Secondary Essential Practice

The school will improve the effectiveness and implementation of our use of resources by encouraging positive working relationships between teachers, building teacher capacity, through the focus of developing others, to create a team of in-house "experts" on the use and incorporation of district resources. Through the scheduling of Collaborative/Common Planning opportunities bi-monthly, faculty and staff will be encouraged to work together towards our common goal of commitment to students. English Language Learners (ELL) and Special Education (SPED) Program teachers are part of the Collaborative/Common Planning activities to ensure equity of knowledge for each professional. Teachers will be given department time to collaborate and interact in highly engaging instructional best practices. Professional Learning Communities (PLC) will allow for teachers to work together and share best practices while engaging in innovative acquisition of research based practice. To engage the team, we will implement a team-building system of activities to increase morale and teacher camaraderie, such as, the Sunset Social Committee to provide opportunities for the staff to meet after school. Teacher capacity has been increased to incorporate more teacher leaders.

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	Continue to survey teachers to determine the specific Professional Development needs for and have those who are experts in the field provide in-house training.	Raydelin Munoz, PLST team Deborah Fries, PLST Team Michelle Martinez, PLST Team Eric Castaing, PLST Team	Continue to plan and schedule professional development workshops, as well as continued collaboration with our academic departments and district support personnel to meet our goal of empowering teachers and building their capacity for involvement.	Raydelin Munoz, Assistant Principal will continue to review the PD Liaison's plan for courses offered through My Learning Plan.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to implement a system of team building activities to increase morale and teacher camaraderie.	Israel Porras, Activities Director	Continue to provide an opportunity to network and showcase all the programs within teachers' curriculum, clubs/honor societies, and extra-curricular activities. Through team building, the school will continue to foster an environment based on supportive learning structures.	John Lux, Principal, will continue to review Teacher Participation Binders.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will continue to meet as part of several sub-committees and design teams.	Erin Cernuda, NAF Lead Teacher Milagros Perez, NAF Lead Teacher Kelly Vargas, NAF Lead Teacher	Teachers will continue to meet as part of the NAF Design Teams and other subcommittees, by grade level and content. They will continue to engage in cross-curricular collaboration, working on	John Lux, Principal, will continue to review of Design Team

		Terence Williams, NAF Lead Teacher	continuing to develop plans and projects where support can be provided in any subject area.	Meeting Minutes.
Start: Mon, Nov 2 End: Fri, Dec 18	The Digital Leader Cadre will continue to attend district training and facilitate in-house training of staff to build capacity within the building.	Eric Castaing, Digital Innovator (PLST member) Minecraft Mentor Michelle Martinez, Microsoft Innovative Educator, Nearpod Certified Teacher, Skype Ambassador	The Digital Leader Cadre have attended district training on a variety of technology platforms so as to facilitate training in-house for the staff at large. This will continue to increase the frequency of incorporating technology, as teachers will gain a deeper understanding of its application for engagement.	Raydelin Munoz, Assistant Principal, will continue to review Temporary Duty requests and My Learning Plan certificates.

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

Academic Programs Outcome Statement

If we successfully implement our sustained essential practice of data-driven decision making, then we will increase learning gains and proficiency in English/Language Arts and Algebra 1. If we successfully implement our primary essential practice of blended learning, then we will increase student learning and engagement through integration of technology, which will improve student achievement through proficiency in all academic areas as we move towards student-centered learning. If we successfully implement our secondary essential practice of standards based collaborative planning, then we will create a learning environment that is focused on academic success, in areas such as Biology, Geometry, and US History.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Through the use of data analysis, the school will make decisions on the placement of student cohorts based on their Florida Standard Assessment English Language Arts scores. We will continue to provide Algebra I students with an opportunity to meet daily with their Algebra I teacher, by offering Algebra IA and Algebra IB, which increased the direct instruction of students. Additionally, to prepare students for state examinations, pull-out tutoring can take place for students that need intensive remediation. Data chats will be used between the Administration and Language Arts and Mathematics Departments to assess which areas of focus were targeted. The administrative team will conduct data chats, through the use of Power Bi, data will be analyzed and disaggregated.

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	The administrators will continue to conduct weekly walkthrus to	John Lux, Principal, Raydelin Munoz, Assistant Principal, and	Walk thru logs will continue to include the observed instructional practices, feedback shared with faculty, and follow-up with	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez,

	ensure instruction is standards-based and data driven.	Selene Gomez, Assistant Principal,	necessary professional development.	Assistant Principal, will continue to maintain a walk-thru log and review during Administrative Team meetings.
Start: Mon, Nov 2 End: Fri, Dec 18	Administrators will continue to use of data chats for the purpose of facilitating data-driven instruction.	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Continue to use Power BI to disaggregate and disseminate data to all pertinent stakeholders which will help teachers focus instruction, by using data to drive decision making within the classroom. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to conduct Data Chats with faculty, and maintain Data Chat logs.
Start: Mon, Nov 2 End: Fri, Dec 18	Teacher will continue to use Performance Matters to analyze data, which is used to focus and guide instruction.	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Continue to use Performance Matters to disaggregate and disseminate data to all pertinent stakeholders which will help teachers focus instruction, by using data to drive decision making within the classroom. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal, will continue to review teacher's data chat logs with students and parents.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will continue to implement the use of Differentiated Instruction in class in order to group students to maximize performance.	Tested Subject Area Teachers in Mathematics, English/Language Arts, Science, and Social Studies	Teachers will continue to implement Differentiated Instruction, to help focus instruction for the teacher and help develop skills for students. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	John Lux, Principal, Raydelin Munoz, Assistant Principal, and Selene Gomez, Assistant Principal will review teacher lesson plans.

Primary Essential Practice

Blended Learning

Priority Actions for the Primary Essential Practice

To improve effectiveness and create sustainability we will use the incorporation of technology to facilitate support to teachers in the classrooms. School Based Professional Development to address Digital Convergence (ie: Tablet Training, Office 365, Promethean Board Training) and Data Analysis will be provided.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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		(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	Educational engagement tools will continue to be used by faculty and staff in order to increase student-centered lessons.	Michelle Martinez, Microsoft Innovative Educator/Nearpod Certified Educator Rachel Horowitz, Nearpod Certified Educator	Teachers will continue to use digital web tools for learning, such as Nearpod, Edmodo, and Office 365 Apps, in order to differentiate instruction and enhance student engagement.	John Lux, Principal, Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Sheryl Place, Digital Convergence Facilitator, will continue to review the PD Sign-in report in addition to participation reports generated from Nearpod.
Start: Mon, Nov 2 End: Fri, Dec 18	Model lessons on incorporating technology will continue to be available for faculty and staff.	Sheryl Place, Digital Convergence Facilitator Michelle Martinez, Designated Site Person	Teachers will continue to collaborate with our Digital Convergence Facilitator, who will model lessons incorporating the use of Ed Tech Apps including, Nearpod, Edmodo, Flipgrid, ClassTag, Kahoot, Quizzlets, etc. in individual classrooms.	John Lux, Principal, Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Sheryl Place, Digital Convergence Facilitator, will continue to review the Facilitator Report
Start: Mon, Nov 2 End: Fri, Dec 18	STEM lessons will continue to be integrated school-wide, in conjunction with science, technology, engineering, and mathematics courses.	Erin Cernuda, STEM lead teacher Eric Castaing, Science Dept. Chair	The school will continue to provide on-site STEM training for all faculty and will encourage teachers within the STEM curriculum to collaborate with non-STEM teachers, in order to meet STEM designation guidelines.	John Lux, Principal, Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Erin Cernuda, STEM/Magnet Coordinator will continue to review our STEM binder.
Start: Mon, Nov 2 End: Fri, Dec 18	The Digital Leader Cadre provided an Ed Tech Camp PLC for staff to learn how to best implement technology.	Eric Castaing, Digital Innovator (PLST member) Minecraft Mentor Michelle Martinez, Microsoft Innovative Educator, Nearpod Certified Teacher, Skype Ambassador	The faculty was provided with professional development opportunities focused on technology integration to create engaging class environments.	Raydelin Munoz, Assistant Principal, will continue to review Temporary Duty requests and My Learning Plan certificates.

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Secondary Essential Practice

Cross-curricular support for core areas, such as language arts, mathematics, science, and social studies will be increased through departmental and grade level meetings to encourage and facilitate cross curricular lesson planning. District provided Curriculum Support Specialists assigned to the school will be a resource to continue working towards improved school goals. Additionally, teachers worked collaboratively to develop standards-based lesson plans, which were implemented, in conjunction with the District pacing guides. District provided Curriculum Support Specialists assigned to the school will be a resource to continue working towards improved school goals.

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	Continue to engage in Collaborative Standards Based lesson planning by subject area.	Academic Department Chairs: Eric Castaing, Science Cynthia Lopez, Math Michelle Martinez, Social Studies Alina Tapanes, Language Arts Hector Arrocha, ESOL	Teachers, will continue to plan collaboratively across the same subject areas, using the standards, to establish student goals and expectations, thus facilitating accountability between teachers and administration. For ESSA subgroups, Blacks and students with disabilities should be identified and specific strategies should be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Gabriela Sandoval, Reading Contact, will continue to review lesson plans created through collaborative process.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to engage in Cross Curricular Standards Based lesson planning by grade level.	Academic Department Chairs: Eric Castaing, Science Cynthia Lopez, Math Michelle Martinez, Social Studies Alina Tapanes, Language Arts Hector Arrocha, ESOL	Teachers, will continue to plan cross curricular projects/assignments, using shared standards, to further enhance the teaching and learning process. For ESSA subgroups, Blacks and students with disabilities will be identified and specific strategies will be evident in the lesson plan and instruction.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, and Gabriela Sandoval, Reading Contact, will continue to review lesson plans created through collaborative process.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to provide students, with small group tutoring sessions after school. There will be both in-person and virtual sessions available.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal	As a result, students will continue to be able to practice the skills necessary for success and increase academic proficiency.	Raydelin Munoz, Assistant Principal, Selene Gomez, Assistant Principal, will continue to review the Tutoring Sign in Logs.
Start: Mon, Nov 2	Continue to provide	Deborah Fries-Furton, PD	As a result, faculty members will continue to be able to effectively	Deborah Fries-Furton, PD Liaison

End: Fri, Dec 18	professional development opportunities for faculty and staff on the successful implementation of Differentiated Instruction.	Liaison	implement differentiated instruction, which will improve the learning experience for students.	will continue to review My Learning Plan Evaluations.
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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).

The school is taking the following steps to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO) in order to meet accelerating student learning. The Administration is working closely with faculty and staff, ensuring that necessary support models are in place to tackle dual modality instruction.

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.

The school is assessing and addressing student learning gaps by taking the following steps 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. The Administration is working closely with the Community Involvement Specialist to reach those students who are experiencing learning gaps, directly tied to excessive attendance issues.

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 school is providing extended learning opportunities 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 Administration is working closely with the counselors to identify those students who are would benefit from targeted practice instruction.