

## **Phase II**

### **Action Planning**

### **Consensus – Define – Implement**

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

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

***August 17 – August 28, 2020***

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

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

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

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

#### **Quarter 1 Implementation**

***August 31 – October 16, 2020***

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

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

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

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

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

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

### **October 19 – October 30, 2020**

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

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

## **Quarter 2 Implementation**

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

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

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

## **SCHOOL CULTURE**

### **Quarter 1 Implementation**

(August 31 – October 16, 2020)

## **School Culture Outcome Statement**

If a genuine connection is made between students, staff, parents, and the school community, then significant improvements will be evident in stakeholder engagement, ultimately increasing student performance both behaviorally and attendance wise. If teachers and staff have the tools and skills to address disruptive behavior that arises by applying social emotional learning strategies and restorative justice practices, disciplinary infractions will decrease. If we create a culture of collaboration and feedback, stakeholder investment will increase amongst all participants, creating a culture where students and staff feel safe and a sense of belonging to the greater school community.

## Sustained Essential Practice

### Attendance Initiatives

#### Priority Actions for the Sustained Essential Practice

Attendance celebrations will be incorporated into Positive Behavior Support (PBS), creating a point based system for students to be recognized for attendance.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Present Positive Behavior System (PBS) point based system to faculty and staff and explain how students will be celebrated quarterly for good attendance.	Mr. Geter, PBS Coach	PowerPoint presentation during Opening of Schools Faculty Meeting. Evidenced by teachers rewarding students at the classroom level for attendance through Class Dojo, Husky Bucks, etc.	Ensuring all staff present at opening of schools meeting and relevant information distributed to all staff. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Schedule the M-DCPS Food & Nutrition Food Truck for a school visit for students with Perfect Attendance during Quarter 1 and each quarter after.	Mr. Geter, PBS Coach	Submission of FM # 7702 Food Truck Request Form. Evidenced by the calendar of quarterly Perfect Attendance Celebrations submitted to all staff.	Review the proposed plan of action and list of perfect attendance students. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Meet with Grade Level Team Leaders to discuss attendance taking expectations and address procedures for dealing with students with excessive absences.	Ms. Booker, Ms. Davidson, and Ms. Dunn, Grade Level Team Leaders; Ms. Stephens, Ms. Taylor, School Counselors; Ms. Brown, Registrar	Submission of the meeting agenda. Evidenced by sign in sheets with all the grade level team members names.	Teachers will accurately take attendance and ensure all students are counted for daily. Attending the Grade Level Team Meeting. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Monthly home visits to students with excessive absences by the Communities in Schools Coordinator and the implementation of an attendance contract/directive for the student.	Ms. Osby, Communities In Schools Coordinator	Attendance contracts/directives signed by both parent and student. Evidenced by an improvement in student attendance and academic achievement helping with students with Early Warning Indicators (EWI) who are typically the Lowest 25 percentile students.	Creation of a google spreadsheet document, detailing the result of all home visits for the month. Dr. Challenger, Principal Mr. Friday, AP

## Primary Essential Practice

Staff-Student Connections

### Priority Actions for the Primary Essential Practice

Positive Behavior Support (PBS), Restorative Justice Practices, and Social Emotional Learning Strategies will be implemented with fidelity to acclimate students and staff to the school community.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Present Restorative Justice Practices to staff during Opening of Schools Meeting.	Mr. Geter, PBS Coach; Ms. Taylor, School Counselor	PowerPoint presentation during Opening of Schools Faculty Meeting. Evidenced by RJP practices being infused in every classroom and teachers holding circles with students to allow for every voice to be heard.	Ensuring all staff present at opening of schools meeting and relevant information distributed to all staff. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Social and Emotional Learning strategies infused into Opening of Schools Meeting.	Mr. Geter, PBS Coach; Ms. Taylor, School Counselor	PowerPoint presentation during Opening of Schools Faculty Meeting. Evidenced by teachers implementing circles and other strategies at the beginning of class to help students settle and manage their emotions/feelings.	Ensuring all staff present at opening of schools meeting and relevant information distributed to all staff. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Creation of the Positive Behavior Support (PBS) store via Donors Choose donations.	Mr. Geter, PBS Coach; Ms. Osby, Community Involvement Specialist (CIS)	Merchandise for purchase by students visible inside the store. Evidenced by student visits to the PBS store during non-instructional time.	Frequent visits to the PBS store and the Donors Choose website to check project progress. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Mentor / Mentee buddy system implemented between students with behavior issues and teachers they confide in.	Ms. Booker, Ms. Davidson, and Ms. Dunn, Grade Level Team Leaders; Mr. Friday, AP	Anecdotal notes of check ins. Evidenced by bi-weekly check ins between the student and teacher to discuss the problem, solutions, and goal setting.	We anticipate there will be improvements in relationships between students with behavior issues and a reduction in the number of students being referred to administration for disciplinary infractions. Dr. Challenger, Principal Mr. Friday, AP

## Secondary Essential Practice

Communicate With Stakeholders

## Priority Actions for the Secondary Essential Practice

Implementation of a STEM and Literacy Family Night across all content areas both virtual and/or brick and mortar will be implemented as a way to engage and inform stakeholders about the schools progress.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Planning and promotion of the Science, Technology, Engineering, and Math (STEM) Night school wide to increase parental and involvement and spotlight academics.	Ms. Quadri, Science Dept. Chair; Mr. Parker, Math Dept. Chair; Ms. Delancy-Charles, Math Coach; Ms. Clemmons, PLST Liaison	Creation of a task list. Evidenced by the delegation of duties to the appropriate staff member with completion deadlines.	Monitoring the task list and ensuring deadlines are met leading up to the STEM Night. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Family Digital Night	Ms. Quadri, Science Dept. Chair; Mr. Parker, Math Dept. Chair; Ms. Delancy-Charles, Math Coach; Ms. Storr, LA Dept. Chair; Ms. Mathurin, Reading Dept. Chair; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Clemmons, PLST Liaison	Creation of a task list. Evidenced by the delegation of duties to the appropriate staff member with completion deadlines. Parents and students familiar and comfortable accessing different digital platforms.	Monitoring the task list and ensuring deadlines are met leading up to the Family Digital Night. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Parent Academy Workshops for Parents via CIS and PTSA	Ms. Osby, Community Involvement Specialist; Mr. Geter, PBS Coach	Evidenced by an increase in parental involvement through parent teacher conferences and school based volunteers.	Reviewing meeting agendas and attendance sign in sheets. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Increase community based partnerships within the local community.	Ms. Osby, Community Involvement Specialist; Mr. Geter, PBS Coach; Ms. Stephens, School Counselor; Ms. Taylor, School Counselor	Evidenced by various vendors and community partners/local organizations present at the resource fair during Open House and during school wide events.	Affiliation agreements successfully executed. Dr. Challenger, Principal Mr. Friday, AP

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

## Academic Programs Outcome Statement

If Differentiated Instruction is implemented with fidelity across all content areas, then improvements in learning gains and proficiency will be evident in student learning and standard remediation can take place. If data is properly analyzed and assessed, Data Driven Instruction can be incorporated into student learning to meet the varying needs of students. If instruction is aligned to standards, then student achievement scores on i-Ready, Topic and State Assessments will significantly increase ultimately impacting the school's grade.

### Sustained Essential Practice

Standards-Aligned Instruction

### Priority Actions for the Sustained Essential Practice

During weekly collaborative planning and department meetings, teachers will use District approved Instructional Focus Guides, Planning Cards, Item Specifications, and supplemental resources that are standards aligned to create lessons and instructional activities and will be noted on lesson plans.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	During collaborative planning, all instructional teachers will engage in activities to deepen their understanding of instructional focus guides and best practices for successful implementation, instructional planning and lesson delivery.	All instructional teachers in all content areas monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Daily lesson plans readily available at Visitors Station. As a result of common planning we should see commonality in teachers' lessons with regards to content being covered, materials being utilized, strategies being employed, and level of rigor in student work samples.	At least one administrator being present during common planning. The administrator will collect the agenda and utilize the information to observe the implementation of the planned instructional activities. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	In all lessons, all instructional teachers will plan for and provide a variety of standards based instructional activities to meet the different learning modalities to ensure mastery of standards.	All instructional teachers in all content areas monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	The electronic grade book and daily lesson plans will be in alignment. Evidenced by FSA standards noted and the appropriate curriculum embedded within the lesson.	During weekly walkthroughs both virtual and physical, Administration will spot check lesson plans. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31	During collaborative planning, agendas will be created displaying	All Instructional teachers in all content areas	Through collaborative planning. Evidenced by all instructional teachers	During weekly walkthroughs both virtual and physical,

<b>End:</b> Fri, Oct 16	instructional goals for the time frame to ensure teachers are afforded the appropriate time to grade level plan and share best practices.	monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	producing a planning product at the end of collaborative planning.	Administration will spot check lesson plans. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	During collaborative planning, all instructional teachers will plan lessons that coordinate with the instructional framework provided for content delivery.	All Instructional teachers in all content areas monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Instructional delivery and engagement will flow with the planned lesson. Evidenced by rotations where applicable, the infusion of technology, and small group instruction.	During weekly walkthroughs both virtual and physical, Administration will spot check lesson plans. Dr. Challenger, Principal Mr. Friday, AP

### Primary Essential Practice

Differentiated Instruction

### Priority Actions for the Primary Essential Practice

During weekly collaborative planning, Differentiated Instruction will be noted in the instructional framework for all content areas to meet the varying needs of students as evidenced by classroom and virtual walkthroughs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Instructional Coaches will meet with Core area instructional teachers weekly and engage in Coaching cycles as necessary for teacher development and student academic achievement.	Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Cohesion and collaboration between the instructional coach and the teacher. Observed by students working together, increases in student achievement data via topic/unit/mid year assessments, and improvements in professional practice.	During weekly leadership team meetings, coaching log reviews and daily walkthroughs both virtual and physical. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	During collaborative planning, all instructional teachers will plan for and embed differentiated Instruction into the	Dr. Challenger, Principal Mr. Friday, AP	Differentiated Instruction groupings will be displayed in the classroom and in lesson plans based. Evidenced by small group rotations in the physical setting and virtual	At least one administrator during the daily virtual walkthrough will use a walkthrough log to capture evidence of

	framework for daily lesson plans across core academic areas.		setting using breakout rooms taking place during walkthroughs.	small group rotations. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Instructional coaches will teach teachers how to pull and analyze data from the most recent assessments for the creation of groups for differentiated instruction.	Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Differentiated Instruction binders available at visitors station. Evidenced by both old and current data and small groups based on data and ability that are fluid.	Administrator will attend collaborative planning weekly. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Based on ETO standards, the instructional framework for each content area will be shared with all teachers and implemented with fidelity across all grade levels.	Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Lesson plans for all instructional teachers will reflect the approved ETO framework. Evidenced by the infusion of technology, whole group instruction, and small group rotations where applicable.	During daily walkthroughs both virtual and physical. Dr. Challenger, Principal Mr. Friday, AP

## 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 and English Language Learners

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

The school will address the needs of students with disabilities and English language learners by ensuring all instructional teachers are provided with IEPs for students with disabilities and LEP plans for English language learners to ensure they are providing the necessary accommodations for student success. In addition, teachers will ensure that during collaborative planning, they are planning with these students in mind; creating differentiated and small group instruction based on their needs and abilities as evidenced by a variety of scaffolded instructional activities embedded within the daily lesson plan.

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

Data-Driven Instruction

## Priority Actions for the Secondary Essential Practice

i-Ready and Topic Assessment Data will be shared and analyzed with all stakeholders consistently during teacher data chats, department meetings, collaborative planning, and faculty meetings, so teachers can make informed decisions about learner progress and students instructional needs.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	All instructional teachers will pull and analyze student data.	All instructional teachers. Monitored by: Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Data available at visitors stations by all instructional teachers. Evidenced by a data binder with both old and current data that has been annotated.	During daily walkthroughs both virtual and physical and review of lesson plans. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	All instructional teachers will provide data charts to all students for the purposes of reflection and conducting data chats.	All instructional teachers in all core content areas monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Student data charts will be completed by the student with the teacher and by the student independently. Evidenced by completely filled out data charts in student work folders.	During daily walkthroughs both virtual and physical and review of lesson plans. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	All instructional teachers will schedule data chats with all students.	All instructional teachers in all core content areas monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	Teachers will have one on one data chats with all students to review current data points, discuss areas of improvement, and share goals with students. Evidenced within the lesson plan during the differentiated instruction rotations.	During daily walkthroughs both virtual and physical and review of lesson plans. Dr. Challenger, Principal Mr. Friday, AP
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	All instructional teachers will have evidence of data chats with all students and groupings for differentiated instruction evident in the classroom.	All instructional teachers in all core content areas monitored by Mr. Friday, AP; Ms. Clare, Literacy Coach; Ms. Green, Literacy Coach; Ms. Delancy-Charles, Math Coach	In student work folders, data chat sheets will be visible. All instructional teachers will post student assessment data and a data binder will be accessible at the visitors stations.	During daily walkthroughs both virtual and physical and review of lesson plans. Dr. Challenger, Principal Mr. Friday, AP

## 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

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> <small>(First &amp; last name, position)</small>	<b>Expected Evidence</b> <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	<b>Monitoring</b> <small>(How and Who?)</small>

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Primary Essential Practice

Priority Actions for the Primary Essential Practice

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

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<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)

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

**Academic Programs Outcome Statement**

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Sustained Essential Practice

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Priority Actions for the Sustained Essential Practice

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<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)

Primary Essential Practice

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Priority Actions for the Primary Essential Practice

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<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)


**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).

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

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 2 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

Priority Actions for the Secondary Essential Practice

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<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)