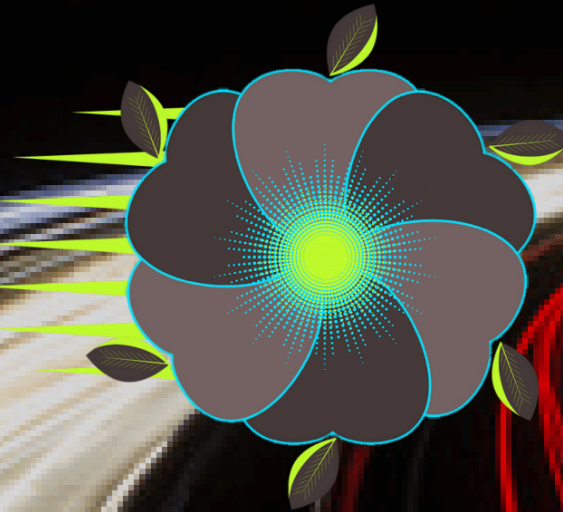




SCHOOL IMPROVEMENT PROCESS 2019-2020



ACCELERATING
EXCELLENCE



School Location # -2511

Name of School - ZORA NEALE HURSTON ES

Phase II

Action Planning

Consensus – Define – Implement

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

Phase II Development & Stakeholder Engagement

August 14 – August 30, 2019

- *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*
- *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*
- *Title I Schools will upload their 2019-2020 Title I – Parent and Family Engagement Plan (PFEP)*

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 30, 2019.

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

September 3 – October 18, 2019

- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Instructional 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 instructional review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation - **NEW!**

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 revised 2019 Data Map, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.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 21 – November 1, 2019

- *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 data gathered during the Instructional Review and quantitative data provided via an End-of-Quarter Data Map. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 5 – December 20, 2019

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity.*

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 (September 3 – October 18, 2019)

School Culture Outcome Statement

If we create an engaging school culture by implementing incentives and continue to monitor student attendance with fidelity, then students will be motivated to attend class daily.

Sustained Essential Practice

Rewards/Incentives

Priority Actions for the Sustained Essential Practice

School will continue to have quarterly attendance parties, recognition of students during morning announcements, dress-down days for 98% school attendance and quarterly celebrations for perfect attendance.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Implement quarterly attendance parties for classes reaching perfect attendance goal using school's attendance monitoring protocol.	Christopher Gonzalez, Assistant Principal	Attendance monitoring sheets for daily attendance by homeroom teachers.	Collection of attendance monitoring forms by the assistant principal. Quarterly parties sponsored by the PTA.
Start: Tue, Sept 3 End: Fri, Oct 18	Weekly recognition of students on morning announcements for students who are present and on time every day of the week will be rewarded.	Christina McCrink, Reading Coach	Written record of all students who received weekly reward.	Weekly distribution of rewards and recording of students will be monitored by Reading Coach.
Start: Tue, Sept 3 End: Fri, Oct 18	Percentage of students present will be announced daily. Dress down days will be awarded to all students when percentage is 98% or higher.	Christopher Gonzalez, Assistant Principal; Isabel Valenzano, Principal	Dress-down days will be posted on social media.	Daily monitoring of attendance bulletin by Assistant Principal and Principal.
Start: Tue, Sept 3 End: Fri, Oct 18	Special recognition activity for all students with perfect attendance for the quarter.	Christopher Gonzalez, Assistant Principal	Special recognition activity for students with perfect attendance for the first quarter will be posted on social media.	Daily announcements of upcoming activities and monitoring of quarterly attendance through district perfect attendance reports and gradebook by Assistant Principal.

Primary Essential Practice

Attendance Monitoring

Priority Actions for the Primary Essential Practice

Attendance Review Committee will monitor the daily attendance bulletin, Early Warning Systems reports and the attendance dashboard. The School Attendance Action Plan includes contacting parents, one on one

counseling, attendance contracts and home visits as needed.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Attendance expectations presented to parents at Open House. In addition, attendance letters to parents sent home with expectations.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Powerpoint presentation at Open House; Attendance Letter sent home to parents.	Agenda, sign in sheets from Open House by Assistant Principal.
Start: Tue, Sept 3 End: Fri, Oct 18	Referral to Attendance Review Committee for five total absences by teachers.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor	Completed SCAMS; Daily Attendance Bulletin.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Tue, Sept 3 End: Fri, Oct 18	Convene Attendance Review Committee for five or more absences to implement initial communication with parent through letter or phone call.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor	Signed parent Letter, SCAM referral codes.	Daily Monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Tue, Sept 3 End: Fri, Oct 18	Parent meeting for continued attendance issues following initial communication. Implementation of one to one counseling and/or attendance contracts as needed.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor	Record of attendance meetings; signed attendance contracts, SCAM referral codes; Targeted Student Status Report to the Region.	Daily Monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.

Secondary Essential Practice

Attendance Monitoring

Priority Actions for the Secondary Essential Practice

School will continue to monitor attendance with fidelity.

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

Start: Tue, Sept 3 End: Fri, Oct 18	Attendance expectations presented to parents at Open House. In addition, attendance letters to parents sent home with expectations.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Powerpoint presentation at Open House; Attendance Letter sent home to parents.	Agenda and sign in sheets from Open House by Assistant Principal.
Start: Tue, Sept 3 End: Fri, Oct 18	Referral to Attendance Review Committee for five total absences by teachers.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor	Completed SCAMS; Daily Attendance Bulletin.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Tue, Sept 3 End: Fri, Oct 18	Convene Attendance Review Committee for five or more absences to implement initial communication with parent through letter or phone call.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor	Signed parent Letter, SCAM referral codes.	Daily Monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Tue, Sept 3 End: Fri, Oct 18	Parent meeting for continued attendance issues following initial communication. Implementation of one to one counseling and/or attendance contracts as needed.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor	Record of attendance meetings; signed attendance contracts, SCAM referral codes; Targeted Student Status Report to the Region.	Daily Monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.

ACADEMIC PROGRAMS
Quarter 1 Implementation
 (September 3 – October 18, 2019)

Academic Programs Outcome Statement

If we successfully implement standards based instruction, inquiry-based learning and differentiated instruction , then we will improve student learning gains and proficiency levels in all academic areas.

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

Collaborative planning, quarterly data chats between administration and teachers, integration of Thinking Maps and STEM lessons.

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

Start: Tue, Sept 3 End: Fri, Oct 18	Facilitate common planning sessions at least once a week so that teachers can plan for rigorous and standards based instruction by discussing pacing, examining data and sharing best practices.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Commonality in teacher lesson plans with regards to standards based content being covered, student journals; standards-based student work; Grade Level Planning Meeting minutes and sign in sheets.	Administrators will perform walk throughs to observe standards based student work.
Start: Tue, Sept 3 End: Fri, Oct 18	Thinking Maps will be integrated on a weekly basis.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Thinking Maps displayed in classrooms and in student journals.	Administrators will perform walk throughs to observe Thinking Maps on display and in student journals.
Start: Tue, Sept 3 End: Fri, Oct 18	Implement quarterly data chats at grade level meetings with administration to improve student achievement.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Sign in sheets and agendas from data chats.	Administration will distribute data and conduct data chats quarterly with grade levels.
Start: Tue, Sept 3 End: Fri, Oct 18	Conduct quarterly mini reviews with select teachers to monitor implementation of Thinking Maps, STEM and standard based instruction.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Thinking Maps displayed in classrooms and in student journals.	Administrators will perform walk throughs to observe Thinking Maps on display and in student journals.

Primary Essential Practice

Interventions/RtI

Priority Actions for the Primary Essential Practice

Students in the lowest 25% will be given equitable access to robust and rigorous instruction and will be provided interventions outside the core instruction through i-Ready labs, targeted morning tutorials and the ELL tutoring program to ensure academic success.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Students in the lowest 25% will be assigned to i-Ready Labs for 30 minutes	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal; Christina	i-Ready Labs attendance sheets; i-Ready Reports, McGraw Hill	Administration and Reading Coach will monitor student progress through i-Ready reports.

	daily 3-5 days of the week.	McCrink, Reading Coach	Assessment and Topic Assessment data.	
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will implement differentiated instruction daily with students in the lowest 25%.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Differentiated instruction groupings and teacher data records of standards addressed.	Administration and Reading Coach will monitor student progress monthly through walk-throughs and i-Ready reports.
Start: Tue, Sept 3 End: Fri, Oct 18	ELL students in the lowest 25% will be assigned to ELL tutoring for after-school tutoring.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Attendance Sheets; Completion of district provided materials	Administration and Reading Coach will monitor student progress by reviewing attendance and iReady data.
Start: Tue, Sept 3 End: Fri, Oct 18	Rigorous and robust instruction will be provided through standard based instruction.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Student reading journals, thinking maps and standard aligned activities	Administrators will perform walk throughs to observe standards based student work.

ESSA Reflection - **NEW!**

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).

N/A

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

N/A

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers will provide students with real world connections in math through STEM projects. Rigorous standards based instruction will be provided to all students in Mathematics.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept	Teachers will implement a	Isabel	STEM Binders containing	Administrators

3 End: Fri, Oct 18	quarterly Science, Technology, Engineering, and Math (STEM) Activity which integrates the Science, Technology Engineering and Mathematics standards.	Valenzano, Principal; Christopher Gonzalez, Assistant Principal	student-generated work samples and/or bulletin boards.	will perform walk throughs to observe STEM lessons and artifacts.
Start: Tue, Sept 3 End: Fri, Oct 18	Students will be challenged with the Go Deeper multi step problems in the Go Math Series daily.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Complete Go Deeper problems in the Go Math Series and Math Journals.	Administration will monitor student progress monthly through review of Math Journals and i-Ready reports.
Start: Tue, Sept 3 End: Fri, Oct 18	Conduct quarterly mini reviews with select teachers to monitor implementation of Thinking Maps, STEM and standard based instruction.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Thinking Maps displayed in classrooms and in student journals.	Administrators will perform walk throughs to observe Thinking Maps on display and in student journals
Start: Tue, Sept 3 End: Fri, Oct 18	Facilitate common planning sessions at least once a week so that teachers can plan for rigorous and standards based instruction by discussing pacing, examining data and sharing best practices.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal	Commonality in teacher lesson plans with regards to standards based content being covered, student journals; standards-based student work; Grade Level Planning Meeting minutes and sign in sheets.	Administrators will perform walk throughs to observe standards based student work.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the PFEP to the Title 1 office for approval. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II) on or before the date outlined on the SIP/EESAC Timeline.

SCHOOL CULTURE Quarter 2 Implementation (November 5 – December 20, 2019)

School Culture Outcome Statement

Sustained Essential Practice

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Priority Actions for the Sustained Essential Practice

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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?)

Primary Essential Practice

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Priority Actions for the Primary Essential Practice

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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?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

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?)

ACADEMIC PROGRAMS
Quarter 2 Implementation
 (November 5 – December 20, 2019)

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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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?)

Primary Essential Practice

Priority Actions for the Primary Essential Practice

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?)

ESSA Reflection - **NEW!**

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 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

Priority Actions for the Secondary Essential Practice

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?)
