

Miami-Dade County Public Schools

Seminole Elementary School



2015-16 School Improvement Plan

Seminole Elementary School

121 SW 78TH PL, Miami, FL 33144

<http://seminole.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Seminole Elementary School is to create a child centered environment which encompasses the diversity of a multicultural setting, in partnership with school, home and community. The school fosters critical thinking skills, discipline, high expectations and excellence in all academic areas using state-of-the-art technology at the point of instruction. Through a loving, caring and understanding climate, students will be encouraged to work interdependently to achieve a more just and tolerant society which rejoices in its diversity and unity. It is the belief of Seminole Elementary School that strong instructional, administrative leadership will guide students to achieve beyond their academic potential.

Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st Century.

The educational program at Seminole Elementary School focuses on building a community of learners with the belief that every child can and will realize his or her potential. The school follows Florida Standards, the K-12 Comprehensive Research-based Reading Plan (CRRP) and the Comprehensive Mathematics and Science Program. For students with diverse needs, the school offers special education programs and services for SLD, OHI, Autism Spectrum Disorder, Speech & Language and Gifted. The school offers an Extended Foreign Language Program (EFL) to students who are interested in becoming bilingual/bi-literate, as well as, academic support for English Language Learners (ELL). We house a Title I Pre-kindergarten class that supports the Early Childhood Initiative Foundation.

Provide the school's vision statement

The vision of Seminole Elementary School is to provide a climate of excellence where stakeholders are encouraged to exceed their academic potential, incorporating current technology in a diversified learning environment. We will strive to develop a community of lifelong learners in pursuit of global distinction, utilizing the talents of staff, community and special programs to formulate a foundation upon which learning depends.

We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school climate survey and home language survey will help provide a snapshot of our students' cultural needs. Teachers use monthly newsletters to maintain communication and bridge the gap between home and school. The continued support between faculty and parents will ensure positive relationships.

Our monthly parental involvement events build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Harvest Festival, Barnes & Noble Seminole Elementary Night, Florida State Assessment (FSA) Parent Night, Multicultural Heritage Celebration, Pre-K/Kindergarten Orientation.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Our two uniformed security personnel are available to anyone entering the school. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members utilize hand-held radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. Teachers utilize a warning system built-in the public address communication system to alert for safety or threat.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Code of Student Conduct - Elementary is used school wide and extends into the classrooms. All classroom teachers follow a behavioral system. Teachers reward students for behavior and define clear expectations at the onset of school. This will help to minimize distractions and keep students engaged during instruction. The Spot for Success and Do the Right Thing incentive programs are used to promote positive behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A guidance counselor is available to all students, if counseling is needed. The guidance counselor is available to provide services to students upon teacher request. We have additional help from outside resources and the school's social worker to assist with counseling, as needed. Staff members also are available to assist students as mentors if the need arises.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The dominant early warning indicators at Seminole Elementary are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or Mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. Scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	7	5	4	7	9	39
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	9	10	12	4	7	4	46
Level 1 on statewide assessment	0	0	0	0	0	0	
Retention	4	4	2	0	0	0	10

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning systems. In order to support attendance, students have the opportunity to be a part of Safety Patrols, Future Educators of America and morning News Team. We also offer free breakfast and free/reduced lunch to our students. We have adopted the Wellness Policy for our school breakfast and lunch program.

In order to support behavior and minimize suspensions, we implement the Spot for Success and Do the Right Thing Program. In these programs, students have the opportunity to be recognized for their actions at a school-wide level. We also implement an Alternate to Suspension Plan that incorporates different steps for behavior management. To increase achievement, we infuse in-school and before-school interventions such as Wonder Works, I-Ready, Reflex Math and best practices in Reading and Mathematics to supplement instruction.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197374>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Seminole Elementary partners with Ibiley Uniforms, Publix Supermarket, Walgreen's, Blue Bunny, Honorable Rebecca Sosa, Commissioner District 7 and our Parent Teacher Association. Through these partnerships, students receive support by way of tutoring, volunteer assistance, mentors and supplies.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
DeLeon, Mayra	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The function and responsibility of each team member as it relates to MTSS and the SIP includes: Administrator(s) (Mayra DeLeon and Mary Keets-Jay) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Academic Liaisons: (Ileana Oria-Reading, Margarita Matamoros-Mathematics, Jeanette Dovalles-Science)
- Special education personnel (Olga Laffita-Marin, Anne Leon)
- School guidance counselor (John Siddons)
- School psychologist (Maria Sahdala)
- School social worker (Rosa Almond)
- Member of advisory group, community stakeholders, parents

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Mary Keets-Jay, Ileana Oria, Classroom Teacher, parent/guardian) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Mary Keets-Jay, Ileana Oria, Classroom Teacher, parent/guardian) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Responding when grades, subject areas, classes, or individual students have not shown a positive response.
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather growth monitoring assessment data for all interventions and analyze that data using the Tier 2 problem solving process after each growth monitoring assessment.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

- Review growth monitoring assessment data for intervention groups to evaluate group and individual student response
- Support interventions where there is not an overall positive group response
- Select students (see SST guidelines) for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and then adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and growth monitoring assessment measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years' trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades' as they contribute extensively to later grades performance and student engagement.

Title I Part A:

Supplemental instructional materials will be included as part of the budget to ensure students who have additional remediation are assisted through extended learning opportunities during in-school interventions. The district coordinates with Title II and Title III in ensuring staff development needs are met. Support services are provided to schools, students, and families. School based, Title I funded Community Involvement Specialist (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the

design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP) – which is provided in three languages at all schools, the school improvement process the life of the school and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teacher
- Reading and supplementary instructional materials
- Cultural supplementary instructional materials
- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students. The services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are

eligible to receive services and will do so upon identification and classification of a student as homeless. The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless. Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization. Project Upstart provides tutoring and counseling to selected homeless shelters in the community. The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

- Supplemental Academic Instruction (SAI) This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

- District Policy Against Bullying and Harassment. Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami- Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.

- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

- Housing Programs - N/A

- Head Start- N/A

- Adult Education- N/A

- Career and Technical Education- N/A

- Job Training- N/A

- Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. It delivers coordinated social work and mental/

behavioral health interventions in a timely manner. It enhances the health education activities provided by the schools and by the health department. The program offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ileana Oria	Teacher
Kalonda Alvin-Rucker	Teacher
Ana Fraga	Teacher
Margarita Matamoros	Teacher
Arisel Llanes	Teacher
Nancy Alvarez	Education Support Employee
Alex Hernandez	Parent
Mike Hernandez	Business/Community
Eddy Barea	Business/Community
Anthony Perez	Business/Community
Anne Palacio	Teacher
Michael Uffenorde	Teacher
Pablo Miret	Teacher
Olga Laffita	Teacher
Karen Perez	Parent
Gustavo Navas	Parent
Manuel Dovalos	Parent
Rosa Hartman	Parent
Kevin Viera	Student
Agnes Winokur	Parent
Jessica Perez	Parent
Anthony Perez	Parent
Mayrilis Lopez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review the proposed School Improvement Plan. The projected 2015-2016 school budget will also be shared at the initial SAC meeting. Input will be collected to ensure the budget is used in areas needed for the school.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) will assist in creating and analyzing the school data and participate in the development of the School Improvement Plan. In addition, SAC will be part of monitoring of the plan throughout the school year.

Preparation of the school's annual budget and plan

The projected 2015-2016 school budget will be shared at the initial SAC meeting. Input will be collected to ensure the budget is used in areas needed for the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

EESAC funds were utilized for school supplies such as ink, printers and hardware needs such as bulb for projectors or any other deemed by EESAC.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
DeLeon, Mayra	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to address: 1.) address declining achievement levels, SWD and the lowest 25%; 2.) monitor the fidelity of implementation of intervention programs; and, 3.) assist with instructional refinement through professional development in increased rigor of Florida Standards 4) continue to address the reading and mathematics achievement of learning gains with the use and implementation of the McGraw Hill Reading Series and Houghton Mifflin Mathematics Program.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Faculty meetings and professional development sessions are scheduled to be held on a monthly basis. Grade levels meet weekly to encourage positive working relationships and focus on planning effectively and collaboratively.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole Elementary administration retains and recruits teachers by providing support and incentives. The school has 100 percent of teachers highly qualified and certified-in-field.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Seminole Elementary implements a teacher mentoring plan, as needed. The school has a very high percentage of teacher retention; however, there is a plan in place for beginning and new teachers. They are paired with experienced teachers within the same grade level. Time is allocated for the mentoring to take place, in addition to, resources, modeling of best practices and time to discuss improvement in classroom/instructional practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Office of Academics and Transformation provides all schools with guidance and support related to curriculum, delivery of support services, interpretation of compliance/policy requirements and best practices to increase awareness and ensure implementation of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Seminole Elementary uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given assessments in Reading, Math, Writing, and Science. The data provides the teacher the base to develop and implement a plan for differentiated instruction. Teachers hold on-going progress monitoring to ensure skills are being mastered.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,170

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth will be able to participate in before school tutorial programs in the areas of reading and mathematics.

Strategy Rationale

Before-school tutoring is implemented to ensure increase in reading and mathematics performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keets-Jay, Mary, mkeetsjay@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed on an on-going basis by the tutoring teacher assigned to carry out the tutoring program in the areas of reading and mathematics. Adjustments will be made regularly to meet the individual needs of students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Seminole Elementary School offers a Pre-K Program. The VPK program is designed to prepare four-year-old students for kindergarten. The VPK program provides each child an opportunity to perform better in school. This first-rate program includes high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class size, and one qualified instructor and paraprofessional.

Establish the "Transition to Kindergarten" annually to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the directors of neighborhood centers.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not Applicable

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not Applicable

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not Applicable

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not Applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Not Applicable

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Not Applicable

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070738

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
AMO Reading - SWD	
FSA English Language Arts - Achievement	
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
FSA Mathematics - Achievement	
FAA Writing Proficiency	
AMO Reading - ED	
FCAT 2.0 Science Proficiency	
AMO Reading - Hispanic	
CELLA Reading Proficiency	
CELLA Listening/Speaking Proficiency	

Resources Available to Support the Goal 2

- Academic Liaisons, Common planning built into some schedules, PD, Waterford, Imagine Learning, I-Ready, AR/STAR, Promethean boards.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of instructional routines, frameworks and effective planning.

Plan to Monitor Progress Toward G1. 8

Common planning, classroom observations, lesson plans.

Person Responsible

Mayra DeLeon

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs, class observations, lesson plans.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 **G070738**

G1.B1 Limited evidence of instructional routines, frameworks and effective planning. **2**

 **B184342**

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 **S195881**

Strategy Rationale

Teachers will understand elements of effective planning and instructional routines to increase student achievement.

Action Step 1 **5**

Provide academic liaisons with professional development opportunities on effective planning protocols, instructional routines/frameworks resulting in more purposeful instruction. Liaison will then provide all teachers with professional development on effective planning.

Person Responsible

Mary Keets-Jay

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Sign in sheet, agenda, PD deliverables

Action Step 2 5

Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Common planning/classroom observations, lesson plans

Action Step 3 5

Provide grade levels or specific teachers with additional support on planning and instructional routines as identified by administration.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/1/2015 to 3/31/2016

Evidence of Completion

Common planning/classroom observations, lesson plans

Action Step 4 5

Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walk throughs and attendance of common planning meetings.

Person Responsible

Mayra DeLeon

Schedule

Daily, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs and observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Common Planning, classroom observations, lesson plans.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Observations, agendas, sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations and evidence of effective planning

Person Responsible

Mayra DeLeon

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs, formal and informal observations, lesson plans.

G1.B1.S2 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S195882

Strategy Rationale

Teachers will understand elements of effective planning and instructional routines to increase student achievement.

Action Step 1 5

Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.

Person Responsible

Mayra DeLeon

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Sign in sheet, agenda, PD deliverables

Action Step 2 5

Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.

Person Responsible

Mayra DeLeon

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Common planning/classroom observations, lesson plans

Action Step 3 5

Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthrough and attendance of common planning meetings.

Person Responsible

Mayra DeLeon

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walkthroughs, informal, and formal observations, lesson plans.

Person Responsible

Mayra DeLeon

Schedule

Daily, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs, lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Walkthroughs, informal, and formal observations, lesson plans.

Person Responsible

Mayra DeLeon

Schedule

Daily, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs, observations, lesson plans.

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S195883

Strategy Rationale

Teachers will understand elements of effective planning and instructional routines to increase student achievement.

Action Step 1 5

Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.

Person Responsible

Mayra DeLeon

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Sign in sheet, agenda, PD deliverables

Action Step 2 5

Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Common Planning/classroom observations, Lesson Plans

Action Step 3 5

Provide grade levels or specific teachers with additional support with effective planning and instructional routines as identified by administration.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Observations, agendas, sign in sheets

Action Step 4 5

Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthroughs and attendance of common planning meetings.

Person Responsible

Mayra DeLeon

Schedule

Daily, from 9/1/2015 to 6/9/2016

Evidence of Completion

Observation logs/notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Walkthroughs, informal and formal observations, lesson plans.

Person Responsible

Mayra DeLeon

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs, informal and formal observations, lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Walkthroughs, informal and formal observations, lesson plans.

Person Responsible

Mayra DeLeon

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walkthroughs, informal and formal observations, lesson plans.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide academic liaisons with professional development opportunities on effective planning protocols, instructional routines/frameworks resulting in more purposeful instruction. Liaison will then provide all teachers with professional development on effective planning.	Keets-Jay, Mary	9/1/2015	Sign in sheet, agenda, PD deliverables	6/9/2016 monthly
G1.B1.S2.A1	Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.	DeLeon, Mayra	9/1/2015	Sign in sheet, agenda, PD deliverables	6/9/2016 monthly
G1.B1.S3.A1	Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.	DeLeon, Mayra	9/1/2015	Sign in sheet, agenda, PD deliverables	6/9/2016 monthly
G1.B1.S1.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.	Keets-Jay, Mary	9/1/2015	Common planning/classroom observations, lesson plans	6/9/2016 weekly
G1.B1.S2.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.	DeLeon, Mayra	9/1/2015	Common planning/classroom observations, lesson plans	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.	Keets-Jay, Mary	9/1/2015	Common Planning/classroom observations, Lesson Plans	6/9/2016 weekly
G1.B1.S1.A3	Provide grade levels or specific teachers with additional support on planning and instructional routines as identified by administration.	Keets-Jay, Mary	9/1/2015	Common planning/classroom observations, lesson plans	3/31/2016 weekly
G1.B1.S2.A3	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthrough and attendance of common planning meetings.	DeLeon, Mayra	9/1/2015	Walkthroughs and observations	6/9/2016 weekly
G1.B1.S3.A3	Provide grade levels or specific teachers with additional support with effective planning and instructional routines as identified by administration.	Keets-Jay, Mary	9/1/2015	Observations, agendas, sign in sheets	6/9/2016 weekly
G1.B1.S1.A4	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walk throughs and attendance of common planning meetings.	DeLeon, Mayra	9/1/2015	Walkthroughs and observations.	6/9/2016 daily
G1.B1.S3.A4	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthroughs and attendance of common planning meetings.	DeLeon, Mayra	9/1/2015	Observation logs/notes	6/9/2016 daily
G1.MA1	Common planning, classroom observations, lesson plans.	DeLeon, Mayra	9/1/2015	Walkthroughs, class observations, lesson plans.	6/9/2016 weekly
G1.B1.S1.MA1	Classroom observations and evidence of effective planning	DeLeon, Mayra	9/1/2015	Walkthroughs, formal and informal observations, lesson plans.	6/9/2016 weekly
G1.B1.S1.MA1	Common Planning, classroom observations, lesson plans.	Keets-Jay, Mary	10/1/2015	Observations, agendas, sign in sheets.	6/9/2016 weekly
G1.B1.S2.MA1	Walkthroughs, informal, and formal observations, lesson plans.	DeLeon, Mayra	9/1/2015	Walkthroughs, observations, lesson plans.	6/9/2016 daily
G1.B1.S2.MA1	Walkthroughs, informal, and formal observations, lesson plans.	DeLeon, Mayra	9/1/2015	Walkthroughs, lesson plans, observations	6/9/2016 daily
G1.B1.S3.MA1	Walkthroughs, informal and formal observations, lesson plans.	DeLeon, Mayra	9/1/2015	Walkthroughs, informal and formal observations, lesson plans.	6/9/2016 weekly
G1.B1.S3.MA1	Walkthroughs, informal and formal observations, lesson plans.	DeLeon, Mayra	9/1/2015	Walkthroughs, informal and formal observations, lesson plans.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of instructional routines, frameworks and effective planning.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide academic liaisons with professional development opportunities on effective planning protocols, instructional routines/frameworks resulting in more purposeful instruction. Liaison will then provide all teachers with professional development on effective planning.

Facilitator

District Curriculum Support Specialists

Participants

Kindergarten - Fifth Grade Teachers

Schedule

Monthly, from 9/1/2015 to 6/9/2016

G1.B1.S2 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.

Facilitator

District Curriculum Support Specialists

Participants

Kindergarten - Fifth Grade Teachers

Schedule

Monthly, from 9/1/2015 to 6/9/2016

PD Opportunity 2

Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.

Facilitator

Participants

Schedule

Weekly, from 9/1/2015 to 6/9/2016

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.

Facilitator

District Curriculum Support Specialists

Participants

Kindergarten - Fifth Grade Teachers

Schedule

Monthly, from 9/1/2015 to 6/9/2016

PD Opportunity 2

Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.

Facilitator

Academic Liaisons

Participants

Kindergarten - Fifth Grade Teachers

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide academic liaisons with professional development opportunities on effective planning protocols, instructional routines/frameworks resulting in more purposeful instruction. Liaison will then provide all teachers with professional development on effective planning.	\$0.00
2	G1.B1.S1.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.	\$0.00
3	G1.B1.S1.A3	Provide grade levels or specific teachers with additional support on planning and instructional routines as identified by administration.	\$0.00
4	G1.B1.S1.A4	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walk throughs and attendance of common planning meetings.	\$0.00
5	G1.B1.S2.A1	Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.	\$0.00
6	G1.B1.S2.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.	\$0.00
7	G1.B1.S2.A3	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthrough and attendance of common planning meetings.	\$0.00
8	G1.B1.S3.A1	Provide academic liaisons with professional development on effective planning protocols, instructional routines/frameworks thus resulting in more purposeful instruction. Coach and selected personnel will then provide all teachers with professional development on effective planning.	\$0.00
9	G1.B1.S3.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.	\$0.00
10	G1.B1.S3.A3	Provide grade levels or specific teachers with additional support with effective planning and instructional routines as identified by administration.	\$0.00
11	G1.B1.S3.A4	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthroughs and attendance of common planning meetings.	\$0.00
Total:			\$0.00