

Miami Park Elementary School



2017-18 Schoolwide Improvement Plan

Miami Park Elementary School

2225 NW 103RD ST, Miami, FL 33147

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	D*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Miami Park Elementary School, staff, parents and community believe that by creating a hands-on, minds-on learning environment using real-world experiences all students will be prepared to make lifelong contributions to the multicultural community in which they live.

b. Provide the school's vision statement.

Miami Park Elementary School envisions an environment based on active and engaging student-centered learning, in which all stakeholders facilitate the development of higher order thinking skills and provide opportunities for inquiry-based learning for all modalities.

2. School Environment

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

The staff at Miami Park Elementary School is committed to ensuring that every student who enters the building receives a quality education, demonstrating academic growth and social skills. Students are greeted every morning by at least one administrator and security personnel that understand the importance of greeting students and having them feel welcome and safe when they enter the school building. We strive to highlight the potential of our students by teaching and embedding our district wide initiative of Values Matter Miami through our Student Services Department, instructional personnel and in-class lessons, how to be helpful citizens in the community and the overall knowledge needed to be role model students now and in the future. Our teachers share common visions of what explicit and purposeful teaching looks like, expectations in our classrooms are clearly defined such as the implementation of student "Accountable Talk", and daily lessons that consist of clear learning targets and objectives.

The students at Miami Park Elementary School participate in a variety of programs and activities that enhance their learning experiences and overall academic and ethical development to support them with becoming successful citizens. Some of the activities in which students participate in include: monthly Values Matter Miami initiatives/activities, Hispanic Heritage Month (Gallery Walk and Presentations), Career Day, Science Fair, Black History Month, Jump Rope for Heart, Walk Safe, Say No To Drugs (Red Ribbon Week), October Breast Cancer Awareness Month, Anti-Bullying, Character Education and Core Values. Participation in these programs affords our students an opportunity to better adapt to their social surroundings and conduct themselves appropriately in real-world situations.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math, Science and Social Studies. We promote parental and community involvement with the support of our teachers and Community Involvement Specialist (C.I.S.) in order to prepare students to live goal oriented lives and be part of team building and team work activities. We continually encourage our students to gain the knowledge and necessary critical-thinking skills to support them in meeting the challenges of the 21st century.

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

Miami Park Elementary prioritizes student safety at all times. As a result, the administration has created a daily schedule in which more than one security monitor is on duty in the early morning and after dismissal. Students enter the school's facility every morning and report directly to the cafeteria for breakfast and are then grouped accordingly, at different tables, via grade levels. The population of our students are comprised from diverse backgrounds with a wide range of academic and social skills. We encourage our students to speak to any faculty and or staff member and communicate any problem they encounter at any time. We offer two different after school care programs that provide students with an opportunity to remain at school until 6:00 p.m. daily with proper adult supervision and extended day learning opportunities. Our goal is to meet each child's needs in order for him/her to be successful. Summarily, we know our students can learn and implement diverse strategies to ensure we meet the needs of our students at all times before school, throughout the day and after school.

c. 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.

For the 2017- 2018 academic year, Miami Park Elementary School utilizes Miami-Dade County Public Schools' newly revised Code of Student Conduct (COSC) to promote and maintain a safe learning environment by decommissioning suspensions. This COSC is available to all students and parents via the M-DCPS website (via the parent and student portal) and was introduced and explained thoroughly during our Back to School Open House Night. Additionally, the school has created a school wide discipline plan that is aligned with the district's COSC and ensures that students with behavior issues are addressed properly and fairly. We are implementing with fidelity the decommissioning of suspensions and with the support of our Guidance Counselor and new Attendance Interventionist new initiatives are in place to target all subgroups. Through these endeavors, Miami Park will implement a progressive behavior system to guarantee students are equally treated when consequences need to be set and have the same expectations for all students.

d. 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.

The social-emotional needs of all students are met with the use of a mentoring program. The mentoring program consists of our targeted group of students that both our Guidance Counselor and our District provided Attendance Interventionist track for attendance, behavior, emotional and all additional issues and/or concerns. In addition, our school Guidance Counselor meets with students specifically targeting specific needs and Values Matter Miami initiative and works alongside with the iAttend Interventionist for consistent student and parent communication. Additionally, she meets with small groups based on certain topics that students maybe facing at home.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Miami Park Elementary School reviews a variety of Early Warning indicators. Academic progress is monitored with the use of Thinkgate Management System, Progress Monitoring and Reporting Network (PMRN), District Principal Portal Reports, Florida Standards Assessment (FSA) reports/ results, and Student Performance Indicators (SPI).

The following includes some, but not all, of the indicators reviewed:

1) Retentions

- 2) Excessive Absences (Excused & Unexcused) *Students who miss more than 10% of instructional time
- 3) Excessive Tardies
- 4) Three (3) or more Disciplinary Referrals
- 5) D or F in a Core subject
- 6) ELL six semesters or more
- 7) Florida Standards Assessment (FSA) reports/results
- 8) S.A.T. Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test
- 9) Students who are not proficient in Reading by 3rd grade
- 10) Promotion to the 4th grade based on a Good Cause

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	4	3	10	3	5	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	1	5	8	20	5	10	0	0	0	0	0	0	0	49

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	5	6	11	10	15	0	0	0	0	0	0	0	48

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

In order to implement intervention strategies to improve the academic performance of students identified by the Early Warning Systems (EWS), a variety of data points are compiled and analyzed over a period of time. The Leadership Team meets on a weekly basis to review student data, discuss teacher observations, ongoing school-wide action plans and coaching cycles.. Specifically, intervention decisions are based on informal walk-throughs, iReady data (Growth Monitoring), Weekly Reading Assessments, District Writing Assessment, Mathematics Topic Assessments, borderline Tier 2/Tier 3 At-Risk Students, and overall Student Case Management referrals.

We utilize all available information to look for patterns and identify school climate issues that may contribute to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. The administration and teachers conduct Ongoing Progress Monitoring (OPM) and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. The implementation of Response to Intervention (RtI) with Tier 2 interventions are in place and then followed up with Tier 3 interventions when needed. All Kindergarten - 5th Grade students receive an additional 30 minutes of Reading Intervention and/or Enrichment based on their individual scores. Differentiated Instruction (D.I.) is provided at all grade levels for both Reading and Math. Truancy Intervention is addressed by the Attendance Review Committee (specifically our Guidance Counselor) to address students with five or more unexcused absences.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parental Involvement has been maintained in school wide activities with an overall increase throughout the school year. A variety of activities such as PTA meetings, Teacher Meet and Greet, Open House, Dads and Donuts, Science Fair, PTA Sponsored school dances and Spring Musical performances have led to increasing numbers of parents attending and participating in these events. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the District website.

Although there is an adequate level of parental involvement at our school, we would like to maintain and increase the number of opportunities parents, especially those parents of academically under-performing students.

2. 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.

All of the faculty and staff of Miami Park Elementary School:

- Views parents and Community Businesses as partners in helping students learn,
- Values parents' input and participation in advancing the school's mission and vision, and
- Supports efforts to strengthen its students' community resources.

Miami Park Elementary School creates a welcoming and communicative environment for all parents and Community Business leaders. Parents and visitors are greeted warmly when they call or visit the school. Miami Park communicates with parents and all stakeholders through the school's website regularly about how they can help their children learn and to make sure they keep up to date with everything taking place at school. Teachers work closely with parents to meet the students' needs. All parents are encouraged to volunteer their time to support the school (e.g., volunteer in the classroom, attend field trips, participate in school-wide events).

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Napoleon, Philippe	Principal
Almeida-Fernandez, Madelyn	Assistant Principal
Payne, Donna	School Counselor
Johnson, Shara	Other
Myles, Shamika	Instructional Coach
Adrien, Sherley	Teacher, K-12
Basulto, Jaqueline	Teacher, K-12

b. Duties

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

MTSS/RtI is an extension of Miami Park's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The following staff members will be part of Miami Park's MTSS/RtI Leadership Team:

Dr. Philippe J. Napoleon, Principal:

The Principal will allocate resources, provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS/RtI, evaluate the implementation of MTSS/RtI skills via school staff, ensure implementation of intervention support, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Madelyn Almeida-Fernandez, Assistant Principal:

The Assistant Principal will provide a common vision, ensure commitment, implementation, and support the allocation of resources.

Shamika Myles, Transformational Instructional Coach:

The Transformational Instructional Coach will ensure the common goal of improving instruction for all students, develop, lead and evaluate school core content standards/programs, and identify and analyze assessments and intervention strategies. The coach will identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with the entire school screening programs that provide early intervening services for student 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.

Donna Payne, School Counselor:

The School Guidance Counselor will ensure that quality student services are provided to students working with community agencies to support the student academic, personal/social, career and community awareness, health and wellness needs. She will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Ms. Shara Johnson, Ms. Jaqueline Basulto and Ms. Sherley Adrien, Selected General Education

Teachers (Primary and Intermediate):

General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier I instruction and intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier I materials and instruction with Tier 2/3 activities.

2. 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 members of the MTSS/RtI Leadership Team will meet with the SIP writing team to review the end of the year input of the EESAC and the faculty, the data and available resources. Professional development will be reviewed as it relates to the goals and areas of need revealed in the data analysis. The MTSS/RtI Leadership Team will also monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The leadership team will monitor the fidelity of the delivery of the instruction and interventions in the classroom and provide various levels of support and interventions to students based on data.

Title I, Part A

Miami Park Elementary School implements District, State, and Federal programs. Title I funds will be used in conjunction with district's funds to hire a Literacy Coach for interventions. In addition, funds used will provide professional development that strengthens teacher's capacity in Reading, Mathematics, Writing, and Science. Furthermore, these funds will be used to provide low performing students with intervention strategies that will assist them in meeting high educational standards.

Miami Park Elementary will also use community donations to provide students with incentives for attendance, model behavior, and academic achievement. Incentives and positive reinforcement will motivate students to master high standards and demonstrate model behavior.

Miami Park Elementary offers services that are provided to ensure students requiring additional remediation are assisted through various intervention programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists 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. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services, which provide additional remediation, and special support services to special needs populations such as neglected and delinquent students.

Title I, Part C- Migrant

Miami Park Elementary 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.

Title I, Part D

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

Title II

We are a Title II District. 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 Learners (ELL's) by providing funds to implement and/or provide:

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, was purchased for Miami Park to be used by ELL and immigrant students

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and school counselors on the McKinney Beto Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each school is provided a video and curriculum manual a contest is sponsored by the Homeless Trust-a community organization.

Supplemental Academic Instruction (SAI)

Miami Park Elementary 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. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program. Miami Park offers the D.A.R.E. program to all fifth grade students. This is a non-violence and anti-drug program that incorporate lesson plans, guest speakers and counseling.

Nutrition Programs

Miami Park Elementary 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. They provide workshop training to the school health leader with skills, tools, and resources to begin making healthy changes within their schools. The training also allow school wellness leaders to connect with local resources, share successes and challenges to identify solutions for making progressive healthy changes. Miami Park's Wellness Council Committee will provide staff with nutrition education, stress reduction techniques and chronic disease prevention.

Housing Programs - N/A

Head Start

Miami Park currently has a Head Start Program on campus. Joint activities, including professional development and transition processes are shared.

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Miami Park Elementary School is fortunate to have the Health Connect in Our Schools Program (HCiOS). HCiOS offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds. Their services reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral interventions in a timely manner. HCiOS also enhances the health education activities provided by the school and by the health department. This assures that all students receive health education. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality health care program.

Miami Park Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs and their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Philippe J. Napoleon	Principal
Payne, Donna	Education Support Employee
Johnson, Shara	Teacher
Dunbar, Monica	Teacher
Jacari Davis	Student
Shawntai Marius	Parent
Clinton Cooper	Business/Community
Basulto, Jacqueline	Teacher
Almeida-Fernandez, Madelyn	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards/proficiency is the main focus. This collaboration includes a continuous analysis of the data

throughout the academic year resulting in the adjustment of strategies as needed.

The School Advisory Council (SAC) is the sole governing body responsible for the final decision making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of the Florida Standards Assessments (FSA) when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

b. Development of this school improvement plan

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. Elections and appointments of advisory council members are conducted by the council chairperson at a designated meeting of a new school year. Members are elected by secret ballot. The term of office for elected council members except parents and students is for four years. The School Advisory Council (SAC) has an important function at Miami Park Elementary School.

c. Preparation of the school's annual budget and plan

The Principal shares information regarding the school's budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

Allocated funds will be utilized for incentives, supplemental resources in reading, mathematics and science and end of the year awards. The SAC funds that were utilized last school year totaled approximately \$1,500.

These funds were utilized for the following:

- student incentives
- end of the year trophies
- composition notebooks (for math journals, science journals, etc.)
- homeroom folders
- chart paper
- computer headphones

The funds tentatively being allocated for this current school year are a total of \$1,500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Napoleon, Philippe	Principal
Almeida-Fernandez, Madelyn	Assistant Principal
Dunbar, Monica	Teacher, K-12
Singleton, Shaneen	Teacher, K-12
Adrien, Sherley	Teacher, K-12
Johnson, Shara	Teacher, K-12
Payne, Donna	School Counselor
Wilson, Dorothy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

A major initiative of the LLT this year will be to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other designees will serve on this team and will meet monthly. The administrative team will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

The administrative team will promote the LLT as an integral part of the school literacy reform to

promote a culture of reading by:

1. Selecting team members from all curricular areas who are skilled and committed to improving literacy
2. Offering professional growth opportunities for team members
3. Creating a collaborative environment that fosters sharing and learning
4. Developing a school-wide organizational model that supports literacy instruction in all classes
5. Encouraging the use of data to improve teaching and student achievement

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

During faculty meetings and common planning sessions, teachers collaborate amongst themselves, with the Instructional Coaches, the administration and the Curriculum Support Specialists from District support. During this time, ideas and best practices are shared with a clear focus on instructional planning and delivery. The main focus used when planning is to create rigorous lesson plans and assessments and/or performance tasks with using the backward planning method of thinking with the end in mind.

The school implements:

- team building activities
- common planning
- opportunities for professional development
- committed to the school and share the same vision and mission
- teacher support with instructional coaches
- administrative walk-throughs with feedback

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

Administration will provide opportunities for teachers to take on leadership roles and take the lead on certain tasks. Overall allow teachers to have leadership opportunities and provide mentors to new teachers in the field and to the school itself. Some strategies to recruit will be to provide information about the school system and the benefits of working at Miami Park Elementary and year-long additional school-site teacher support in addition to the support from the District. We will continue to retain highly qualified, in-field certified and effective teachers by recognizing and showcasing teachers on a monthly basis, provide motivational incentives and most importantly ensure ongoing and consistent support with academics and behavior challenges.

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

New teachers to the district or in need of support will be provided a school mentor teacher and support from the Instructional Coaches in their specific areas of needs with a structured plan. The mentoring plan includes modeling, coaching, and professional development in various areas. For example, subject area knowledge, Florida Standards, NGSSS and curriculum goals, testing strategies, school and district initiatives, professional development opportunities, classroom management, data disaggregation, etc. when possible. The goal of our mentoring program is to provide opportunities for staff members to strengthen and reinforce effective instructional practices by pairing less experienced or struggling teachers with more experienced teachers. Our school also promotes the Mentoring and Induction for New Teachers (MINT) program. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Instruction throughout the school follows the district pacing guides with additional support resources provided by the Division of Academic Support (DAS) inclusive with the Education Transformation Office (ETO) and support of common planning led by our Transformation Instructional Coaches. The use of the item specifications and planning cards for the new Florida Standards are also an important tool used to plan with an alignment of activities. During common planning the Transformation Instructional Coaches facilitate and support our teachers with unwrapping the standards to clearly identify exactly what students need to already know in order to clearly understand and master the new objective.

Overall, at Miami Park:

- we have clear expectations for student success
- we encourage students to build and apply knowledge, interact with course materials and one another, and build and apply critical reading and writing skills that support the active in class discussions that build their critical thinking skills.

b. Instructional Strategies

1. 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.

Miami Park Elementary School uses data-driven decision making in order to gather data to ensure the school, the classes, and the students are meeting our purpose and vision to ensure that every student learns and is successful.

The school's MTSS/RtI Leadership Team collaborates monthly to: Analyze data such as Gateway 2 Data (G2D), i-READY Reading & Mathematics, MyOn Reader Program, & monthly Writing Assessments and overall student performance tasks completed in class and through interventions and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks and or the new Florida Standards.

The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. Overall the data review process supports the team to identify the secondary standards that teachers should be addressing with certain students in differentiated instruction groups. The development of instructional focus calendars and At a Glance will guide teachers based on their individualized student data. The teachers will be provided with additional and ongoing training on how to implement technology programs such as i-READY Math, i-READY Reading, Reflex Math, Imagine Learning and MyOn Reader to help reinforce and practice foundational skills and concepts that may need remediation or enrichment.

2. 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: After School Program

Minutes added to school year: 1,440

Our school will be implement either an after school tutoring program and/or a Saturday/weekend school tutoring program. If the budget allows, the weekend program will consist of eight Saturdays with three hours of instruction. The eight Saturdays with three instructional hours totals an additional 1,440 minutes of instructional time being offered to our students.

- Intervention and Enrichment Resources
- Wonder Works by McGraw Hill
- Train teachers to utilize the programs effectively
- Implementation of Reflex Math, iREADY Math and iREADY Reading
- Assess students through the program

Strategy Rationale

The implementation of the program will help strengthen student foundational skills and increase their fluency levels in both Reading, Mathematics and specifically Science as well for our 5th graders.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Almeida-Fernandez, Madelyn, malmeida@dadeschools.net

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

Classroom teachers and Transformation Instructional Coaches will provide students with ongoing progress monitoring and monthly/interim assessments. The technology programs implemented also provide a progress monitoring report that indicates the area where a student needs to focus on in order to achieve continued progress. Students that do not demonstrate growth will then be referred to the schools Rtl team for further support.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Miami Park offers a Voluntary Pre-Kindergarten (VPK) program with Head Start. The Early Screen Inventory for Kindergarten Readiness is administered to all Pre-K students as a pre-test and post-test. The low performing students are targeted early for further assessment and interventions once they reach Kindergarten. During the last few months of the school year our Head Start teachers, teacher assistants and students will visit our kindergarten classes and engage in activities that will expose the students to activities they'll be part of the following year.

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 environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096865

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	35.0
CELLA Writing Proficiency	41.0
School Grade - Percentage of Points Earned	68.0

Targeted Barriers to Achieving the Goal 3

- There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications, Planning Cards, Daily Learning Targets, McGraw -Hill Wonders and WonderWorks, i-READY Reading, Instructional Framework, Data Chats, MyOn Reader and Interactive Journals
- Mathematics Florida Standards (MAFS) Item Specifications, Go Math! Florida Textbook, Data Reports, Instructional Framework, Data Chats, i-Ready Math, Reflex Math, Bell Ringers and Interactive Journals.
- Pacing Guides, FCAT 2.0 Item Specifications, Scope and Sequence, Essential Labs, J & J Bootcamp Materials, AIMS, Bell Ringers, Interactive Journals and CER's

Plan to Monitor Progress Toward G1. 8

The Leadership Team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of regular classroom assessments, intervention data and data reports from research based programs being utilized with fidelity.

Person Responsible

Philippe Napoleon

Schedule

Biweekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

The evidence that will be collected to demonstrate the goal is being monitored and whether progress has been made are the following: Agendas from Leadership Team Meetings, RtI Agendas, i-READY Reading and Mathematics reports, and Gateway2Data reports.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096865

G1.B1 There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science. **2**

 B260582

G1.B1.S1 During Common Planning teachers will unwrap the standards together with the Instructional Coaches. With the use of the planning cards and item specifications the Coaches will guide the teachers on how to create their lesson plans explicitly. **4**

 S275976

Strategy Rationale

This strategy will support our teachers in delivering their daily instruction and ensuring that the content they are teaching is aligned to the new Florida Standards.

Action Step 1 **5**

Common Planning with the use of the planning cards and the item specifications will be completed with the support of the Transformation Instructional Coaches.

Person Responsible

Philippe Napoleon

Schedule

Weekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Evidence for this action will be common planning agendas, sign in sheets, coaches logs, and administrative walkthroughs.

Action Step 2 5

Miami Park Elementary School will closely monitor Tier 2 Interventions and Differentiated Instruction and implement with fidelity for those who require Tier 3 Interventions in order to decrease the number of students failing in Reading and Mathematics.

Person Responsible

Philippe Napoleon

Schedule

Biweekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Progress Monitoring Reports (Tier 2 and 3 Interventions), Rtl recommendations, Student Data

Action Step 3 5

Intervention plan will be developed with the assistance of the Transformation Literacy Coach and student data reports will be used to guarantee students are properly targeted.

Person Responsible

Philippe Napoleon

Schedule

Biweekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Progress Monitoring Reports (Tier 2 and 3 Interventions), Rtl recommendations, Student Data

Action Step 4 5

During Common Planning, teachers will unwrap the standards together with the Transformation Instructional Coaches. With the use of the planning cards and item specifications; the Coaches will guide the teachers on how to create their lesson plans explicitly.

Person Responsible

Philippe Napoleon

Schedule

Weekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Common planning agendas, sign-in sheets, coaches logs and administrative walkthroughs

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

The school Assistant Principal will conduct walkthroughs to ensure that there is evidence of the action and strategies taking place.

Person Responsible

Philippe Napoleon

Schedule

Weekly, from 10/10/2017 to 1/19/2018

Evidence of Completion

The evidence to support this monitoring implementation will consist of administrative walkthrough logs/notes as well as student work.

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

The school Principal will conduct walkthroughs to ensure that there is evidence of the action and strategies taking place.

Person Responsible

Philippe Napoleon

Schedule

Weekly, from 10/10/2017 to 5/25/2018

Evidence of Completion

The evidence to support this monitoring implementation will consist of administrative walkthrough logs/notes as well as student work.

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

The leadership team will meet weekly to discuss observations and engage in conversations that will discuss what classrooms have more evidence of instructional delivery being aligned with the new standards and where it is not evident. This will determine where the Transformation Instructional Coaches will focus their work the following week with their coaching cycles.

Person Responsible

Philippe Napoleon

Schedule

Weekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

The evidence collected will be the Leadership Team meeting agendas and sign in sheets.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M399474	The school Assistant Principal will conduct walkthroughs to ensure that there is evidence of the...	Napoleon, Philippe	10/10/2017	The evidence to support this monitoring implementation will consist of administrative walkthrough logs/notes as well as student work.	1/19/2018 weekly
G1.B1.S1.MA3 M399475	The school Principal will conduct walkthroughs to ensure that there is evidence of the action and...	Napoleon, Philippe	10/10/2017	The evidence to support this monitoring implementation will consist of administrative walkthrough logs/notes as well as student work.	5/25/2018 weekly
G1.MA1 M399476	The Leadership Team will discuss and review current data as students participate in ongoing...	Napoleon, Philippe	10/10/2017	The evidence that will be collected to demonstrate the goal is being monitored and whether progress has been made are the following: Agendas from Leadership Team Meetings, Rtl Agendas, I-READY Reading and Mathematics reports, and Gateway2Data reports.	6/7/2018 biweekly
G1.B1.S1.MA1 M399473	The leadership team will meet weekly to discuss observations and engage in conversations that will...	Napoleon, Philippe	10/10/2017	The evidence collected will be the Leadership Team meeting agendas and sign in sheets.	6/7/2018 weekly
G1.B1.S1.A1 A371184	Common Planning with the use of the planning cards and the item specifications will be completed...	Napoleon, Philippe	10/10/2017	Evidence for this action will be common planning agendas, sign in sheets, coaches logs, and administrative walkthroughs.	6/7/2018 weekly
G1.B1.S1.A2 A371185	Miami Park Elementary School will closely monitor Tier 2 Interventions and Differentiated...	Napoleon, Philippe	10/10/2017	Progress Monitoring Reports (Tier 2 and 3 Interventions), Rtl recommendations, Student Data	6/7/2018 biweekly
G1.B1.S1.A3 A371186	Intervention plan will be developed with the assistance of the Transformation Literacy Coach and...	Napoleon, Philippe	10/10/2017	Progress Monitoring Reports (Tier 2 and 3 Interventions), Rtl recommendations, Student Data	6/7/2018 biweekly
G1.B1.S1.A4 A371187	During Common Planning, teachers will unwrap the standards together with the Transformation...	Napoleon, Philippe	10/10/2017	Common planning agendas, sign-in sheets, coaches logs and administrative walkthroughs	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science.

G1.B1.S1 During Common Planning teachers will unwrap the standards together with the Instructional Coaches. With the use of the planning cards and item specifications the Coaches will guide the teachers on how to create their lesson plans explicitly.

PD Opportunity 1

Common Planning with the use of the planning cards and the item specifications will be completed with the support of the Transformation Instructional Coaches.

Facilitator

Shamika Myles and Kennetha Jones

Participants

All teachers in grades Kindergarten through 5th Grade

Schedule

Weekly, from 10/10/2017 to 6/7/2018

PD Opportunity 2

During Common Planning, teachers will unwrap the standards together with the Transformation Instructional Coaches. With the use of the planning cards and item specifications; the Coaches will guide the teachers on how to create their lesson plans explicitly.

Facilitator

Shamika Myles and Kennetha Jones

Participants

Teachers in Kindergarten through 5th grade

Schedule

Weekly, from 10/10/2017 to 6/7/2018

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science.

G1.B1.S1 During Common Planning teachers will unwrap the standards together with the Instructional Coaches. With the use of the planning cards and item specifications the Coaches will guide the teachers on how to create their lesson plans explicitly.

TA Opportunity 1

Miami Park Elementary School will closely monitor Tier 2 Interventions and Differentiated Instruction and implement with fidelity for those who require Tier 3 Interventions in order to decrease the number of students failing in Reading and Mathematics.

Facilitator

Shamika Myles and Kennetha Jones

Participants

Students in Kindergarten through 5th Grade

Schedule

Biweekly, from 10/10/2017 to 6/7/2018

TA Opportunity 2

Intervention plan will be developed with the assistance of the Transformation Literacy Coach and student data reports will be used to guarantee students are properly targeted.

Facilitator

Shamika Myles and Kennetha Jones

Participants

Teachers and students in Kindergarten through 5th Grade

Schedule

Biweekly, from 10/10/2017 to 6/7/2018

VII. Budget

1	G1.B1.S1.A1	Common Planning with the use of the planning cards and the item specifications will be completed with the support of the Transformation Instructional Coaches.	\$0.00
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2	G1.B1.S1.A2	Miami Park Elementary School will closely monitor Tier 2 Interventions and Differentiated Instruction and implement with fidelity for those who require Tier 3 Interventions in order to decrease the number of students failing in Reading and Mathematics.	\$0.00
3	G1.B1.S1.A3	Intervention plan will be developed with the assistance of the Transformation Literacy Coach and student data reports will be used to guarantee students are properly targeted.	\$0.00
4	G1.B1.S1.A4	During Common Planning, teachers will unwrap the standards together with the Transformation Instructional Coaches. With the use of the planning cards and item specifications; the Coaches will guide the teachers on how to create their lesson plans explicitly.	\$0.00
Total:			\$0.00