

# Seminole Elementary School



2014-15 School Improvement Plan

## Seminole Elementary School

121 SW 78TH PL, Miami, FL 33144

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

87%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

97%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

B

A

A

### 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 the K-12 Comprehensive Research-based Reading Plan (CRRP), the Comprehensive Mathematics and Science Program. The primary grades are in full implementation of the new Common Core State Standards (CCSS) and the intermediate grades are transitioning with a blend of both CCSS and the Next Generation Sunshine State Standards (NGSSS). 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 to provide a snapshot of our students' cultural needs. Teachers will use monthly newsletters in order to maintain constant contact and bridge the gap between home and school. The continued support between faculty and parents will ensure positive relationships.

Our monthly parental involvement events will 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, 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 will help to minimize distractions and keep students engaged during instruction. The Spot for Success and Do the Right Thing incentive programs used to promote 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	13	10	7	5	5	6	46
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	12	11	7	11	16	6	63
Level 1 on statewide assessment	0	0	0	15	29	22	66
Retention	9	4	2	6	1	1	23

***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 the Executive PASS program which incorporates Miami Childrens Hospital. Through this program we have secured support to share a variety of programs to the students and parents. Additionally, we partner with Publix Supermarket, Walgreen's, Ibiley Uniforms, Blue Bunny, Honorable Rebeca Sosa, Commissioner District 7 and our Parent Teacher Association.

## 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

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

Name	Title
Lopez, Lourdes	Principal
DeLeon, Mayra	Assistant 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) (Lourdes Lopez and Mayra DeLeon) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, 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:

- School reading, math, science, and behavior specialists (Ileana Oria (Reading), Gladys Avalos (Mathematics), Melissa Nunez (Science))
- Special education personnel (Olga Laffita-Marin, Christina Castillo)
- School guidance counselor (John Siddons)
- School psychologist (Maria Sahdala)
- School social worker (Rosa Almond)
- Member of advisory group, community stakeholders, parents (Belky LaRoz)

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

#### Tier 2

Selected (Mayra DeLeon, 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 (Mayra DeLeon, 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:

1. Holding regular team meetings where problem solving is the sole focus.
2. 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.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### 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:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. 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 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 adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring 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 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 provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (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, encourage parents to support their child's education, provide 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 and the life of the school and the annual

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; Title I CHEAD (as appropriate); Supplemental Educational Services; 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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 (K-12)
- parent outreach activities (K-12) 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 teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- 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 (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 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

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness

Policy.

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

3) 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.

- HClOS 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.

- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HClOS enhances the health education activities provided by the schools and by the health department.

HClOS 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**

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

Name	Stakeholder Group
Lourdes A. Lopez	Principal
Ileana Oria	Teacher
Anne Palacio	Teacher
Kalonda Alvin-Rucker	Teacher
Ana Fraga	Teacher
Margarita Matamoros	Teacher
Arisel Llanes	Teacher
Nancy Alvarez	Education Support Employee
Nilca Galicia	Parent
Alex Hernandez	Parent
Marta Castellon	Parent
Belky LaRoz	Parent
Jeanette Espinosa	Parent
Kevin Navas	Student
Mike Hernandez	Business/Community
Eddy Barea	Business/Community
Anthony Perez	Business/Community

### 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 last year's School Improvement Plan and review the school's testing data from the 2014 FCAT results to determine an evaluation of it's goals and effectiveness.

***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 the monitoring of the plan throughout the school year.

***Preparation of the school's annual budget and plan***

The projected 2014-2015 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***

The proposal for the utilization of EESAC funds ( \$3,240.17) will be used 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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lopez, Lourdes	Principal
DeLeon, Mayra	Assistant 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 reading achievement in certain grade 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 Common Core Sunshine 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 based. 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***

Lopez, Lourdes, llopez3@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

## 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.** There is a need to Increase the opportunities for students to participate in Project Based Learning in STEM activities during the school year.
- G2.** Early Warning signs indicate there is a need to focus on school attendance, student retention, proficiency by grade 3 and suspension rates in order to promote student achievement.
- G3.** 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.** There is a need to Increase the opportunities for students to participate in Project Based Learning in STEM activities during the school year. 1a

G050286

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	
AMO Math - All Students	84.0

**Resources Available to Support the Goal** 2

- Increase access to STEM educational opportunities using District resources.

**Targeted Barriers to Achieving the Goal** 3

- Students are in need of additional STEM experiences.

**Plan to Monitor Progress Toward G1.** 8

Student projects of STEM evidence.

**Person Responsible**

**Schedule**

Annually, from 9/22/2014 to 10/20/2014

**Evidence of Completion**

Student projects of STEM evidence.

**G2.** Early Warning signs indicate there is a need to focus on school attendance, student retention, proficiency by grade 3 and suspension rates in order to promote student achievement. 1a

G050236

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	
Truancy rate	
One or More Suspensions	
Students exhibiting two or more EWS indicators (Total)	
Level 1 - All Grades	
Non-proficient Reading by Grade 03	
Retained Students	

**Resources Available to Support the Goal** 2

- Evidence of truancy (absences) affecting achievement.

**Targeted Barriers to Achieving the Goal** 3

- Data from previous school year indicates students miss instructional time which affects performance.

**Plan to Monitor Progress Toward G2.** 8

Monthly log of intervention attendance.

**Person Responsible**

Lourdes Lopez

**Schedule**

Biweekly, from 9/22/2014 to 10/20/2014

**Evidence of Completion**

Monthly log of intervention attendance.

**G3. To increase student achievement by improving core instruction in all content areas.** 1a

G050179

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - ELL	74.0
AMO Reading - SWD	61.0
FSA - English Language Arts - Proficiency Rate	
AMO Math - All Students	84.0
AMO Math - ED	82.0
AMO Math - ELL	81.0
AMO Math - Hispanic	83.0
AMO Math - SWD	68.0
FSA - Mathematics - Proficiency Rate	
FAA Writing Proficiency	
AMO Reading - ED	77.0
FCAT 2.0 Science Proficiency	
AMO Reading - Hispanic	79.0
CELLA Reading Proficiency	
CELLA Listening/Speaking Proficiency	

**Resources Available to Support the Goal** 2

- Reading Coach, Common planning built into some schedules, PD days in calendar, Waterford, 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 G3.** 8

Common Planning, classroom observations, lesson plans.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

**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.** There is a need to Increase the opportunities for students to participate in Project Based Learning in STEM activities during the school year. **1**

 G050286

**G1.B1** Students are in need of additional STEM experiences. **2**

 B125985

**G1.B1.S1** Plan for and deliver instruction based on STEM related activities. **4**

 S137865

### Strategy Rationale

Students are in need of additional STEM experiences.

### Action Step 1 **5**

Engage students in activities that increase STEM interest and participation.

#### Person Responsible

Lourdes Lopez

#### Schedule

Monthly, from 9/22/2014 to 10/20/2014

#### Evidence of Completion

Student projects, walkthroughs and observations.



## Action Step 2 5

Utilize technology (Discovery Learning and NBC Learn) to enhance the teaching and learning experience.

### **Person Responsible**

Lourdes Lopez

### **Schedule**

Monthly, from 9/22/2014 to 10/20/2014

### ***Evidence of Completion***

Walkthroughs and observations.

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

Student projects, walkthroughs and observations.

### **Person Responsible**

Lourdes Lopez

### **Schedule**

On 10/20/2014

### ***Evidence of Completion***

Student projects, walkthroughs and observations.

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

Student projects, walkthroughs and observations.

### **Person Responsible**

Lourdes Lopez

### **Schedule**

Monthly, from 9/22/2014 to 10/20/2014


### ***Evidence of Completion***

Student projects, walkthroughs and observations.

**G2.** Early Warning signs indicate there is a need to focus on school attendance, student retention, proficiency by grade 3 and suspension rates in order to promote student achievement. 1

 G050236

**G2.B1** Data from previous school year indicates students miss instructional time which affects performance. 2

 B125825

**G2.B1.S1** Implement the use of Code of Student Conduct (Elementary) to minimize suspension rate. 4

 S137719

### Strategy Rationale

Teachers will implement the Code of Student Conduct (Elementary) to decrease in/out of school suspensions.

### Action Step 1 5

Provide teachers with the Code of Student Conduct (Elementary) as a guide for behavior intervention.

#### Person Responsible

Mayra DeLeon

#### Schedule

Weekly, from 9/22/2014 to 11/26/2014

#### Evidence of Completion

Walkthroughs focusing on student behaviors.

### Action Step 2 5

Reward students/classes for positive cafeteria behavior.

#### Person Responsible

Mayra DeLeon

#### Schedule

Daily, from 9/22/2014 to 10/20/2014

#### Evidence of Completion

Cafeteria behavior logs.

**Action Step 3** **5**

Implement the SPOT Success Recognition and Do the Right Thing program to promote and recognize positive behaviors.

**Person Responsible**

Mayra DeLeon

**Schedule**

Monthly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

SPOT Success report, Do the Right Thing report.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Code of Student Conduct (Elementary) Lessons

**Person Responsible**

Mayra DeLeon

**Schedule**

On 9/22/2014

***Evidence of Completion***

Code of Student Conduct - Student/parent acknowledgement form.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** **7**

Code of Student Conduct (Elementary) Lessons

**Person Responsible**

Mayra DeLeon


**Schedule**

On 10/20/2014

***Evidence of Completion***

Code of Student Conduct (Elementary) - Student/parent acknowledgement form.

**G2.B1.S2** Implement the Attendance Policy to increase student attendance. 4

 S137728

**Strategy Rationale**

Teachers will implement the Attendance Policy to increase student attendance.

**Action Step 1** 5

Provide teachers with the Attendance Policy as a guide to monitor and increase student attendance.

**Person Responsible**

Mayra DeLeon

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Review of attendance bulletin.

**Action Step 2** 5

Promote 100% class attendance daily via News Team.

**Person Responsible**

Mayra DeLeon

**Schedule**

Daily, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Review of attendance bulletin.

**Action Step 3** 5

Promote student attendance through Perfect Attendance assembly.

**Person Responsible**

Mayra DeLeon

**Schedule**

Quarterly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Perfect attendance report for each grading period.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review of attendance bulletin.

**Person Responsible**

Mayra DeLeon

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Review of attendance bulletin.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Review of attendance bulletin.

**Person Responsible**

Mayra DeLeon


**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Review of attendance bulletin.

**G2.B1.S3** Implement the in-school intervention to decrease student retention. 4

 S137731

**Strategy Rationale**

Teachers will implement in-school interventions decrease student retention.

**Action Step 1** 5

Implement the in-school intervention to decrease student retention.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Student attendance of in-school intervention.

**Action Step 2** 5

Implement the before-school tutoring to decrease student retention.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Tutoring student attendance logs.

**Action Step 3** 5

Implement differentiated instruction to target remediation skills.

**Person Responsible**

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Walkthroughs, student work and observations.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Student attendance of intervention.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student attendance of intervention.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Student attendance of intervention.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014


***Evidence of Completion***

Student attendance of intervention.

**G3.** To increase student achievement by improving core instruction in all content areas. 1

 G050179

**G3.B1** Limited evidence of instructional routines, frameworks and effective planning. 2

 B125714

**G3.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

 S137585

### Strategy Rationale

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

### Action Step 1 5

Provide reading coach 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

Lourdes Lopez

#### Schedule

On 9/22/2014

#### 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

Lourdes Lopez

#### Schedule

Weekly, from 9/22/2014 to 10/6/2014

#### 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**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***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**

**Schedule**

Daily, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Walkthroughs and observations.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Common Planning, classroom observations, lesson plans.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Observations, agendas, sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Classroom observations and evidence of effective planning

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

**Evidence of Completion**

Walkthroughs, formal and informal observations, lesson plans.

**G3.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

 S137666

**Strategy Rationale**

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

**Action Step 1** 5

Provide reading coach 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**

Lourdes Lopez

**Schedule**

On 9/22/2014

**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**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/6/2014

***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**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Coaching logs, observations, agendas, sign in sheets

### Action Step 4 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**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Walkthroughs and observations

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Walkthroughs, informal, and formal observations, lesson plans.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Walkthroughs, lesson plans, observations

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Walkthroughs, informal, and formal observations, lesson plans.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Walkthroughs, observations, lesson plans.

**G3.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

 S137691

### Strategy Rationale

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

### Action Step 1 5

Provide reading coach 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

Lourdes Lopez

#### Schedule

On 9/22/2014

#### 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

Lourdes Lopez

#### Schedule

Weekly, from 9/22/2014 to 10/6/2014

#### 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**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 10/20/2014

***Evidence of Completion***

Coaching logs, 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**

Lourdes Lopez

**Schedule**

Daily, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Observation logs/notes

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Walkthroughs, informal and formal observations, lesson plans.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Walkthroughs, informal and formal observations, lesson plans.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Walkthroughs, informal and formal observations, lesson plans.

**Person Responsible**

Lourdes Lopez

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

**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
G3.B1.S1.A1	Provide reading coach 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.	Lopez, Lourdes	9/22/2014	Sign in sheet, agenda, PD deliverables	9/22/2014 one-time
G3.B1.S2.A1	Provide reading coach 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.	Lopez, Lourdes	9/22/2014	Sign in sheet, agenda, PD deliverables	9/22/2014 one-time
G3.B1.S3.A1	Provide reading coach 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.	Lopez, Lourdes	9/22/2014	Sign in sheet, agenda, PD deliverables	9/22/2014 one-time
G2.B1.S1.A1	Provide teachers with the Code of Student Conduct (Elementary) as a guide for behavior intervention.	DeLeon, Mayra	9/22/2014	Walkthroughs focusing on student behaviors.	11/26/2014 weekly
G2.B1.S2.A1	Provide teachers with the Attendance Policy as a guide to monitor and increase student attendance.	DeLeon, Mayra	9/22/2014	Review of attendance bulletin.	10/20/2014 weekly
G2.B1.S3.A1	Implement the in-school intervention to decrease student retention.	Lopez, Lourdes	9/22/2014	Student attendance of in-school intervention.	10/20/2014 weekly
G1.B1.S1.A1	Engage students in activities that increase STEM interest and participation.	Lopez, Lourdes	9/22/2014	Student projects, walkthroughs and observations.	10/20/2014 monthly
G3.B1.S1.A2	Evidence of the implementation of effective planning protocols during common planning. Evidence of	Lopez, Lourdes	9/22/2014	Common Planning/classroom Observations, Lesson Plans	10/6/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional routines and frameworks in lesson plans and in the delivery of instruction, both in whole group and small group instruction.				
G3.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.	Lopez, Lourdes	9/22/2014	Common Planning/classroom Observations, Lesson Plans	10/6/2014 weekly
G3.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.	Lopez, Lourdes	9/22/2014	Common Planning/classroom observations, Lesson Plans	10/6/2014 weekly
G2.B1.S1.A2	Reward students/classes for positive cafeteria behavior.	DeLeon, Mayra	9/22/2014	Cafeteria behavior logs.	10/20/2014 daily
G2.B1.S2.A2	Promote 100% class attendance daily via News Team.	DeLeon, Mayra	9/22/2014	Review of attendance bulletin.	10/20/2014 daily
G2.B1.S3.A2	Implement the before-school tutoring to decrease student retention.	Lopez, Lourdes	9/22/2014	Tutoring student attendance logs.	10/20/2014 weekly
G1.B1.S1.A2	Utilize technology (Discovery Learning and NBC Learn) to enhance the teaching and learning experience.	Lopez, Lourdes	9/22/2014	Walkthroughs and observations.	10/20/2014 monthly
G3.B1.S1.A3	Provide grade levels or specific teachers with additional support with effective planning and instructional routines as identified by administration.	Lopez, Lourdes	9/22/2014	Common Planning/classroom Observations, Lesson Plans	10/20/2014 weekly
G3.B1.S2.A3	Provide grade levels or specific teachers with additional support with effective planning and instructional routines as identified by administration.	Lopez, Lourdes	9/22/2014	Coaching logs, observations, agendas, sign in sheets	10/20/2014 weekly
G3.B1.S3.A3	Provide grade levels or specific teachers with additional support with effective planning and instructional routines as identified by administration.	Lopez, Lourdes	9/22/2014	Coaching logs, observations, agendas, sign in sheets	10/20/2014 weekly
G2.B1.S1.A3	Implement the SPOT Success Recognition and Do the Right Thing program to promote and recognize positive behaviors.	DeLeon, Mayra	9/22/2014	SPOT Success report, Do the Right Thing report.	10/20/2014 monthly
G2.B1.S2.A3	Promote student attendance through Perfect Attendance assembly.	DeLeon, Mayra	9/22/2014	Perfect attendance report for each grading period.	10/20/2014 quarterly
G2.B1.S3.A3	Implement differentiated instruction to target remediation skills.		9/22/2014	Walkthroughs, student work and observations.	10/20/2014 weekly
G3.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.		9/22/2014	Walkthroughs and observations.	10/20/2014 daily
G3.B1.S2.A4	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthrough and attendance of common planning meetings.	Lopez, Lourdes	9/22/2014	Walkthroughs and observations	10/20/2014 weekly
G3.B1.S3.A4	Monitor for the effectiveness and fidelity of planning protocols, instructional routines and frameworks during classroom walkthroughs and	Lopez, Lourdes	9/22/2014	Observation logs/notes	11/26/2014 daily



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	attendance of common planning meetings.				
G1.MA1	Student projects of STEM evidence.		9/22/2014	Student projects of STEM evidence.	10/20/2014 annually
G1.B1.S1.MA1	Student projects, walkthroughs and observations.	Lopez, Lourdes	9/22/2014	Student projects, walkthroughs and observations.	10/20/2014 monthly
G1.B1.S1.MA1	Student projects, walkthroughs and observations.	Lopez, Lourdes	9/22/2014	Student projects, walkthroughs and observations.	10/20/2014 one-time
G2.MA1	Monthly log of intervention attendance.	Lopez, Lourdes	9/22/2014	Monthly log of intervention attendance.	10/20/2014 biweekly
G2.B1.S1.MA1	Code of Student Conduct (Elementary) Lessons	DeLeon, Mayra	9/22/2014	Code of Student Conduct (Elementary) - Student/parent acknowledgement form.	10/20/2014 one-time
G2.B1.S1.MA1	Code of Student Conduct (Elementary) Lessons	DeLeon, Mayra	9/22/2014	Code of Student Conduct - Student/parent acknowledgement form.	9/22/2014 one-time
G2.B1.S2.MA1	Review of attendance bulletin.	DeLeon, Mayra	9/22/2014	Review of attendance bulletin.	10/20/2014 weekly
G2.B1.S2.MA1	Review of attendance bulletin.	DeLeon, Mayra	9/22/2014	Review of attendance bulletin.	10/20/2014 weekly
G2.B1.S3.MA1	Student attendance of intervention.	Lopez, Lourdes	9/22/2014	Student attendance of intervention.	10/20/2014 weekly
G2.B1.S3.MA1	Student attendance of intervention.		Student attendance of intervention.	one-time	
G3.MA1	Common Planning, classroom observations, lesson plans.	Lopez, Lourdes	9/22/2014	Walkthroughs, class observations, lesson plans.	10/20/2014 weekly
G3.B1.S1.MA1	Classroom observations and evidence of effective planning	Lopez, Lourdes	9/22/2014	Walkthroughs, formal and informal observations, lesson plans.	11/26/2014 weekly
G3.B1.S1.MA1	Common Planning, classroom observations, lesson plans.	Lopez, Lourdes	9/22/2014	Observations, agendas, sign in sheets.	10/20/2014 weekly
G3.B1.S2.MA1	Walkthroughs, informal, and formal observations, lesson plans.	Lopez, Lourdes	9/22/2014	Walkthroughs, observations, lesson plans.	11/26/2014 weekly
G3.B1.S2.MA1	Walkthroughs, informal, and formal observations, lesson plans.	Lopez, Lourdes	9/22/2014	Walkthroughs, lesson plans, observations	11/26/2014 weekly
G3.B1.S3.MA1	Walkthroughs, informal and formal observations, lesson plans.	Lopez, Lourdes	9/22/2014	Walkthroughs, informal and formal observations, lesson plans.	11/26/2014 weekly
G3.B1.S3.MA1	Walkthroughs, informal and formal observations, lesson plans.	Lopez, Lourdes	9/22/2014	Walkthroughs, informal and formal observations, lesson plans.	11/26/2014 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.*

**G3.** To increase student achievement by improving core instruction in all content areas.

**G3.B1** Limited evidence of instructional routines, frameworks and effective planning.

**G3.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 reading coach 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

Leticia Coello, District Curriculum Support Specialist

#### Participants

Kindergarten - Fifth Grade Teachers

#### Schedule

On 9/22/2014

**G3.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 reading coach 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

Leticia Coello, District Curriculum Support Specialist

#### Participants

Kindergarten - Fifth Grade Teachers

#### Schedule

On 9/22/2014

**G3.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 reading coach 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**

Leticia Coello, District Curriculum Support Specialist

#### **Participants**

Kindergarten - Fifth Grade Teachers

#### **Schedule**

On 9/22/2014