

Miami-Dade County Public Schools

Blue Lakes Elementary School



2016-17 Schoolwide Improvement Plan

Blue Lakes Elementary School

9250 SW 52ND TER, Miami, FL 33165

<http://bluelakesk8.org/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	D	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Blue Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is the mission of Blue Lakes K-8 to inspire and influence each student to reach their full academic learning potential in order to be a successful citizen in a multicultural and technologically driven society. This year Blue Lakes continues to extend the Autism Intensive Communication Academy and the Academy of Arts and Innovation with the addition of 8th grade. These academies are strictly for our Special Education population, servicing ASD and InD students. In addition, Blue Lakes currently houses students in general curriculum from PK-5th grade. Furthermore, Blue Lakes houses 2 gifted pull-out units that service students from 1st to 5th grade. School to home connections are fostered through PTA activities, monthly calendars, school website, Connect ED, and email are all designed to keep parents abreast of developments in the classrooms and the school community. Blue Lakes incorporates the Florida Standards curriculum and puts in practice differentiated instruction to meet the needs of all students. In addition, we have partnered with several community leaders to enhance the learning experiences for our students through various school-wide events.

b. Provide the school's vision statement.

Our vision at Blue Lakes K-8 is to provide an innovative and challenging learning experience for students in an environment that exemplifies values of respect and high standards for all students, parents, faculty, and staff. We strive to establish and maintain a desire for knowledge in all curriculum disciplines, while enriching the lives of every student.

2. School Environment

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

Various activities are held throughout the school year at Blue Lakes K-8 that assist teachers in learning about students' cultures and building relationships. Grade level meetings with administrators and counselor allows for small group discussions relating to particular students and their needs. In addition, parents are always encouraged to share with the school any pertinent information that may be affecting the child, emotionally and / or physically.

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

At Blue Lakes K-8 we have several opportunities and programs in which students feel respected and valued at our school. Students have the opportunities to join programs such as:

- Buddies - students are assigned buddies and work with them in skills needed as teacher sees fit.
- Basketball - after-school students join and practice basketball skills while learning team building and sportsmanship.
- Soccer - after-school students join and practice soccer skills while learning team building and sportsmanship.
- BLK-TV - students have the opportunity to broadcast morning announcements. Throughout different times of the year students report on different events and interview staff and students and present it on morning announcements.
- School Safety Patrols - students are trained to imply school rules and encourage students within our school to follow school rules to make the school a safer place.

All of the programs are led by a teacher/sponsor within our faculty. Meetings are held monthly or as

often as necessary to make adjustments to ensure the entire student body feels safe and respected at BLE.

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.

The faculty and staff at Blue Lakes K-8 expects all students to demonstrate self-discipline and good citizenship. The faculty and staff practices a proactive approach to discipline in order to curtail undesirable behaviors in the classroom, in other areas around the school and at school related events. This approach can promote a positive learning environment and can reduce if not completely eliminate suspensions.

There is a communication system in place between instructional staff and the Response to Intervention Team. Monthly meetings are held to discuss students that may be in need of behavior intervention.

In order to minimize distractions during instructional time, all office staff is instructed to keep general announcements to a minimum and on an as needed basis. All announcements need to be approved by an administrator.

All teachers have a behavior/discipline classroom plan particular to their teaching style. This plan is explained to parents during the annual Open House and an explanation sent home for the parents.

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.

Blue Lakes K-8 ensures the social-emotional needs for all students through a variety of opportunities. The school counselor offers individual counseling, group counseling and peer mediation. Strategies in conflict resolution, team building, and tolerance and acceptance are infused throughout. In addition, Blue Lakes provides students with access to the bullying box, where students can anonymously leave notes regarding bullying or bullying like behavior. Notes are read daily and promptly, which aids in deescalating potential problems. Students are encouraged to speak to their teacher, counselor or other trusted adult if any social/emotional need presents itself rather than wait and try to resolve the issue by themselves. Furthermore, Blue Lakes addresses character education the district initiative, Values Matter. Each month a different value is addressed and discussed all classes and during morning announcements. At the end of the month teachers nominate a students that has excelled in the demonstration of the month's value and that students is identified as the Student of the Month.

3. Early Warning Systems

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

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

At Blue Lakes K-8, attendance is tracked by each homeroom teacher. After a student has accumulated three consecutive absences, the teacher is to contact the home and identify the reason for the absence. If needed the teacher reviews with the parents the district's attendance policy. If the absences continue, the teacher refers the students to the school counselor for a formal attendance review meeting.

In addition, the administration reviews the district provided Early Warning System Indicators Report to identify students with more than 18 absences.

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	13	5	5	8	10	8	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	8	17	21	0	0	0	0	0	0	0	46

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	13	5	5	8	10	8	0	0	0	0	0	0	0	49

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

Through data analysis, students are targeted and intervention is assigned as part of the curriculum to enhance their skills. Wonderworks is infused within the curriculum to target specific skills students are lacking as exhibited through data. In addition, in order to make parents aware of the importance of school attendance, the administration along with other school support personnel are conducting "Coffee Talks" sessions in which parents are invited to come in and the topics pertain to curriculum, school attendance, resources available for parents, and all of the intervention programs the school has to offer.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Blue Lakes K-8 has an active PTA. The PTA schedules monthly activities and promotes parental involvement by allowing parents from all grade levels to participate. In addition, the PTA maintains a Facebook page where current school information is posted. Blue Lakes has implemented a Twitter account where all school activities are posted for the community to view. PTA works together with administration to create the calendar that is updated and sent home monthly.

Blue Lakes K-8 administration has an open door policy. Parents are welcomed to come to main office to talk to administration; if administrators are not available they have the opportunity to meet with the program specialist or school counselor until an administrator is available.

Blue Lakes K-8 teachers maintain Progress Monitoring Plan logs and submit copies to administration quarterly so administration is kept up to date on students' needs.

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.

Blue Lakes K-8 builds partnerships throughout the local community. We have partnered with Fit Kids, Winn Dixie, and Tamayo Engineering to name a few. Through the partnership of these businesses, we use resources to support the school and student achievement activities throughout the school year. These partners provide snacks for Student of the Month activities, t-shirts, snacks and lunch for guest for our school, as well as after-school activities based on an individual basis based on student need.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Marrero, Aida	Principal
Cuervo, Lourdes	Instructional Media
Pena, Karol	School Counselor
Redero, Jeanie	Psychologist
Regueiro, Mirtha	Other
Del Rio, Vilaida	Assistant Principal
Ginarte, Ilene	Teacher, K-12
Kerr, Jennifer	Teacher, K-12
Renaud, Karen	Teacher, K-12
Perez, Jessica	Teacher, K-12
Rodriguez, Nagi	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.

The Blue Lakes K-8 School Leadership Team works collaboratively with the instructional staff in order to identify students with academic weaknesses and behavioral concerns. Instructional staff complete a school generated form, Rtl Conversations, and submit it to the Assistant Principal. The Assistant Principal collects all forms and creates the agenda for the monthly Leadership Team meeting. At the meeting all students are discussed and data for each particular student is reviewed; formative assessments, students quarterly grades, iReady. The data is used to determine how to best assist the teachers and student to ensure success. Student may be placed in intervention and schedule change may be approved. In addition, if more information is needed, the student's teacher may be called to meeting to contribute to the data chat. All students remain active on the agenda until they are exited from intervention.

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 Principal and Assistant Principal represent the administrative team of the school. Each Grade Level Chairperson represents their grade level and are the voice of the teachers in that grade level. The Program Specialist represents all the SPED teachers – self-contained and resource. The Media Specialist provides support with media materials and all mandated software programs and assists with data collection. The counselor assists with all emotional needs of the students.

Blue Lakes K-8 solely receives Title III funding. The funds generated are used to implement hourly bilingual intervention through the after-school program. No additional funding is available at this time.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Aida Marrero	Principal
Karel Salazar	Teacher
Lourdes Cuervo	Teacher
Diane Cuellar	Teacher
Jeannie Moreno	Teacher
Ilene Ginarte	Teacher
Carol Espinosa	Teacher
Olga Mena	Teacher
Marlene Santovnia	Education Support Employee
Patricia Coleman	Parent
Elizabeth Jorin	Parent
Patricia Boitel	Parent
Gloria De La Cruz	Education Support Employee
Rhonda Smith	Business/Community
Mercy Corzo	Business/Community
Nelson Jorin	Parent
Rita Alvarado	Education Support Employee
Mizabel Mosqueda	Parent
Isabella Arcay	Student
Tyler Coleman	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council's main purpose is to assist in the development and approval of the School Improvement Plan and to see it implemented. Last year, the School Advisory Council approved the SIP and at the final meeting reviewed new strategies that could be implemented in the new school year. Scores were not made available. Data comparison was not possible but members discussed the appropriateness of the year's SIP and the strategies that proved successful.

b. Development of this school improvement plan

The School Advisory Council met to discuss this year's theme and path to success. The group of administrators, teachers, parents, and community members discussed strategies that we should continue using and ideas to ponder and present at the next faculty meeting.

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

The annual budget and plan is discussed with the School Advisory Council. The SAC meets according to by-laws and for any additional voting item that arise. SAC meets in the Media Center and discuss all aspects of budge and the allocation of such funds.

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

Last school year funds were allocated to provide an hourly teacher and assistance with the preparation of the intervention school wide plan. The projected use of school improvement funds for this school year will be allocated for an hourly intervention teacher to assist students identified at Tier 2 and in need of intervention. The School Advisory Council funds generated for the 2015-2016 school year were \$2684.00

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

No

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

N/A

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
Del Rio, Vilaida	Assistant Principal
Cuervo, Lourdes	SAC Member
Ginarte, Ilene	Teacher, K-12
Kerr, Jennifer	Teacher, K-12
Marrero, Aida	Principal
Perez, Jessica	Teacher, K-12
Regueiro, Mirtha	Teacher, K-12
Renaud, Karen	Teacher, K-12
Rodriguez, Nagi	Teacher, K-12
Del Valle, Vivian	Teacher, K-12

b. Duties

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

The Literacy Leadership Team promotes literacy within the school. The members take part in various activities throughout the school year; lead and present embedded in-house professional development sessions, school representative in district information meetings, grade level representatives. In addition, these members have regularly scheduled meetings with other subject area teachers to plan vertically and align instruction.

D. Public and Collaborative Teaching

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

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

The administrators work collaboratively with teachers to ensure they are teaching in a safe and welcoming environment. The school works as a team to develop staff moral and effectiveness. Administrators encourage teachers to take advantage of Professional Development opportunities on and off-campus. In addition, administrators work with teachers for advancement opportunities within the school. General faculty meetings are held monthly, however, break out sessions are also held to address particular issues with particular grade levels, department or individual needs.

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

Blue Lakes K-8 works collaboratively with the district's instructional staffing office when filling open positions. The administration looks closely at the district's Teacher Match site to find eligible teachers that are highly qualified and certified and that would be a match for our school's community.

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

Any new faculty member is introduced at the Opening of School's Meeting or at the next scheduled meeting after they are assigned to Blue Lakes K-8. Each new faculty member is assigned a mentor in his / her same grade and / or department. This mentor is the one that will guide the new member through the day to day routine particular to our school. In addition, the mentor can be the instructional guide for the new faculty member. Each school has its own identify and culture that is very difficult to assimilate

when one first starts at a new school; having a seasoned faculty member that is positive and welcoming and willing to expand the school family is a wonderful help to new staff in the building.

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.

Blue Lakes K-8 ensures its core instructional program and materials are aligned to the Florida standards by implementing and closely following and monitoring the district provided Curriculum Pacing Guide. In addition, Blue Lakes K-8 uses all materials provided by the district.

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.

Using data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet the various needs of students. Blue Lakes K-8 uses IEP, EP, 504's to determine instruction needed to meet the needs of specific students. Furthermore, students within the regular educational track are placed in groups where differentiated instruction is delivered through small group setting to meet and target the needs of students.

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: 10,800

Students choosing to participate in After School Program have the opportunities to engage in enrichment through the BRICKS4KIDZ Program. This program allows for collaborative discussion among peers and the implementation of critical thinking and problem solving skills through the use of LEGOS. In addition this program enhances their creative thinking.

Students enrolled in the After School Program visit the media center on a daily basis to complete sessions of iReady Reading, iReady Math, and Reflex Math. This is a follow up to the core academic instruction students' received during the regular school day.

Strategy Rationale

The BRICKS4KIDZ Program provides opportunities for students to express and develop their critical thinking and problem solving skills in a fun and structured environment.

The After School Program provides the opportunity for students to use the computers in school that they may not have access to at home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Marrero, Aida, 967259@dadeschools.net

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

Attendance logs from BRICKS4KIDZ Program and daily communication logs describing activities. The Program is aligned to STEM activities and the Florida Standards.

iReady reports and Reflex Math reports are used to determine student growth and gains. In addition, these reports are analyzed with teachers and administrators to adjust the curriculum strategies as needed.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Blue Lakes K-8 services general education students from PK-5th Grade and special education students from PK-8th. We house two academies; Autism Intensive Communication Academy for student within the autism spectrum and the Academy of Arts and Innovations for students with severe cognitive disabilities.

Each Spring, Blue Lakes K-8 visits day care centers in the community and invites parents to visit the school and tour our facilities. Parents are given information on a successful transition to Kindergarten. In addition, the parents of PK students already enrolled in Blue Lakes K-8 are invited to a

Kindergarten Orientation meeting and meet with teachers to articulate proper placement according to individual student needs.

Our general education students transition to our community middle school or to specific magnet programs. Several middle school visit our school. In addition, our 5th Grade students visit the community middle school to spend a day in middle school.

Blue Lakes K-8 is in the process of fully implementing a middle school for the Autism Intensive Communication Academy and the Academy of Arts and Innovations. Currently, we house 6th and 7th Grade for students with Autism and / or severe cognitive disabilities. In October, when the district's magnet application process opens, students throughout the district are able to apply to each academy. At that time, tours are held for parents.

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 section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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. To increase student achievement by improving core instruction in all content areas. 1a

G088132

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
FSAA ELA Achievement	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
FSAA Mathematics Achievement	
Math Gains	
Math Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- A need to realign the curriculum with the new Florida Standards and provide professional development and support for the staff to successfully implement a rigorous curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided technology programs and technology implemented in classroom.
- Departmentalization in 3rd - 5th Grade
- Implementation of Extended Foreign Language in K-3
- PD / Reading / Math / Science Liaison
- Common planning time
- Active PTA, with high parental involvement
- FSA Portal Resources

Plan to Monitor Progress Toward G1. 8

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, and opportunities for use of technology.

Person Responsible

Aida Marrero

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes, Data Chats, Assessment data.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G088132

G1.B1 A need to realign the curriculum with the new Florida Standards and provide professional development and support for the staff to successfully implement a rigorous curriculum. 2

B234369

G1.B1.S1 Provide professional development by department on the Item Specifications of the Florida Standards. 4

S247128

Strategy Rationale

To align instruction to Florida Standards.

Action Step 1 5

In-house professional development will be provided by department to address the use and understanding of the Item Specifications.

Person Responsible

Schedule

Monthly, from 6/20/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, agendas, handouts

Action Step 2 5

The implementation of the use of Item Specifications in daily lesson plans will be monitored.

Person Responsible

Aida Marrero

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans identifying the use of Item Specifications, samples of question items aligned to the Item Specifications.

Action Step 3 **5**

Model teachers will be identified to provide model lessons and assistance to other teachers.

Person Responsible

Aida Marrero

Schedule

On 5/26/2017

Evidence of Completion

Sign in sheets from meetings with model teachers, logs from model teachers identifying classroom visits, minutes from meetings.

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

Administrative staff will conduct informal and formal classroom observations and review lesson plans for evidence of use of Item Specifications.

Person Responsible

Aida Marrero

Schedule

Daily, from 8/29/2016 to 6/9/2017

Evidence of Completion

Lesson plans, classroom activities, journals, student work folders

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

Observing student teacher interaction in the classroom and student understanding and application of concepts.

Person Responsible

Aida Marrero

Schedule

Daily, from 8/29/2016 to 6/9/2017

Evidence of Completion

Lesson plans, student work folders, journals, assessment data, activities