



## Blue Lakes Elementary School

9250 SW 52ND TER, Miami, FL 33165

<http://bluelakeselementary.dadeschools.net>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

64%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

90%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	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

It is the mission of Blue Lakes Elementary School (BLE) to inspire and influence each student for each full academic learning potential, in order to be a successful citizen in a multicultural and technologically driven society. This year Blue Lakes has extended our Autism Communication Academy beginning with 6th grade. The Autism Communications Academy services students from PK-6th grade, it will eventually service students from PK-8th grade making Blue Lakes a K-8 Center for students in the autism spectrum. In addition, Blue Lakes' currently houses students in general curriculum from PK-5th grade. Furthermore, BLE houses 2 gifted pull-out unites 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 Elementary incorporates the objectives of the Common Core curriculum and puts in practice Differentiated Instruction to meet the needs for all students. In addition, we have partnered with several community leaders to enhance the learning experiences for our students through various school-wide event participation within our community.

##### Provide the school's vision statement

Our vision at Blue Lakes Elementary is to provide an innovative along with a curriculum that challenges 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 disciplines for the curriculum, while enriching the lives of every student.

#### School Environment

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

In order to enhance the process in which teacher, staff, student, and parent's relationships are enhanced, Grade group meetings are in place every month. In addition, the MTSS team meets to discuss the needs of students within our school. The school counselor meets and sets up parent-teacher conference in which she participates as part of the team to address the concern and needs of the students, parents, and teachers. Cultures and relationship between teachers and students are build through different interactive activities throughout the school year. Some of those activities include but are not limited to lunch bunch, school dances, discussion groups, and conferencing with students. During the school accreditation process, questionnaires were distributed to students and parents to obtain a better understanding of their feelings at the school. Data was analyzed and programs were adjusted and put in place to enhance the relationships and cultures.

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

At Blue Lakes Elementary 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 sports - after-school students join and practice basketball 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.

**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**

Blue Lakes Elementary has in place an MTSS team which meets once a month. During these meetings academic as well as behavioral protocols are discussed to enhance the learning experience of our students. The school counselor, school psychologist, school social worker, administrators, teachers, and support personnel design a plan on a student need basis to discuss with parents and students to minimize the behavioral distractions during instructional time. Clear and precise behavior expectations are discussed and as a team and strategies are put in place to enhance the success in students meeting their behavioral goal. The Code of Student Conduct is available to all parents and discussed for understanding. School follows all Miami-Dade County Public Schools protocols to enhance instructional time.

**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 Elementary 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 thru the use of Cloud 9, Character under construction. Every month, a different character trait is selected and infused thru morning announcements, social studies and school-wide activities. Student's are rewarded for displaying the character trait of the month and encouraged to share real school examples of how the trait is being displayed or not. Students enjoy learning about abstract traits such as integrity, thru hands-on activities. Finally, students who are in Special Education have their social/emotional needs met thru goals listed on their IEPs. Goals may include frustration tolerance, social skills, paying attention to a task, and impulse-control strategies. Supporting these goals maximizes social/emotional support for these students as well as all other students in Blue Lakes.

### 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**

After reviewing data students attendance in which students were absent or missed more than 10% instructional time, was reflected in student achievement in the areas of Reading and Mathematics in grades 3 - 5.00 Faculty and staff work in conjunction to provide incentives for classrooms with high attendance.

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

**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.

**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?**

No

**PIP Link**

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

**Description**

Barriers:

- Lack of participation in school-wide activities due to the time the events and meetings were scheduled.

Action Steps:

- Activities will be planned at different times throughout the school year to increase parent attendance.
- The use of Connect ED will be utilized to inform parents of upcoming events.

Fidelity/Effectiveness:

- Sign-in communications logs will be available for parents to sign in when they attend an event.

**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 Elementary school builds partnerships throughout the local community. We have partnered up with Fit Kids, Winn Dixie, and Tamayo Engineering. Through the partnership of these business, 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.

**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
Marrero, Aida	Principal
Bouza Debs, Viviana	Assistant Principal
Cuervo, Lourdes	
Ginarte, Ilene	
Kerr, Jennifer	
Lopez-Montalvo, Joanna	
Pena, Karol	
Perez, Jessica	
Redero, Jeanie	
Regueiro, Mirtha	
Renaud, Karen	
Rodriguez, Nagi	

**Duties**

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

Blue Lakes Elementary School's MTSS Team and the RtI Team consist of Aida Marrero, Principal, Vivian Bouza-Debs Assistant Principal, Karol Pena Counselor, Ms. Renaud - K Grade Level Chairperson, Mrs. Perez, 1st grade, Mrs. Rodriguez, 2nd grade, Mrs. Ginarte, 3rd grade, Mrs. Montalvo, 4th grade, and Mrs. Kerr, 5th grade. Mirtha Regueiro Program Specialist, Lourdes Cuervo Media Specialist, and Jeanie Redero School Psychologist. Each of the aforementioned positions are included in the MTSS Leadership Team because they each represent an integral part of the school. The MTSS Team at Blue Lakes Elementary School met with the EESAC and Principal to develop the SIP. The team provided information and data regarding student needs targeting Tier 1, 2, 3 students, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The RtI provides data on all students and suggestions for student achievement

***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, Accelerated Reader, and Reading Plus Programs and assists with data collection. The counselor assists as needed.

Blue Lakes Elementary solely receives Title III funding. The funds generated are used to implement hourly bilingual intervention through the after-school program. In addition, the implementation of McGraw Hill Wonderworks is used to tutor the students in an after-school setting. No additional funding is available at this time.

### School Advisory Council (SAC)

#### 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
Edelys Betancourt	Education Support Employee
Patricia Coleman	Parent
Elizabeth Jorin	Parent
Rachel Justiniano	Parent
Lali Alvarado	Parent
Patricia Boitel	Parent
Gloria De La Cruz	Education Support Employee
Rhonda Smith	Business/Community
Mercy Corzo	Business/Community
Nelson Jorin	Parent
Nikki Moreno	Student
Yamil Batista	Student

#### 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*

During the 2013-2014 school year, SAC members voted to use EESAC funds to hire an hourly teacher to enhance student learning through intervention.

*Development of this school improvement plan*

The EESAC meets as needed to discuss and enhance the curriculum at Blue Lakes Elementary. A team of administrators, teachers, and members met to discuss needed improvements and goals for the School Improvement Plan.

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

Principal present EESAC with school's budgets. At an EESAC meeting recommendations are recommended and EESAC members vote on usage of funds.

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

The projected use of school improvement funds will be allocated for an hourly intervention teacher to assist students with the curriculum. EESAC funds generated for the 2014-2015 school year are \$3249.44.

***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.:

<b>Name</b>	<b>Title</b>
Bouza Debs, Viviana	Assistant Principal
Cuervo, Lourdes	SAC Member
Ginarte, Ilene	Teacher, K-12
Kerr, Jennifer	Teacher, K-12
Lopez-Montalvo, Joanna	Teacher, K-12
Marrero, Aida	Principal
Pena, Karol	Guidance Counselor
Perez, Jessica	Teacher, K-12
Redero, Jeanie	Psychologist
Regueiro, Mirtha	Teacher, K-12
Renaud, Karen	Teacher, K-12
Rodriguez, Nagi	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

During the 2013-2014, grades 3 to 5 will continue to departmentalize instruction. Students will obtain individual schedules. A team of teachers along with administrators and LLT members will meet once a month to discuss cross-curricular progress of student performance as evident through assessments in each of the subject areas.

## 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**

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.

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

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 teacher to take advantage of Professional Development opportunities on and off-campus. In addition, administrators work with teachers for advancement opportunities within the school.

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

At Blue Lakes Elementary the teachers, faculty, and staff work collaboratively to ensure everyone is confident and aware of our common goal. Teachers with several years in their field are paired up with novice teachers for mentoring.

## 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***

Use of data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet the various needs of students. Teachers are required to utilize district adopted curriculum materials in the instruction delivery process. All curriculum material is aligned with 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***

Using data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet the various needs of students. Blue Lakes Elementary School 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.

**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:** Extended School Day

**Minutes added to school year:**

N/A

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## 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**

Preschool teachers meet with Kindergarten teachers for articulation at the end of school year. Students are placed according to learning needs. Parents of students in the Autism Academy meet with the MTSS team to determine placement for the incoming school year. Every Spring, teachers collaborate and articulate to assist in the process of students transitioning from one grade to the next.

### 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**

N/A

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

N/A

**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

**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

## 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.
- G2.** Use Early Warning System indicators to target at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** Provide students an increase opportunity using Science, Technology, Engineering, and Mathematics activities.
- G4.** Increase support to parents to build strong family and community involvement in all aspects of the school program to enhance student achievement.

## Strategic Goals Detail

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

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

G046240

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - ED	73.0
AMO Reading - ELL	69.0
AMO Reading - Hispanic	75.0
AMO Reading - SWD	60.0
AMO Reading - White	93.0
FAA Reading Proficiency	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
AMO Math - All Students	76.0
AMO Math - ED	71.0
AMO Math - ELL	63.0
AMO Math - Hispanic	75.0
AMO Math - Hispanic	75.0
AMO Math - SWD	61.0
AMO Math - White	93.0
FAA Mathematics Proficiency	
Math Gains	
Math Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- 1. Use model teachers for in house professional development. 2. District provided technology programs. 3. Instructional support Mathematics Support Specialist. 4. Departmentalization 3rd - 5th 5. Technology in the classrooms 6. EFL K-2 7. PD / Reading / Math / Science Liaison 8. Common planning time 9. Active PTA, high parental involvement

**Targeted Barriers to Achieving the Goal** 3

- Lack of rigor.

**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, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.

**Person Responsible**

Aida Marrero

**Schedule**

Weekly, from 9/25/2014 to 6/5/2015

**Evidence of Completion**

Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes, Data Chats, Results of FSA/SAT.

**G2. Use Early Warning System indicators to target at risk students in order to provide support and intervention that will increase academic achievement. 1a**

G049476

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	15.0

**Resources Available to Support the Goal 2**

- 1. Use model teachers for in house professional development. 2. District provided technology programs. 3. Instructional support Mathematics Support Specialist. 4. Departmentalization 3rd - 5th 5. Technology in the classrooms 6. EFL K-2 7. PD / Reading / Math / Science Liaison 8. Common planning time 9. Active PTA, high parental involvement 10. School Counselor

**Targeted Barriers to Achieving the Goal 3**

- Parents lack knowledge when knowing to send students to school or keep at home due to illnesses.

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

Ongoing monitoring of delivery plans established in the LLT monthly meetings. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.

**Person Responsible**

Aida Marrero

**Schedule**

Weekly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Formal and informal observations, Leadership Team Agendas, Data Chat results.

**G3.** Provide students an increase opportunity using Science, Technology, Engineering, and Mathematics activities. 1a

G049483

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Infuse a variety of higher order thinking strategies into the delivery of instruction in the areas of science, technology, and mathematics.

**Targeted Barriers to Achieving the Goal** 3

- Students are lacking basic skills in the areas of mathematics needed in order to spiral throughout the curriculum.

**Plan to Monitor Progress Toward G3.** 8

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Formal and Informal observations

**G4.** Increase support to parents to build strong family and community involvement in all aspects of the school program to enhance student achievement. 1a

G049485

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Provide opportunities for parents to participate throughout the school year at different times.

**Targeted Barriers to Achieving the Goal** 3

- Parents have a difficult time attending school events at the designated time.

**Plan to Monitor Progress Toward G4.** 8

Ongoing monitoring of sign-in attendance roster of parental participation at various events throughout the school year. Grade levels will compete for parental involvement attendance.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Attendance participation sign-in sheets.

## 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**

 G046240

**G1.B2** Lack of rigor. **2**

 B114479

**G1.B2.S1** Effective Planning and Instructional Delivery- 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 to ascertain strengths and weaknesses to identify clear and accessible future instructional paths in Mathematics. **4**

 S125996

### Strategy Rationale

This strategy was chosen because the implementation of effective planning and instructional delivery is imperative curriculum delivery.

### Action Step 1 **5**

Provide professional development to teachers on instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources.

#### Person Responsible

Aida Marrero

#### Schedule

On 9/25/2014

#### Evidence of Completion

Attendance Roster and agenda, handouts, sample frameworks

### Action Step 2 5

Create and adjust lesson plans incorporating the instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources.

#### **Person Responsible**

Aida Marrero

#### **Schedule**

Weekly, from 9/25/2014 to 10/6/2014

#### **Evidence of Completion**

Lesson plans, instructional delivery of components

### Action Step 3 5

Meet with model teachers / Mathematics Support Specialist to follow up and support teachers on an as needed basis using the coaching cycle.

#### **Person Responsible**

Aida Marrero

#### **Schedule**

Weekly, from 9/25/2014 to 6/5/2015

#### **Evidence of Completion**

Coach's Log, Curriculum Support Log

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.

#### **Person Responsible**

Aida Marrero

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes.

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.

### **Person Responsible**

Aida Marrero

### **Schedule**

Weekly, from 9/25/2014 to 6/5/2015

### **Evidence of Completion**

Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes.

**G1.B2.S3** Effective Planning and Instructional Delivery- 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 to ascertain strengths and weaknesses to identify clear and accessible future instructional paths in Science. 4

 S126022

### **Strategy Rationale**

Through the implementation of effective planning that is based on standards and/or specific course benchmarks, students will gain skills in the area of Science.

## Action Step 1 5

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources by classwork walk-throughs and Leadership Team Meetings.

### **Person Responsible**

Aida Marrero

### **Schedule**

Weekly, from 11/26/2014 to 6/4/2015

### **Evidence of Completion**

Formal and informational observations, Leadership Team agendas/minute, Grade Level agendas/minutes.

### Action Step 2 5

Create and adjust lesson plans incorporating the instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources.

#### **Person Responsible**

Aida Marrero

#### **Schedule**

Monthly, from 11/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery of components.

### Action Step 3 5

Meet with model teachers/ Science Support Specialist to follow up and support teachers on an as needed basis using the coaching cycle.

#### **Person Responsible**

Aida Marrero

#### **Schedule**

Weekly, from 11/26/2014 to 6/4/2015

#### **Evidence of Completion**

Coach's log, Curriculum Support Log

### Action Step 4 5

Provide professional development to teachers on instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources.

#### **Person Responsible**

Aida Marrero

#### **Schedule**

Weekly, from 11/26/2014 to 6/4/2015

#### **Evidence of Completion**

Attendance Roster and agenda, handouts, sample frameworks.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3 6**

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.

**Person Responsible**

Aida Marrero

**Schedule**

Weekly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Formal and informal observations, Leadership Team Agendas / minutes, Grade Level agendas/minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessments. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.

**Person Responsible**

Aida Marrero

**Schedule**

Weekly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Formal and informal observations, leadership Team agendas/minutes, grade level agendas/minutes.

**G2.** Use Early Warning System indicators to target at risk students in order to provide support and intervention that will increase academic achievement. 1

G049476

**G2.B1** Parents lack knowledge when knowing to send students to school or keep at home due to illnesses. 2

B123788

**G2.B1.S1** Host more opportunities for parents to learn when to send or keep students from school. 4

S135641

### Strategy Rationale

The school nurse will assist in educating parents about the importance of regular school attendance.

### Action Step 1 5

Provide in-house workshops for parents to grasp an understanding of school attendance policies.

#### Person Responsible

Aida Marrero

#### Schedule

Monthly, from 11/26/2014 to 6/4/2015

#### Evidence of Completion

Attendance Rosters and Agendas

### Action Step 2 5

Create opportunities for parents to meet with school counselor and express their concerns and issues their child is exhibiting.

#### Person Responsible

Aida Marrero

#### Schedule

Weekly, from 11/26/2014 to 6/4/2015

#### Evidence of Completion

Attendance Sign-in logs

### Action Step 3 5

Provide incentive programs for students to participate and motivate appropriate behavior, school attendance, and performance within the classrooms.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Participation logs of students

### Action Step 4 5

Provide intervention instruction to students needing assistance to accomplish skills necessary to understand the curriculum.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

Daily, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

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

LLT team will meet once and month and gather data and reports of students being targeted through the different programs the school has to offer to targeted students with EWS indicators.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Sign-in rosters, Agendas, and minutes taken at meetings.

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

Provide students with intervention and enrichment opportunities as determined by data.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Sign-in attendance logs, Agendas, and minutes from LLT team meetings.

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

Monthly review of plans for students targeted with EWS indicators.

**Person Responsible**

Aida Marrero

**Schedule**

Weekly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Walk-throughs attendance

**G3.** Provide students an increase opportunity using Science, Technology, Engineering, and Mathematics activities. 1

G049483

**G3.B1** Students are lacking basic skills in the areas of mathematics needed in order to spiral throughout the curriculum. 2

B123826

**G3.B1.S1** Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order thinking strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. 4

S135683

### Strategy Rationale

Use of data to set goals and determine practices based on research and differentiated instruction to meet the various needs of students.

### Action Step 1 5

Create and adjust lesson plans incorporating the instructional framework which includes pacing of block in the areas of science, technology, engineering, and mathematics.

#### Person Responsible

Aida Marrero

#### Schedule

Weekly, from 11/26/2014 to 6/4/2015

#### Evidence of Completion

Lesson plans, instructional delivery component

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

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.

#### Person Responsible

Aida Marrero

#### Schedule

Weekly, from 11/26/2014 to 6/4/2015

#### Evidence of Completion

Formal and informal observations, Data Chats.

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

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.

**Person Responsible**

Aida Marrero

**Schedule**

Weekly, from 11/26/2014 to 6/4/2015

***Evidence of Completion***

Formal and informal observations, Data Chats.

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

Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

Weekly, from 11/26/2014 to 6/4/2015

***Evidence of Completion***

Formal and Informal Assessments and Data Chats

**G4.** Increase support to parents to build strong family and community involvement in all aspects of the school program to enhance student achievement. 1

G049485

**G4.B1** Parents have a difficult time attending school events at the designated time. 2

B123784

**G4.B1.S1** Provide opportunities for different times in order for parents to participate throughout the school year at different events. 4

S135697

### Strategy Rationale

Provide times in which parents can come in and inquire about different concerns as well as encourage parents to attend PTA meetings and EESAC meetings.

### Action Step 1 5

Meet with parents before school hours, during school hours, and after school hours to answer any questions and /or concerns.

#### Person Responsible

Aida Marrero

#### Schedule

Monthly, from 11/26/2014 to 6/4/2015

#### Evidence of Completion

Sign-in sheets

### Action Step 2 5

Meet with parents before school hours, during school hours, and after school hours to answer any questions and /or concerns.

#### Person Responsible

Aida Marrero

#### Schedule

Monthly, from 11/26/2014 to 6/4/2015

#### Evidence of Completion

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Ongoing monitoring of parental participation throughout various school events.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Attendance Rosters/Sign-in sheets, LLT team meeting minutes/agendas/data

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Ongoing monitoring of parental participation throughout various school events.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Attendance Rosters/Sign-in sheets, LLT team meeting minutes/agendas/data

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Ongoing monitoring of student school attendance records. Grade level meetings to analyze student attendance and parental involvement within the classroom.

**Person Responsible**

Aida Marrero

**Schedule**

Monthly, from 11/26/2014 to 6/4/2015

**Evidence of Completion**

Sign-in sheets, Agendas from events

**Appendix 1: Implementation Timeline**

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

**Dade - 0441 - Blue Lakes Elementary School - 2014-15 SIP**  
*Blue Lakes Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Provide professional development to teachers on instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources.	Marrero, Aida	9/25/2014	Attendance Roster and agenda, handouts, sample frameworks	9/25/2014 one-time
G1.B2.S3.A1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources by classwork walk-throughs and Leadership Team Meetings.	Marrero, Aida	11/26/2014	Formal and informational observations, Leadership Team agendas/minute, Grade Level agendas/minutes.	6/4/2015 weekly
G2.B1.S1.A1	Provide in-house workshops for parents to grasp an understanding of school attendance policies.	Marrero, Aida	11/26/2014	Attendance Rosters and Agendas	6/4/2015 monthly
G3.B1.S1.A1	Create and adjust lesson plans incorporating the instructional framework which includes pacing of block in the areas of science, technology, engineering, and mathematics.	Marrero, Aida	11/26/2014	Lesson plans, instructional delivery component	6/4/2015 weekly
G4.B1.S1.A1	Meet with parents before school hours, during school hours, and after school hours to answer any questions and /or concerns.	Marrero, Aida	11/26/2014	Sign-in sheets	6/4/2015 monthly
G1.B2.S1.A2	Create and adjust lesson plans incorporating the instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources.	Marrero, Aida	9/25/2014	Lesson plans, instructional delivery of components	10/6/2014 weekly
G1.B2.S3.A2	Create and adjust lesson plans incorporating the instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources.	Marrero, Aida	11/26/2014	Lesson plans, instructional delivery of components.	6/4/2015 monthly
G2.B1.S1.A2	Create opportunities for parents to meet with school counselor and express their concerns and issues their child is exhibiting.	Marrero, Aida	11/26/2014	Attendance Sign-in logs	6/4/2015 weekly
G4.B1.S1.A2	Meet with parents before school hours, during school hours, and after school hours to answer any questions and /or concerns.	Marrero, Aida	11/26/2014	Sign-in sheets	6/4/2015 monthly
G1.B2.S1.A3	Meet with model teachers / Mathematics Support Specialist to follow up and support teachers on an as needed basis using the coaching cycle.	Marrero, Aida	9/25/2014	Coach's Log, Curriculum Support Log	6/5/2015 weekly
G1.B2.S3.A3	Meet with model teachers/ Science Support Specialist to follow up and support teachers on an as needed basis using the coaching cycle.	Marrero, Aida	11/26/2014	Coach's log, Curriculum Support Log	6/4/2015 weekly

**Dade - 0441 - Blue Lakes Elementary School - 2014-15 SIP**  
*Blue Lakes Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Provide incentive programs for students to participate and motivate appropriate behavior, school attendance, and performance within the classrooms.	Bouza Debs, Viviana	11/26/2014	Participation logs of students	6/4/2015 monthly
G1.B2.S3.A4	Provide professional development to teachers on instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources.	Marrero, Aida	11/26/2014	Attendance Roster and agenda, handouts, sample frameworks.	6/4/2015 weekly
G2.B1.S1.A4	Provide intervention instruction to students needing assistance to accomplish skills necessary to understand the curriculum.	Bouza Debs, Viviana	11/26/2014		6/4/2015 daily
G1.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.	Marrero, Aida	9/25/2014	Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes, Data Chats, Results of FSA/SAT.	6/5/2015 weekly
G1.B2.S1.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.	Marrero, Aida	9/25/2014	Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes.	6/5/2015 weekly
G1.B2.S1.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.	Marrero, Aida	9/25/2014	Formal and informal observations, Leadership Team agendas / minutes, Grade Level agendas / minutes.	6/5/2015 one-time
G1.B2.S3.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessments. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.	Marrero, Aida	11/26/2014	Formal and informal observations, leadership Team agendas/minutes, grade level agendas/ minutes.	6/4/2015 weekly
G1.B2.S3.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources by classroom walk-throughs and Leadership Team Meetings.	Marrero, Aida	11/26/2014	Formal and informal observations, Leadership Team Agendas / minutes, Grade Level agendas/minutes.	6/4/2015 weekly
G2.MA1	Ongoing monitoring of delivery plans established in the LLT monthly meetings. In addition, incorporate	Marrero, Aida	11/26/2014	Formal and informal observations, Leadership Team Agendas, Data Chat results.	6/4/2015 weekly

**Dade - 0441 - Blue Lakes Elementary School - 2014-15 SIP**  
*Blue Lakes Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	available district resources by classroom walk-throughs and Leadership Team Meetings.				
G2.B1.S1.MA1	Provide students with intervention and enrichment opportunities as determined by data.	Marrero, Aida	11/26/2014	Sign-in attendance logs, Agendas, and minutes from LLT team meetings.	6/4/2015 monthly
G2.B1.S1.MA1	Monthly review of plans for students targeted with EWS indicators.	Marrero, Aida	11/26/2014	Walk-throughs attendance	6/4/2015 weekly
G2.B1.S1.MA1	LLT team will meet once and month and gather data and reports of students being targeted through the different programs the school has to offer to targeted students with EWS indicators.	Marrero, Aida	11/26/2014	Sign-in rosters, Agendas, and minutes taken at meetings.	6/4/2015 monthly
G3.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.	Marrero, Aida	11/26/2014	Formal and Informal observations	6/4/2015 monthly
G3.B1.S1.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.	Bouza Debs, Viviana	11/26/2014	Formal and Informal Assessments and Data Chats	6/4/2015 weekly
G3.B1.S1.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.	Marrero, Aida	11/26/2014	Formal and informal observations, Data Chats.	6/4/2015 weekly
G3.B1.S1.MA1	Ongoing monitoring of teachers' use of instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources by classroom walk-throughs.	Marrero, Aida	11/26/2014	Formal and informal observations, Data Chats.	6/4/2015 weekly
G4.MA1	Ongoing monitoring of sign-in attendance roster of parental participation at various events throughout the school year. Grade levels will compete for parental involvement attendance.	Marrero, Aida	11/26/2014	Attendance participation sign-in sheets.	6/4/2015 monthly
G4.B1.S1.MA1	Ongoing monitoring of student school attendance records. Grade level meetings to analyze student attendance and parental involvement within the classroom.	Marrero, Aida	11/26/2014	Sign-in sheets, Agendas from events	6/4/2015 monthly
G4.B1.S1.MA1	Ongoing monitoring of parental participation throughout various school events.	Marrero, Aida	11/26/2014	Attendance Rosters/Sign-in sheets, LLT team meeting minutes/agendas/data	6/4/2015 monthly
G4.B1.S1.MA1	Ongoing monitoring of parental participation throughout various school events.	Marrero, Aida	11/26/2014	Attendance Rosters/Sign-in sheets, LLT team meeting minutes/agendas/data	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B2** Lack of rigor.

**G1.B2.S1** Effective Planning and Instructional Delivery- 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 to ascertain strengths and weaknesses to identify clear and accessible future instructional paths in Mathematics.

### PD Opportunity 1

Provide professional development to teachers on instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for use of manipulatives and assessment. In addition, incorporate available district resources.

#### Facilitator

Yaillet Martin

#### Participants

All Mathematics teachers.

#### Schedule

On 9/25/2014

**G1.B2.S3** Effective Planning and Instructional Delivery- 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 to ascertain strengths and weaknesses to identify clear and accessible future instructional paths in Science.

### **PD Opportunity 1**

Provide professional development to teachers on instructional framework which includes pacing of block, whole group instruction, differentiated instruction, opportunities for implementation of the scientific method and assessment. In addition, incorporate available district resources.

#### **Facilitator**

Maria Aluma, Science Liaison

#### **Participants**

Science Teachers

#### **Schedule**

Weekly, from 11/26/2014 to 6/4/2015

**G3.** Provide students an increase opportunity using Science, Technology, Engineering, and Mathematics activities.

**G3.B1** Students are lacking basic skills in the areas of mathematics needed in order to spiral throughout the curriculum.

**G3.B1.S1** Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order thinking strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

### **PD Opportunity 1**

Create and adjust lesson plans incorporating the instructional framework which includes pacing of block in the areas of science, technology, engineering, and mathematics.

#### **Facilitator**

Emily Fuentes

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 11/26/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 2:</b> Use Early Warning System indicators to target at risk students in order to provide support and intervention that will increase academic achievement.	0
<b>Grand Total</b>	<b>0</b>

Goal 2: Use Early Warning System indicators to target at risk students in order to provide support and intervention that will increase academic achievement.		
Description	Source	Total
B1.S1.A4 - EESAC	Other	0
<b>Total Goal 2</b>		<b>0</b>