
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0441 - Blue Lakes Elementary School

FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Jose Carbia

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Blue Lakes Elementary School

“Be the change you want to see in this world.” Blue Lakes Elementary School realizes the importance of providing students with a solid foundation in all areas of life, not just academic, but social, psychological, emotional, and physical. Building on Maslow’s Hierarchy of Needs, Blue Lakes recognizes that until students’ basic needs are satisfied, they will have little motivation, if any, to learn. For this reason the goals of our School Improvement Plan are far-reaching, covering all levels of this hierarchy from the most basic physiological needs (Health & Physical Fitness, Discipline & Safety) to those that will foster academics in Reading, Mathematics, Writing, and Science; to those that will enhance Parental Involvement; to those that will help create a more well rounded individual with a sense of aesthetics. When looked at in its entirety, all of the goals, objectives, and strategies developed in this school improvement plan are all aimed towards providing the foundation required to help raise an individual who will be a responsible, lifelong learner in our growing multicultural and technological society.

Blue Lakes Elementary School is located on 10.17 acres in Miami Dade County at 9250 SW 52nd Terrace. The campus houses classroom buildings, augmented with a Media Center, art suite and freestanding early childhood (kindergarten) center. Additionally, two portables are on campus to provide additional classroom space. This 47 year-old school has been retro wired to provide Internet-access to 100 percent of the classrooms. A closed-circuit television system is also in operation at the school.

Blue Lakes Elementary School serves 566 students from the surrounding neighborhoods, including 434 standard curriculum students, 194 Special Education students including Gifted students, 129 ESOL students. Approximately 32 percent of our student body receives Special Education services. Special accommodations and fulfillment of needs for Special Education students are met through the adjustment of curriculum as indicated by their Individual Education Plan. An Individual Educational Plan/Educational Plan is developed for each student. Each student has to meet requirements that are established by Florida’s Department of Education.

Blue Lakes Elementary School utilizes P.R.O.U.D., a student-mediation program. Counseling services are provided to students at all grade levels in a small group setting. Blue Lakes Elementary School has developed a Reading and Mathematics Tutorial Program and an after school science fair clinic.

Blue Lakes Elementary School enjoys a collaborative relationship with Florida International University, Barry University, University of Miami, and Miami-Dade Community College. Most students at Blue Lakes Elementary School will enter Glades Middle School after fifth grade. The Before and After School Care program provides low cost, quality childcare. The Boy Scouts and Girl Scouts are active on campus, with Blue Lakes Elementary School providing classrooms for use as a meeting place. Blue Lakes Elementary School has fostered relationships with the P.T.A. and members of the business community who continue to sponsor and support school activities.

Given instruction using the Sunshine State Standards, 83% of students in grades three through five will maintain or increase student performances on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 44% of LEP students will score at Achievement Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 71% of students in grades three through five will maintain or increase student performance on the 2006 FCAT Mathematics Test as compared to student performance on the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50% of LEP students will score at Achievement Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50% of of Students with Disabilities will score at Achievement Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percent of students meeting high standards in writing (4.0 or higher) will maintain or increase by one percent, as evidenced by scores of the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will maintain or improve their science skills as evidenced by meeting or exceeding the District mean scale score as documented on the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase by 10% in school-site activities during the 2005-2006 school year as evidenced by conference and participation logs as compared to 2004-2005.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of incidences being referred for disciplinary action by an administrator as documented on the 2005-2006 disciplinary log at Blue Lakes Elementary School as compared to the 2004-2005 disciplinary log.

Given an emphasis on the use of technology in education, teachers will augment their usage of the RIVERDEEP program with their students as evidenced by an increase in the number of teacher-assigned tasks recorded on the 2005-2006 student usage logs of the RIVERDEEP program.

Given an emphasis on the importance of adequate nutrition on a student's ability to perform, more students in grades two through five will utilize the free breakfast program offered at school on state-mandated test days as evidenced by an increase of 10% in the number of breakfasts served in 2005-2006 compared to the 2004-2005 school year.

Blue Lakes Elementary School will increase the number of contests/programs related to the arts offered to students compared to the 2004-2005 school year.

Blue Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in 2003 to the 50th percentile on the next publication of the index.

After reviewing Organizational Performance Improvement Snapshot Assessment, the following areas of need will be

addressed:

1. "I can get all of the resources I need to do my job."
2. "As it plans for the future, my organization asks for my ideas."

Research indicates that "stakeholder-buy-in" is required for success when implementing school-wide change. A school's improvement plan is better facilitated when stakeholders know that they have contributed to its development. Providing the necessary resources to stakeholders gives the staff the tools to make data-driven decisions that they are comfortable with and will consequently increase "buy-in" and control over their work processes. These areas will be addressed through professional development based on needs assessment and a more effective use of leadership teams (Grade Level, Curriculum Mapping, etc...). Staff will be provided opportunities to give feedback through the various leadership teams thus creating a structure for more dynamic communication.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Blue Lakes Elementary School

VISION

Blue Lakes Elementary School provides students and the surrounding community with access to a research based curriculum delivered through state-of-the-art pedagogy infused with technology at the times and places that are convenient to the community.

MISSION

In order to facilitate the process by which responsible, lifelong learners in a growing multicultural and technological society are created, Blue Lakes Elementary School enriches the community through: the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community activities.

CORE VALUES

Blue Lakes Elementary School promotes excellence by pursuing high academic achievement. We foster integrity by building positive relationships through honesty and respect. We build an environment fosters equality for all students. We embrace the diversity of our community by working as a team to ensure the educational success of all our students.

School Demographics

Blue Lakes Elementary School provides basic educational services based on the Sunshine State Standards to general education students in grades pre-kindergarten through five. Additionally, Blue Lakes Elementary School has a special education component dedicated to offering services to autistic, gifted, and learning disabled students. Most of these students are serviced in self-contained or resource classroom settings. Blue Lakes Elementary School also offers several inclusion models. Co-teaching inclusion classrooms exist in grades one through five. Some special education students are included in general education classrooms with additional support personnel. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in grades one through five. School-to-home connections are fostered through PTA activities, monthly calendars, voicemail, and e-mail, all designed to keep parents abreast of developments in the classroom and the school community. Blue Lakes Elementary School incorporates the objectives of the Sunshine State Standards and infuses CRISS & ESOL strategies throughout the curriculum.

Blue Lakes Elementary School employs a total of 106 full-time staff members and 10 part-time staff members. Of this group, two are administrators, 18 are general education classroom teachers, 15 are exceptional education teachers, one is a guidance counselor, 37 are paraprofessionals, 6 are clerical employees, and 6 are custodial/service workers.

The analysis of the faculty and staff of Blue Lakes Elementary School indicates membership at: 28 percent White, 46 percent Hispanic, 26 percent Black. The educational level of instructional personnel stands at: 100 percent with Bachelors, 45 percent with Master's, 11 percent with Specialist's, and 2 percent with Doctoral's. The percent of teachers new to Blue Lakes Elementary School is 6 percent, with 1 staff member holding a National Certification.

Approximately 22 percent of our students receive English as a Second Language instruction. Classroom and resource teachers meet the special needs of ESOL students using ESOL strategies. The customized curricula used for this group include the ESOL Competency-Based Curriculum. Additional resource materials are used to support the ESOL curriculum. Economically disadvantaged students' needs are met through free and reduced lunch services. Additionally, resources are provided by Dade Partners and the PTA.

School Foundation

Leadership:

The school administration at Blue Lakes Elementary treats staff with respect and provides an open-door policy for parents as well as all staff members. Teachers are encouraged to promote academic excellence to their students and to seek professional development growth. The administration sets high standards and promotes a professional atmosphere. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, the staff's response indicated a positive overall score of 4.5 in the area of leadership. The staff understands the school's mission and operates within the value system embodied in M-DCPS to provide an environment that encourages optimum social and academic growth for students. This positive work environment allows for a model of continuous improvement in all areas of the daily operation of the school site.

District Strategic Planning Alignment:

Blue Lakes Elementary operates within the scope of the Continuous Improvement Model for all strategic planning objectives. The constant focus, on the mission of the school, encourages a targeted approach to all aspects of this planning process. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, 94% of staff agree with the statement, "I can make changes that will improve my work," an integral notion for a work site to foster in order to be a change agent. Ninety-five percent of staff is aware of how the measures they use fit into the school's overall measures of improvement. Seventy-seven percent of staff agrees that the school asks for their ideas when planning for the future. This area of weakness is being addressed by building more dynamic communication links between staff, administration, and community stakeholders in order to ensure the successful implementation of the goals, objectives and strategies identified to improve Blue Lakes Elementary School. Blue Lakes utilizes leadership teams to give all staff a voice in the development of the goals and strategies of the School Improvement Plan. Members of the school community utilize agencies such as the PTA, the Fifth Grade Committee, and/or the Booster Club to share ideas for the future and to participate in all progress made towards our common mission.

Stakeholder Engagement:

Parents of the students of Blue Lakes Elementary find this school to be challenging, nurturing and fostering of academic excellence. Teachers are easily accessible to parents, cultivating an atmosphere conducive to optimal learning for the students. Cooperation and collaboration is a high priority among the staff and parents at Blue Lakes Elementary School. Blue Lakes currently has approximately 600 cleared volunteers at our disposal. Blue Lakes Elementary has a climate that encourages and welcomes stakeholders. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, 90% of staff are aware of who the most important customers are and feel that they keep in touch with them. One way of assuring stakeholder engagement is to periodically ask for feedback. Eighty-three percent of staff indicated that they asked customers if they were satisfied or dissatisfied with their work. Stakeholders feel comfortable because of the "open" atmosphere at the school which allows for suggestions that benefit the school and the community. The School Climate Survey completed at the end of the 2004-2005 school year by students, staff, and parents rated our school as an "A" by all three stakeholder groups.

Faculty & Staff:

TEACHER MENTORING PROGRAMS:

Faculty and Staff work closely together to achieve high academic goals for the school. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, 99% of staff agreed with the statement, "I know how to analyze (review) the quality of my work to see if changes are needed." Ninety-eight percent use these analyses to make decisions about their work. Blue Lakes provides support and guidance to teachers new to the school and beginning teachers using Professional Growth Teams, composed of at least two colleague teachers, one selected by the teacher and one selected by the principal. Blue Lakes follows the guidelines outlined by PACES for the Professional Growth Process. Common planning time provides the opportunity for collaboration, professional development, and camaraderie among teachers. As situations arise, teams work together using a problem-solving approach to seek the best way to handle these problems. Articulation between grade levels supports and ensures a smooth transition. Additionally, teachers have an opportunity to provide team members with ideas/strategies/tools gained from attendance at professional development inservices. Blue Lakes Teacher Mentoring Program allows for dynamic interactions between veteran and beginning teachers, which ultimately allows for an increase in student achievement. Special area teachers collaborate with classroom teachers to support and enhance the school's curriculum.

Data/Information/Knowledge Management:

The school-wide improvement model used at Blue Lakes Elementary is the Continuous Improvement Model (CIM) that consists of an eight step process: (1)Data Disaggregation (2)Timeline Development (3) Instructional Focus (4)Assessment (5)Tutorials (6)Enrichment (7) Monitoring (8)Maintenance. It encompasses Best Practices, provides for frequent monitoring of performance, bases instruction on available data and ensures that the educational needs of all NCLB subgroups are addressed. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, the staff's response indicated a positive overall score of 4.5 in the area of measurement, analysis, and knowledge management. The CIM model is broken down into two main components; overall and at each grade level. At the end of each quarter, Blue Lakes analyzes tests scores and various needs assessment tools, such as DIBELS. By reviewing the success and /or failures of actions /strategies implemented during the nine week period as determined by the School Improvement Plan, the following nine week period can be enhanced. This model of school-wide improvement provides a framework for making decisions regarding Budget, Professional Development, Instructional Materials, Technology, Student Support Services, School Safety and Discipline Initiatives. The EESAC, Curriculum Mapping Team, PTA, and School Leadership Team cooperatively evaluate and reach consensus on issues impacting student achievement. This team planning data driven approach allows for a seamless, structured and focused allocation of monetary and human resources.

Education Design:

According to the Organizational Performance Improvement Snapshot self-assessment survey tool, the staff's response indicated a positive overall score of 4.3 in the area of process management.

Extended Learning Opportunities:

During the 2005-2006 school year, Blue Lakes Elementary will provide the following extended learning opportunities before and after school:

- (1) Incorporate 5 minute flashcard drills before beginning Home Learning in the After-School Care Program using multiplication facts, addition facts, and sight words.
- (2) Provide flashcard drills during Before School Care
- (3) Provide assistance in reading, mathematics, science, and writing utilizing student volunteers from the Southwest Senior High Feeder Patterns (before school-Glades Middle; after school: Southwest Senior High)
- (4) Promote awareness and encourage all to participate in the field of Engineering, which emphasizes mathematics and science through Lego League, an after school program.

- (5) Offer after school academic excellence programs to students in grades 3 through 5 in Journalism and Drama
- (6) Math/Science Club
- (7) Book Club

School-wide Improvement Model:

The school-wide improvement model used at Blue Lakes Elementary is the Continuous Improvement Model (CIM) that consists of an eight step process:

- (1)Data Disaggregation,
- (2)Timeline Development,
- (3)Instructional Focus,
- (4)Assessment,
- (5)Tutorials,
- (6)Enrichment,
- (7)Monitoring, and
- (8)Maintenance.

It encompasses Best Practices, provides for frequent monitoring of performance, bases instruction on available data and ensures that the educational needs of all NCLB subgroups are addressed. The CIM model is broken down into two main components; overall and at each grade level. At the end of each school year, Blue Lakes develops a plan of action for the following year by analyzing tests scores and various needs assessment tools. By reviewing the success and /or failures of actions /strategies implemented by the school's performance plan, the following year's School Improvement Plan is enhanced.

Advanced Courses Initiatives & Post Unitary Commitments:

Blue Lakes is committed to adhering to all requirements and commitments made by our District in support of positively sustaining our Post Unitary status.

Performance Results:

Blue Lakes Elementary School was rated as an "A" school based on its academic achievements during the 2004-2005 school year. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, the staff's response indicated a positive overall score of 4.5 in the area of measurement, analysis, and knowledge management. Eighty-seven percent of the criteria required by the Federal No Child Left Behind Act was satisfied. Eighty-two percent of students read at or above grade level in grades three through five according to results of the 2005 administration of the FCAT Reading Test. Sixty-three percent of students in these grades made a year's worth of progress in reading and 51% of struggling students made a year's worth of progress in reading. However, Limited English Proficiency students in this school need improvement in reading. Seventy percent of students in grades three through five are performing at or above grade level in mathematics according to the 2005 administration of the FCAT Mathematics Test. Seventy-two percent of students in grades three through five made a year's worth of progress in mathematics, however, Students With Disabilities and Limited English Proficiency students in this school need improvement in mathematics. Although 90% of students met state standards in writing during the 2005 administration of the FCAT Writing Test, Blue Lakes did not meet AYP for this criterion. The mean scale earned by students in the area of Science was higher than that of the District and State mean scale score. Blue Lakes has a consistent attendance rate of approximately 95 percent. There were less than 1% outdoor suspensions in the last school year. Although there is a high rate of detentions served and number of students referred for disciplinary action by an administrator, less than 1% of these incidences resulted in in-school and/or out-of-school suspensions.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All Blue Lakes students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Reading.

Needs Assessment

Blue Lakes identified that 26% of third grade students scored below FCAT Achievement Level 3 on the Spring 2004 administration of the FCAT Reading Test. During the 2004-2005 school year, 48% of the students (now 4th graders) were serviced through an intensive tutorial program provided during school. Although 71% of students were serviced during the 2003-2004 school year, the program was determined ineffective due to poor attendance. Having a captive target population ensures that intervention will be accomplished. Thirty-three percent of these targeted students made significant learning gains as documented by an increase in their Developmental Scale Scores. Additionally, 17% of these targeted students made a jump in FCAT Achievement levels.

An analysis of student performance by content area indicates a significant decrease in student performance in words/phrases in the third and fourth grades. Sixty-two percent of ESOL students scored below FCAT Achievement Level 3 on the 2005 FCAT Reading Test.

The number of students that will be targeted during the 2005-2006 school year needs to be increased. Student performance in the content area of Words/Phrases needs to improve.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 83% of students in grades three through five will maintain or increase student performances on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 44% of LEP students will score at Achievement Level 3 on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Accelerated Reader Program integrating Literature based reading and technology.	Media Specialist Teachers	08/11/2005	05/24/2006
Utilize disaggregated AYP data to provide intervention, including web-based resources, to targeted subgroups performing below state mastery level.	Classroom Teachers, Administrators	8/8/2005	5/24/2006
Provide teachers with common planning to facilitate collaboration of reading instruction driven by student data and/or specific professional development based on instructional needs.	Leadership Team Grade Chairs Reading Coach	9/12/05	05/26/06
Initiate and/or reevaluate Academic Improvement Plan/Individual Student Success Plan for any student who is identified as not meeting the district or state performance standards in reading.	Teachers Reading Coach Assistant Principal	08/08/2005	05/24/2006
Assist classroom teachers in developing a leveled classroom library.	Reading Coaches, Media Specialist, Administrators	10/25/2005	05/24/2006
Implement the K-12 CRRP using state adopted research-based textbooks.	Classroom Teachers, Administrators	8/8/2005	5/24/2006
Administer all state and district mandated testing and utilize data generated to target instruction as delineated in the Continuous Improvement Model.	Reading Coaches Teachers Grade Chairs Administrators	08/11/2005	05/24/2006

Research-Based Programs

Houghton-Mifflin
CRRP
DIBELS

Professional Development

Houghton Mifflin
Riverdeep
FCAT Explorer
Edusoft
Electronic Gradebook
Accelerated Reader
DIBELS

Evaluation

2006 FCAT Reading Test
Progress Monitoring Measures DIBELS
Theme Tests
Pre/Post Tests
S.T.A.R. (Fall vs. Spring)

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

All Blue Lakes students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Mathematics.

Needs Assessment

Blue Lakes identified that 31% of third grade students scored below FCAT Achievement Level 3 on the Spring 2004 administration of the FCAT Mathematics Test. During the 2004-2005 school year, 30% of the students (now 4th graders) were serviced through an intensive tutorial program provided during school. Although 68% of students were serviced during the 2003-2004 school year, the program was determined ineffective due to poor attendance. Having a captive target population ensures that intervention will be accomplished. Eight-nine percent of these targeted students made significant learning gains as documented by an increase in their Developmental Scale Scores. Additionally, 44% of these targeted students made a jump in FCAT Achievement levels.

An analysis of student performance by content area indicates a weakness in student performance in data analysis in grades three through five. Sixty-two percent of ESOL students scored below FCAT Achievement Level 3 on the 2005 FCAT Mathematics Test.

The number of students that will be targeted during the 2005-2006 school year needs to be increased.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 71% of students in grades three through five will maintain or increase student performance on the 2006 FCAT Mathematics Test as compared to student performance on the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50% of LEP students will score at Achievement Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50% of of Students with Disabilities will score at Achievement Level 3 on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication and technology.	Classroom Teachers, Administrators	08/11/2005	05/24/2006
Implement the Math Superstars Program to develop mathematical reasoning, enhance higher order thinking skills, and engage students in authentic problem solving.	Classroom Teachers, Administrators, Parent Volunteers, PTA	10/11/2005	05/24/2006
Administer all state and district mandated testing and utilize data generated to target instruction.	Administrators, Teachers	08/11/2005	05/24/2006
Initiate and/or reevaluate Academic Improvement Plan/Individual Student Success Plan for any student who is identified as not meeting the district or state performance standards in mathematics.	Teachers, Administrators	08/08/2005	05/24/2006
Provide teachers with common planning to facilitate collaboration of mathematics instruction driven by student data and/or specific professional development based on instructional needs.	Administrators	08/05/2005	05/24/2006
Utilize disaggregated AYP data to provide intervention, including web-based resources, to targeted subgroups performing below state mastery level as delineated in the Continuous Improvement Model.	Teachers, Administrators	08/11/2005	05/24/2006

Research-Based Programs

Scott Foresman

Professional Development

Scott Foreman SF Success.Net
Riverdeep
FCAT Explorer

Evaluation

2006 FCAT Mathematics Test
Pre/Post Test

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All Blue Lakes Elementary School Students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of Writing.

Needs Assessment

An analysis of the 2005 FCAT Writing Test scores indicate that 90% of students are meeting standards in writing, 87% of students identified by NCLB did not improve their writing by at least 1%, 73% of students scored at/or above “3.5” on the Writing to Explain component, and 79% of students scored at/or above “3.5” on the Writing to Tell a Story component. Three percent of students received a score of “U” for illegibility on the Writing to Explain component. An analysis of a sample of school-wide writing prompt responses indicate a need for improvement in the following areas: appropriate vocabulary, planning (organization), capitalization, handwriting and beginning and ending punctuation.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students meeting high standards in writing (4.0 or higher) will maintain or increase by one percent, as evidenced by scores of the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide intensive remediation to the lowest 25% of the students in each NCLB category.	Teachers	08/11/2005	05/24/2006
Provide teachers with common planning to facilitate collaboration of writing instruction driven by student data and/or specific professional development based on instructional needs.	Administrators	08/11/2005	05/24/2006
Initiate and/or reevaluate Academic Improvement Plan/Individual Student Success Plan for any student who is identified as not meeting the district or state performance standards in writing.	Teacher, Assistant Principal, Reading Coach	08/11/2005	05/24/2006
Infuse writing strategies into curriculum in order to emphasize the use of more sophisticated language (ex. Instead of "fun" use "delightful").	Teachers, Reading Coaches	08/11/2006	05/24/2006
Administer all state, district and school site mandated testing and utilize data generated to target instruction as delineated in the Continuous Improvement Model.	Administration, Teachers, Grade Chairs	08/11/2005	05/24/2006
Provide professional days for vertical team planning between grade levels to address writing skills in order to implement the 8-step Continuous Improvement Model.	Administrators Grade Chairs	08/04/2005	05/26/2006
Implement the K-12 CRRP writing component, reinforcing grammar skills (capitalization, beginning and ending punctuation) through the Houghton Mifflin Series.	Teachers, Grade Chairs	08/22/2005	05/24/2006
Provide community stakeholders with educational outreach activities.	Teachers, Administrators	10/11/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Writing Skills Component
Scott Foresman/Addison Wesley Mathematics Series
McGraw Hill Science Series
Harcourt & Brace Social Studies Series

Professional Development

Holistic Scoring
CRRP
Writing Plus Test

Evaluation

2006 FCAT Writing Plus Test
School Wide Monthly Writing Prompts

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All Blue Lakes students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Science.

Needs Assessment

An analysis of the 2005 FCAT Science Test scores indicate that 86% of fifth grade students scored above the District mean scale score. All NCLB subgroups except Students With Disabilities scored above the District mean scale score.

Students performed better in the content areas of Physical and Chemical and Life & Environmental than in the content areas of Earth and Space or Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will maintain or improve their science skills as evidenced by meeting or exceeding the District mean scale score as documented on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer site developed/selected science Pre/Post tests for grades K-5 to facilitate vertical teaming and focus instruction at each grade level.	Administrators, Teachers	08/11/2005	05/24/2006
Provide intervention to the lowest 25% of students in each NCLB subcategory that did not meet AYP (SWD and LEP), especially on science vocabulary terms.	Teachers	08/11/2005	05/24/2006
Utilize state-adopted materials to develop a long-range science scope and sequence aligned to the Sunshine State Standards/CBC to provide consistency and purpose within the delivery of content.	Administrators, Grade Chairs	08/11/2005	05/24/2006
Design and utilize hands on activities that integrate the mathematics and science Sunshine State Standards in order to ensure efficient time management while maximizing the delivery of content.	Teachers	08/11/2005	05/24/2006
Provide teachers with common planning to facilitate collaboration of science instruction driven by student data and/or specific professional development based on instructional needs.	Administrators	08/05/2005	05/24/2006
Initiate and/or reevaluate Academic Improvement Plan/Individual Student Success Plan for any student who is identified as not meeting the district or state performance standards in science.	Teachers, Assistant Principal	08/11/2005	05/24/2006
Provide professional days for vertical team planning between grade levels to address science skills in order to implement the 8-step Continuous Improvement Model.	Administrators, Grade Chairs	08/04/2005	05/26/2006
Emphasize the on-going cross curricular utilization of the scientific method as a problem solving tool applicable to all grade levels and culminating with a school-wide science fair.	Teachers, Administrators	08/11/2005	05/24/2006

Administer all state and district mandated testing and utilize data generated to target instruction as delineated in the Continuous Improvement Model.	Teachers, Administrators	08/11/2005	05/24/2006
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Research-Based Programs

McGraw Hill Science Series
 Scott Foresman/Addison Wesley Math Series
 Houghton Mifflin Reading Series
 Harcourt Brace Social Studies Series

Professional Development

Curriculum Mapping
 Scientific Method
 Scientific Content
 Best Practices
 Data Analysis and Data-Driven Decision Making Model

Evaluation

2006 FCAT Science Test Scores
 Pre/Post Test Results
 Teacher Logs
 Science Fair Rubric

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

All Blue Lakes stakeholders will contribute and participate in order for students to become successful, life long learners.

Needs Assessment

Blue Lakes currently has several activities with adequate parental participation. Improving parental participation is instrumental to increasing student achievement. Only five percent of stakeholders in grades two through five participated in the Science Fair and FCAT Parent Orientation Workshops during the 2004-2005 school year, an increase of two percent. Blue Lakes needs to increase parental involvement in academic outreach activities provided by the school. Most parents only communicate with teachers (face-to-face) when there is a problem. Blue Lakes needs to increase parent-teacher communication.

Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase by 10% in school-site activities during the 2005-2006 school year as evidenced by conference and participation logs as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop participation logs that document parental involvement.	Administrators	08/11/2005	05/24/2006
Provide an in-school resource center for parents.	Administrators	08/11/2005	05/24/2006
Host, at each grade level, one "Parent Academy" highlighting Reading, Writing, Mathematics, Science, and/or other topics that will strengthen the home-school connection with parents.	Grade Chairs, Administrators	09/16/2005	05/24/2006
Coordinate a parent conference to discuss the Academic Improvement Plan/Individual Student Success Plan for any student who is identified as not meeting the district or state performance standards in Reading, Writing, Mathematics and/or Science.	Teachers, Administrators	08/08/2005	05/24/2006
Support the School-to-Career Initiative by encouraging parents to participate in Career Day to promote the importance of academic learning in achieving success in the world of work.	Administrators, Counselor Teachers	10/11/2005	12/16/2005
Provide incentives to students whose classrooms have 100% attendance at school-site activities (Open House, Science Fair Night, etc.).	Administrators	08/11/2005	05/24/2006
Utilize student-generated posters, invitations, skits on morning announcements, and a Science Fair/FCAT Pep Rally, to motivate students to encourage parental participation.	Teachers, Media Specialist, Administrators	08/11/2005	05/24/2006

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs
AIP

Professional Development

MDCPS Volunteer Program

How to conduct a successful conference

AIP

SPI

Evaluation

Teacher Contact Log

Participation Logs

Volunteer Logs

AIPs

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Blue Lakes Elementary will improve the general discipline of the student population.

Needs Assessment

A review of the 2004-2005 disciplinary logs documented 534 incidents of students being referred for disciplinary action by an administrator. A higher percentage of these incidents occurred in the upper grades. In addition, approximately 461 detentions were served over the course of the 2004-2005 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of incidences being referred for disciplinary action by an administrator as documented on the 2005-2006 disciplinary log at Blue Lakes Elementary School as compared to the 2004-2005 disciplinary log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development to instructional staff on the effective implementation of the Student Code of Conduct.	Teachers, Administrators	08/05/2005	05/24/2006
Explain the School-wide Disciplinary Plan to students and parents.	Teachers, Administrators	08/08/2005	05/24/2006
Facilitate Conflict-Resolution discussions by modeling appropriate behavior and language.	Guidance Counselor, Teachers, Administrators	08/08/2005	05/24/2006
Establish a Safety Committee to support the Student Code of Conduct.	Grade-Chairs, Guidance Counselor, Assistant Principal	08/22/2005	05/24/2006
Conduct an administrator-led assembly addressing student body to increase good citizenship skills.	Principal	10/21/2005	05/24/2006
Encourage good citizenship through the implementation of a "Student of the Month" program who will be recognized on morning announcements.	Guidance Counselor, Teachers, Media Specialist	11/1/2005	05/24/2006
Select and train P.R.O.U.D. mediators for each classroom.	Students, Teachers, Guidance Counselor	10/11/2005	05/24/2006

Research-Based Programs

P.R.O.U.D.

D.A.R.E.

Professional Development

Classroom Management

Student Code of Conduct

Evaluation

2005-2006 Disciplinary Log

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Blue Lakes Elementary will increase the effective use of Miami Dade County Public School's web resources.

Needs Assessment

During the 2004-2005 school year 95% of students in grades three through five accessed RIVERDEEP and/or FCAT Explorer at least once each week for a one hour session. Students in grades kindergarten through second grade, however, accessed these same resources in an inconsistent matter, if at all. According to a technology needs assessment survey only eight percent of faculty utilized the teacher components of the RIVERDEEP program. Ninety-two percent of the time, students are only using the exploration mode of the RIVERDEEP program. Teachers and students need to harness the full potential of the RIVERDEEP program.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will augment their usage of the RIVERDEEP program with their students as evidenced by an increase in the number of teacher-assigned tasks recorded on the 2005-2006 student usage logs of the RIVERDEEP program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with the Riverdeep handbook.	Media Specialist	10/11/2005	05/24/2006
Monitor task assignment each semester.	Grade Chairs	10/11/2005	05/24/2006
Develop a technology schedule for grades K-5 to ensure students have access to the Riverdeep component.	Teachers, Media Specialist, Assistant Principal	08/08/2005	05/24/2006
Promote the Riverdeep program through parent communication.	Teachers, Media Specialist	10/11/2005	05/24/2006
Coordinate professional development for instructional staff from district/regional resources, as funds allow.	Region Center, Administrators	10/11/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

RIVERDEEP Training

Evaluation

Site-developed logs

Professional Development Survey

RIVERDEEP reports

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

All students will eat breakfast before beginning daily academic rigors.

Needs Assessment

On average, approximately 35% of the student population utilizes the free breakfast program. During the week of state-mandated testing for the 2004-2005 school year, the number of school breakfasts served increased by eight percent. During the second week of state-mandated testing, the number of school breakfasts served increased by nine percent. After the testing window, the number of breakfasts served decreased.

Blue Lakes conducted an informal needs survey and determined that seven percent of students in grades two through five do not eat breakfast at home or at school on a regular basis. To maximize a student's performance during the school day, Blue Lakes will cultivate the routine of beginning the day with a balanced breakfast.

Measurable Objective

Given an emphasis on the importance of adequate nutrition on a student's ability to perform, more students in grades two through five will utilize the free breakfast program offered at school on state-mandated test days as evidenced by an increase of 10% in the number of breakfasts served in 2005-2006 compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a recognition program for 100% breakfast participation during state-mandated testing.	Teachers, Guidance Counselor	10/11/2005	05/24/2006
Establish a Breakfast Club to promote the free breakfast program offered.	Teachers, Guidance Counselor, Administrators, Cafeteria Manager	10/11/2005	05/24/2006
Create a breakfast journal for students to complete during state-mandated test periods.	Teachers	02/01/2006	04/28/2006
Promote breakfast with posters, home learning, flyers, and morning announcements.	Teachers, Media Specialist, Art Teacher	10/11/2005	05/24/2006
Invite community stakeholders to have breakfast with students once a month and provide the school with an opportunity to emphasize the importance of nutrition.	Cafeteria Manager, Administration	10/11/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

School Food Service Report
Journals
Grade-level Breakfast Logs

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Blue Lakes Elementary will provide students with a variety of opportunities to expand, develop, and express their talents in the arts.

Needs Assessment

Blue Lakes Elementary identified that the number of students entering Miami Dade County Public Schools art and music exhibits and contests was minimal for the 2004-2005 school year. During the 2004-2005 school year students were involved in class projects, such as the Page at a Time Project where one fifth grade class collaborated with the art teacher, a fifth grade teacher and the Wolfsonian Museum. However, no students had the opportunity to participate in such annual contests as the Dade County Youth Fair through the art or music program last year, unless their classroom teacher took the initiative. Students need more opportunities to showcase their individual and unique talents.

Measurable Objective

Blue Lakes Elementary School will increase the number of contests/programs related to the arts offered to students compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disseminate contest and/or art or music opportunities to the appropriate faculty member in a timely manner.	Administrators	10/11/05	05/24/06
Provide ample time for students to work on entries in addition to scheduled-curricular activities.	Art Teacher Music Teacher World Center Teachers	10/11/2005	05/24/2006
Facilitate various school-site contests/programs related to the arts, especially those that will enhance multiculturalism and build on the diversity already found at the school site.	Administrators Teachers Guidance Counselor	10/11/2005	05/24/2006
Invite special area teachers to grade level meetings to provide an opportunity for collaboration.	Grade Level Chair Persons	10/11/2005	05/24/2006
Coordinate and schedule an end-of-year arts show to showcase student talent.	Art Teacher, Music Teacher	11/01/2005	05/24/2006
Inform students, teachers, and parents of the P.T.A. Reflections program.	Art Teacher, Music Teacher, Teachers	10/11/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the number of contests/entries students were exposed to during the 2005-2006 school year compared to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Blue Lakes Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Blue Lakes Elementary School ranked at the 35th percentile on the State of Florida ROI index. Blue Lakes is in the lower third of all elementary schools in the state on percent of students making learning gains while being in the upper third of all elementary schools in the state on money spent per student. Consequently, Blue Lakes needs to significantly increase its learning gains in order to raise its ROI index.

Measurable Objective

Blue Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in 2003 to the 50th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resources allocation.	Administration	10/11/2005	06/02/2006
Become more informed about the use of financial resources in relation to school programs.	Administration	10/11/2005	06/02/2005
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, PTA	10/11/2006	06/02/2006
Consider shared use of facilities, partnering with community agencies.	Administration PTA	10/11/2005	06/02/2006
Utilize school volunteers to work with lowest performing subgroups (Students with Disabilities and Limited English Proficiency).	Administrators, Teachers, Volunteers	11/01/05	05/24/06

Research-Based Programs

State-adopted materials
DIBELS

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Blue Lakes Elementary School will show progress toward reaching the 50th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommends that the principal allocate funds from EESAC monies and the FCAT Enhancement Funds to continue the intensive tutoring program by rehiring an hourly certified teacher to service students in the area of Reading and Mathematics. This teacher will provide remediation to students scoring below FCAT Achievement Level III in grades three through five. After the 2006 administration of the FCAT, this hourly teacher will include second grade students in the target population.

Training:

The EESAC recommends that the staff be trained on strategies that will increase student reading, writing, mathematics, and science skills during the 2005-2006 school year. Additionally, to provide support and training to instructional staff in small group instructional strategies to provide leveled instruction in both reading and mathematics. Instructional staff should also be trained in the use of DIBELS to allow teachers to make data driven decisions in the implementation of the Comprehensive K-12 District Research-Based Reading Plan (CRP) and to allow the effective first-year implementation of the Houghton Mifflin Reading Series.

Instructional Materials:

The EESAC recommends that the principal allocate funds for the 2005-2006 school year towards the purchase of materials that will support the implementation of grade level exceptions identified by the Sunshine State Standards in the areas of Reading, Writing, Mathematics, and Science.

Technology:

The EESAC recommends that an LCD projector continue to be used to enhance technological efficiency and provide a setting in which both students and faculty can benefit from web-instruction/in-service and such web resources as FCAT Explorer, RIVERDEEP, & SFSuccess.net as learning tools.

Staffing:

The EESAC recommends that tutorial programs in the core subject areas be offered to students, utilizing mentors from the Southwest Senior High School Feeder Pattern. Additionally, a certified teacher shall be hired to provide intense remediation to students not meeting expectations.

Student Support Services:

The EESAC recommends that parents of students performing below grade level expectations be provided with academic counseling in order to work in collaboration with the school to increase student achievement. This will be one of the strategies identified on all Academic Improvement Plans in the 2005-2006 school year.

Other Matters of Resource Allocation:

The EESAC recommends that Blue Lakes Elementary continue to update its email and website systems in order to facilitate communication between administration, faculty, staff, parents, and community members.

Benchmarking:

The EESAC recommends that the Curriculum Mapping Team monitor scope and sequences to ensure that all benchmarks are adequately addressed as per the Sunshine State Standards for the 2005-2006 school year. In addition, to monitor the reports generated by the PMRN on a quarterly basis to make data driven decisions regarding reading instruction.

School Safety & Discipline:

The EESAC recommends that a school-wide discipline policy be implemented in August. Parents will be aware of this policy through written communication sent home in English and Spanish. In addition, a Student Safety Patrol unit and P.R.O.U.D. mediators will continue to be utilized to promote safety and model appropriate behavior throughout the school campus. The school will continue to support zero tolerance for violence as a way to promote and maintain a positive teaching and learning environment.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent