

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Blue Lakes Elementary School (0441)

Feeder Pattern - Southwest Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Aida Marrero

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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“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 and 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 was built in 1958 and 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. We currently have two portables servicing our bilingual program. Our student population consists of 79% Hispanic, 17% White, 2% Black and 2% Asian. The school is part of the Southwest-Miami Sr. High Feeder Pattern. Additionally, two portables are on campus to provide additional classroom space. Blue Lakes recently fenced in portions of the P.E. field and play ground to increase student safety and repaved the front parking lot. In addition, all classrooms received new air conditioners. This 49 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 480 students from the surrounding neighborhoods, including 312 regular curriculum students, 168 Special Education students, 85 Gifted students and 92 ESOL students. Attendance rates for 2006-2007 indicate 94.47% attendance. Approximately 32 percent of our student body receives Special Education services. Average class size at Blue Lakes is 18 in Kindergarten, 18 in 1st grade, 22 in 2nd grade, 22 in 3rd grade, 16 in 4th grade and 25 in 5th grade. 19% of students in Grade 3 and 29% of students in Grade 4 score below Level 3 in Reading. 21% of students in Grade 3 and 30% of students in Grade 4 score below Level 3 in Mathematics on the FCAT exam. 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. While student achievement is high, Blue Lakes in 2007 retained 5 students in 1st grade, 1 student in 2nd grade and 2 students in 3rd grade.

Blue Lakes Elementary School has a teaching staff that includes 21 general education teachers, 15 exceptional education teachers, 2 P.E., 1 art, 1 music, 1 guidance counselor, 1 media specialist, 1 program specialist, 1 ESOL teacher and 2 Spanish teachers.

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.

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, 85% of students in grades three will achieve Level 3 or above as indicated by the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 75% of students in grades four will achieve Level 3 or above as indicated by the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 66% of students in grades five will achieve Level 3 or above as indicated by the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards students in grade 3 will improve their Mathematics skills as evidenced by 82% of them scoring Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards students in grade 4 will improve their Mathematics skills as evidenced by 71% of them scoring Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards students in grade 5 will improve their Mathematics skills as evidenced by 56% of them scoring Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards students in grade 4 will improve their writing skills as evidenced by 81% of them scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 55% of them scoring Level 3 or higher on the 2008 administration of the FCAT Science Test in the Spring 2008.

Given increased attention to communication with all stakeholders, parental involvement will increase in school-site activities during the 2007-2008 school year as evidenced by teacher conference and participation logs.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of teacher written referrals for disciplinary action by an administrator to 150 as documented on the 2007-2008 disciplinary logs at Blue Lakes Elementary School as compared to 200 incidences the 2006-2007 disciplinary log.

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer with their students as evidenced by a student usage log in the classroom and at home.

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 from 450 to 475 in the number of breakfasts served in 2007-2008 compared to the 2006-2007 school year.

Blue Lakes Elementary School will increase the number of students participating in art programs as evidenced by registered participation in various community sponsored exhibits.

Blue Lakes Elementary School will improve its ranking on the State Return on Investment (ROI) by at least 1%.

After reviewing Organizational Performance Improvement Snapshot Assessment, the following areas of need will be addressed: finance and faculty input into plans for the future.

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 and a dialogue between administration and faculty relative to financial resources available. Grade level chairs will meet as need be to communicate concerns and share ideas for future planning. Staff will be provided opportunities to give feedback through the various leadership teams thus creating a structure for more dynamic communication.



# School Improvement Plan 2007-2008



## 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.

## 0441 - BLUE LAKES ELEMENTARY SCHOOL

### VISION

Blue Lakes Elementary provides students and the surrounding community with access to a reasearch based curriculum delivered through state-of-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, life long 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 persuing high academic achievement. We foster integrity by building positive relationships through honesty and respect. We build an environment that 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 Improvement Plan 2007-2008



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## ***School Demographics***

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# School Improvement Plan 2007-2008



Blue Lakes Elementary School was built in 1958 and is located on 10.17 acres in Miami Dade County at 9250 SW 52nd Terrace. Our students primarily feed into Glades Middle School, an "A" school and the progress to Miami-Southwest Sr. High a"C" school to complete their education. The campus houses classroom buildings, augmented with a Media Center, Art Suite and freestanding early childhood (kindergarten) center. We currently have two portables servicing our bilingual program. Blue Lakes recently fenced in portions of the P.E. field and playground to increase student safety and repaved the front parking lot. In addition, all classrooms received new air conditioners. 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 kindergarten 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 and ESOL strategies throughout the curriculum.

Our student population of 480 students consists of 79% Hispanic, 17% White, 2% Black and 2% Asian. Our school currently has 18 VPK students and 85 Gifted students. Average class size at Blue Lakes is 18 in Kindergarten, 18 in 1st grade, 22 in 2nd grade, 22 in 3rd grade, 16 in 4th grade, 25 in 5th grade and 6 in SPED. Student to teacher ratio is: 1-15 in Kindergarten, 1-15 in 1st grade, 1-16 in 2nd grade, 1-16 in 3rd grade, 1-15 in 4th grade and 1-17 in 5th grade. 19% of students in Grade 3 and 29% of students in Grade 4 score below Level 3 in Reading. 21% of students in Grade 3 and 30% of students in Grade 4 score below Level 3 in Mathematics on the FCAT exam. While student achievement is high Blue Lakes in 2007 retained 5 students in 1st grade, 1 student in 2nd grade and 2 students in 3rd grade. Retention rate at Blue Lakes was 1.2% in 2007.

Blue Lakes Elementary School employs a total of 81 full-time staff members and 22 part-time staff members. Of this group, two are administrators, 21 are general education classroom teachers, 15 are exceptional education teachers, one is a guidance counselor, a media specialist and a program specialist, 27 are paraprofessionals, 5 are clerical employees, and 6 are custodial/service workers.

The Blue Lakes Leadership Team consists of the Grade level team leaders and selected special teachers. The Blue Lakes Elementary School has a teaching staff that includes 21 general education teachers, 15 exceptional education teachers, 2 P.E., 1 art, 1 music, 1 guidance counselor, 1 media specialist, 1 program specialist, 1 ESOL teacher and 2 Spanish teachers. The analysis of the faculty and staff of Blue Lakes Elementary School indicates membership at: 20 percent White, 74 percent Hispanic, 6 percent Black. The educational level of instructional personnel stands at: 100 percent with Bachelors, 42 percent with Master's, 12 percent with Specialist's, and 2 percent with Doctoral's. The percent of teachers new to Blue Lakes Elementary School is 4 percent, with 1 staff member holding a National Boards Certification. While Blue Lakes maintains a quality staff lack of competitive salaries is making it difficult to recruit young energetic teachers. During the 2006-2007 school year our attendance for these students was 94.47% School attendance has been consistent for the past several years with minor variations up or down.

Approximately 20 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. Approximately 40% of our students are on free or reduced lunch. Additionally, resources are provided by Dade Partners and the PTA.

Blue Lakes has several special programs. We have an Academic Excellence Program (AEP) which functions after school in the areas of Drama and Journalism. We have an in-house Gifted Program with two teacher. Children selected for the program attend classes in Language Arts and Social Studies. Blue Lakes implements an after school tutorial to provide reading services to LEP students. We also have a free after school program funded by the Children's Trust (ENLACE) that provides reading instruction for students achieving below grade level. This program also provides a physical fitness component for these children.

The PTA in cooperation with community leaders sponsored a Family Fun Night to bring school and community together. Our Dade Partners which include: Fit Kids, Publix, Tommy's Bakery, BJ's and Papa John's worked together to support school activities such as Career Week, DARE, and guest speakers.

The following grants were awarded to Blue Lakes: Bilingual grant to provide after school tutoring in reading and math for LEP students and ENLACE in conjunction with the Children's Trust to provide free after-school reading instruction and physical training and nutritional guidance.

Success at Blue Lakes is due to excellent teachers with innovative leadership. In addition, community stability provides a low mobility rate that provides for continuous development. However, a lack of new families with school age children moving into the community may limit the schools future population.

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## ***School Foundation***

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### **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 4.4 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. 95% of staff is aware of how the measures they use fit into the school's overall measures of improvement. 84% 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 500 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, 83% 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. 82% 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 2006-2007 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-seven percent use these analysis 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:**



# School Improvement Plan

## 2007-2008



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 4.4 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 2007-2008 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 Science through guest speakers.
- (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
- (8) After school tutoring for LEP students.
- (9) ENLACE Program

#### 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
- (8)Maintenance

The CIM 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:**





# School Improvement Plan 2007-2008



Blue Lakes Elementary School was rated as an "A"; school based on its academic achievements during the 2006-2007 school year. According to the Organizational Performance Improvement Snapshot self-assessment survey tool, the staff's response indicated a positive overall score of 4.4 in the area of measurement, analysis, and knowledge management. One-hundred percent of the criteria required by the Federal No Child Left Behind Act was satisfied. Eighty-three percent of students read at or above grade level in grades three through five according to results of the 2007 administration of the FCAT Reading Test. Sixty-five percent of students in these grades made a year's worth of progress in reading and sixty-three percent of struggling students made a year's worth of progress in reading. Seventy-three percent of students in grades three through five are performing at or above grade level in mathematics according to the 2007 administration of the FCAT Mathematics Test. Seventy-three percent of students in grades three through five made a year's worth of progress in mathematics. Ninety-one percent of students met state standards in writing during the 2007 administration of the FCAT Writing Test, Blue Lakes met 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 96 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 incidents resulted in in-school and/or out-of-school suspensions.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Reading 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 83% of all students scored at or above FCAT Achievement Level 3 on the Spring 2007 administration of the FCAT Reading Test. The remaining 17% will be serviced through a during and after school intervention programs.

An analysis of student performance by content area indicates a significant decrease in student performance in words/phrases in the fourth grades, reference and research in 3rd grade and compare and contrast in 5th grade as indicated by the results of the Spring 2007 FCAT administration.

The students who score below Level 3 will be targeted during 2007-2008 in order to improve the skills of compare and contrast and reference and research.

The students who score below Level 3 on the Spring 2007 administration of the FCAT will be targeted for during and after school intervention programs.

### **NCLB Subgroup Target**

|                                     |                          |                          |                          |                          |                          |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| TOTAL                               | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE AMERICAN          | F/R LUNCH                | LEP                      | SWD                      |
| <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"/> |

### Measurable Objective

Given instruction using the Sunshine State Standards, 85% of students in grades three will achieve Level 3 or above as indicated by the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 75% of students in grades four will achieve Level 3 or above as indicated by the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 66% of students in grades five will achieve Level 3 or above as indicated by the 2008 FCAT Reading Test.

| STRATEGIES  | PERSONS RESPONSIBLE   | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|---|---|------------|------------|-----------------------|--------|
| 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<br>Grade Chairs<br>Reading Coach              | 8/20/07    | 06/05/08   | Other/ Not Applicable | 0      |
| Assist classroom teachers in developing a leveled classroom library.  | Reading Coaches,<br>Media Specialist,<br>Administrators       | 8/20/2007  | 06/05/2008 | Other/ Not Applicable | 0      |
| Implement the K-12 CRRP using state adopted research-based textbooks.   | Classroom Teachers,<br>Administrators                         | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Utilize Accelerated Reader Program integrating Literature-based reading and technology to maintain high standards with students who score Level 3 or above.   | Media Specialist,<br>Teachers                                 | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Initiate and/or reevaluate Progress and Monitoring /Individual Student Success Plan for any student who is identified as not meeting the district or state performance standards in reading.        | Teachers<br>Reading Coach<br>Assistant Principal              | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Utilize disaggregated data from District Interim Assessments to provide intervention, including FCAT Explorer, RIVERDEEP, to targeted students performing below district mastery level.             | Classroom Teachers,<br>Administrators                         | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Administer all state and district mandated testing and utilize data generated by Regional Center Data Debriefing Protocols to target instruction as delineated in the Continuous Improvement Model. | Reading Coaches<br>Teachers<br>Grade Chairs<br>Administrators | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

Houghton-Mifflin  
CRRP  
DIBELS

### Professional Development

Houghton Mifflin  
Riverdeep  
FCAT Explorer  
Edusoft  
Accelerated Reader  
DIBELS

### Evaluation



# School Improvement Plan 2007-2008



2008 FCAT Reading Test  
Progress Monitoring Measures DIBELS  
Houghton Mifflin Theme Tests  
District Interim Assessment  
Pre/Post Tests  
S.T.A.R. (Fall vs. Spring)

## Mathematics Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                          |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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*

|  |   |  |   |   |
|--|---|--|---|---|
| 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"/>   |

### **Mathematics Statement**

All Blue Lakes students will 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 21% of fourth grade students scored below FCAT Achievement Level 3 on the Spring 2007 administration of the FCAT Mathematics Test.

An analysis of student performance by content area indicates a weakness in student performance in algebraic thinking and number sense in grades three through five.

Students who scored below Level 3 on the Spring 2007 FCAT will be targeted for intervention during and after school.

### **NCLB Subgroup Target**

| TOTAL                               | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE AMERICAN          | F/R LUNCH                | LEP                      | SWD                      |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

### Measurable Objective

Given instruction using the Sunshine State Standards students in grade 3 will improve their Mathematics skills as evidenced by 82% of them scoring Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards students in grade 4 will improve their Mathematics skills as evidenced by 71% of them scoring Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards students in grade 5 will improve their Mathematics skills as evidenced by 56% of them scoring Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

| STRATEGIES   | PERSONS RESPONSIBLE                | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|--|------------------------------------|------------|------------|-----------------------|--------|
| 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                     | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication and technology.                                       | Classroom Teachers, Administrators | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Administer all state and district mandated testing and utilize data generated to target instruction and maintain high standards.   | Administrators, Teachers           | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Initiate and/or reevaluate Progress Monitoring Plan/Individual Student Success Plan for any students who are identified as not meeting the district or state performance standards in mathematics. | Teachers, Administrators           | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Utilize disaggregated AYP data to provide intervention, including FCAT Explorer and RIVERDEEP, Regional Center Data Debriefing Protocols as delineated in the Continuous Improvement Model.        | Teachers, Administrators           | 08/20/2007 | 06/06/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

Scott Foresman/Addison Wesley

### Professional Development

Scott Foreman SF Success.Net  
Riverdeep  
FCAT Explorer

### Evaluation

2008 FCAT Mathematics Test  
Scott-Foresman Pre/Post Test, Mid-Year and Chapter test  
District Interim-Assessment Test



## Writing Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Writing 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 2007 FCAT Writing Test scores indicate that 80% of students are meeting standards in writing, 84% of students scored "3.5" or above on the Expository component, and 76% of students scored "3.5" or above on the Narrative component as evidence by the 2007 FCAT Writes scores. An analysis of a sample of school-wide writing prompt responses indicate a need for improvement in the following areas: organization and support.

### **NCLB Subgroup Target**

| TOTAL                               | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE AMERICAN          | F/R LUNCH                | LEP                      | SWD                      |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

### Measurable Objective

Given instruction using the Sunshine State Standards students in grade 4 will improve their writing skills as evidenced by 81% of them scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

| STRATEGIES   | PERSONS RESPONSIBLE                    | START DATE | END DATE  | ALIGNMENT             | BUDGET |
|--|--|------------|-----------|-----------------------|--------|
| 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                         | 8/20/2007  | 6/5/2008  | Other/ Not Applicable | 0      |
| Infuse writing strategies into curriculum in order to emphasize the use of organization and support.   | Teachers, Reading Coaches              | 8/20/2007  | 6/5/2008  | Other/ Not Applicable | 0      |
| 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            | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| Implement the K-12 CRRP writing component, reinforcing grammar skills (capitalization, beginning and ending punctuation) through the Houghton Mifflin Reading Series.  | Teachers, Grade Chairs                 | 8/20/2007  | 6/5/2008  | Other/ Not Applicable | 0      |
| Provide community stakeholders with educational outreach activities.   | Teachers, Administrators               | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| Administer all state, district and school site mandated testing and utilize Regional Center Data Debriefing Protocols data generated in order to maintain high standards and target instruction as delineated in the Continuous Improvement Model. | Administration, Teachers, Grade Chairs | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

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

### Professional Development

Holistic Scoring  
 CRRP  
 Writing Plus Test

### Evaluation

2008 FCAT Writing Plus Test  
 School Wide Monthly Writing Prompts  
 Tutorial Evaluation

## Science Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                          |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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"/>   |

### **Science 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 2007 FCAT Science Test scores indicate that 30% of fifth grade students scored Level 3 or higher as evidenced by the FCAT Science test. An analysis of student performance by content area indicated a weakness in Earth and Space Sciences.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 55% of them scoring Level 3 or higher on the 2008 administration of the FCAT Science Test in the Spring 2008.

| STRATEGIES   | PERSONS RESPONSIBLE           | START DATE | END DATE  | ALIGNMENT             | BUDGET |
|--|-------------------------------|------------|-----------|-----------------------|--------|
| Utilize state-adopted research based 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  | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| 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                      | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| 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                | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| 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 | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| 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  | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| 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      | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |
| Administer all state and district mandated testing and utilize Regional Center Data Debriefing Protocols generated in order to maintain high standards and target instruction as delineated in the Continuous Improvement Model. | Teachers, Administrators      | 8/20/2007  | 6/05/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

Scott Foresman 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

2008 FCAT Science Test Scores  
 District Interim Assessments  
 Teacher Logs  
 Science Fair Rubric

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### **Parental Involvement Statement**

At 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 a small percentage of stakeholders in grades three through five participated FCAT Parent Orientation Workshops during the 2006-2007 school year. Blue Lakes needs to increase parental involvement in academic outreach activities provided by the school. Most parents only communicate with teachers during parent conference nights. Blue Lakes needs to increase the amount of parent-teacher communication during the 2007-2008 school year.

### Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase in school-site activities during the 2007-2008 school year as evidenced by teacher conference and participation logs.

| STRATEGIES   | PERSONS RESPONSIBLE                       | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|--|---|------------|------------|-----------------------|--------|
| Develop participation logs that document parental involvement.   | Administrators                            | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide incentives to students whose classrooms have 100% attendance at school-site activities (Open House, Science Fair Night, etc..).  | Administrators                            | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| 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 | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Host one "Parent Academy" highlighting Reading, Writing, Mathematics, Science, and/or other topics that will strengthen the home-school connection with parents.(National Standard for Parent/Family Involvement Standard III).  | Grade Chairs, Administrators              | 8/20/2007  | 06/05/2008 | Other/ Not Applicable | 0      |
| Provide an in-school resource center for parents. ( National Standard for Parent/Family Involvement Standard II).  | Administrators                            | 08/20/2007 | 06/05/08   | Other/ Not Applicable | 0      |
| Support the School-to-Career Initiative by encouraging parents to participate in Career Week to promote the importance of academic learning in achieving success in the world of work.(National Standard for Parent/Family Involvement Standard VI).   | Administrators, CounselorTeachers         | 08/20/2007 | 12/01/2007 | Other/ Not Applicable | 0      |
| Coordinate a parent conference to discuss the progress of all students targeting those students who are identified as not meeting the district or state performance standards in Reading, Writing, Mathematics and/or Science. (National Standard for Parent/Family Involvement Standard I). | Teachers, Administrators                  | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

### Professional Development

MDCPS Volunteer Program  
How to conduct a successful conference

### Evaluation

Teacher Contact Log  
Participation Logs  
Volunteer Logs

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

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

### **Needs Assessment**

A review of the 2006-2007 disciplinary logs documented 200 incidents of students being referred for disciplinary action by an administrator. The number of referrals will decrease to 150 as evidenced by disciplinary logs during the 2007-2008 school year.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease the number of teacher written referrals for disciplinary action by an administrator to 150 as documented on the 2007-2008 disciplinary logs at Blue Lakes Elementary School as compared to 200 incidences the 2006-2007 disciplinary log.

| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|--|---|------------|------------|-----------------------|--------|
| Provide professional development to instructional staff on the effective implementation of the Student Code of Conduct.                                    | Teachers,<br>Administrators                                 | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Explain the School-wide Disciplinary Plan to students and parents.   | Teachers,<br>Administrators                                 | 8/20/2007  | 6/20/2008  | Other/ Not Applicable | 0      |
| Facilitate Conflict-Resolution discussions by modeling appropriate behavior and language.  | Guidance Counselor,<br>Teachers,<br>Administrators          | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Establish a Safety Committee to support the Student Code of Conduct.   | Grade-Chairs,<br>Guidance Counselor,<br>Assistant Principal | 8/20/2007  | 06/05/2008 | Other/ Not Applicable | 0      |
| Conduct an administrator-led assembly addressing student body to increase good citizenship skills.   | Principal   | 10/11/2007 | 5/30/2008  | Other/ Not Applicable | 0      |
| Encourage good citizenship through the implementation of a "Student of the Month" invitation only assembly at which parents of recipients will be invited. | Classroom Teacher   | 09/6/2007  | 5/30/2008  | Other/ Not Applicable | 0      |
| Select and train P.R.O.U.D. mediators for each classroom.  | Students, Teachers,<br>Guidance Counselor                   | 10/11/2007 | 5/30/2008  | Other/ Not Applicable | 0      |
| The Dare Program will be administered to 5th grade students in order to educate students about the dangers of drugs.                                       | D.A.R.E.<br>OfficerTeacherCounsel<br>or                     | 12/01/07   | 5/30/2008  | Other/ Not Applicable | 0      |

### Research-Based Programs

P.R.O.U.D.  
D.A.R.E.

### Professional Development

Classroom Management Inservice  
Student Code of Conduct

### Evaluation

2007-2008 Disciplinary Log  
SCAM Referral



## Technology Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                          |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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*

|  |   |  |   |   |
|--|---|--|---|---|
| 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"/>   |

### Technology Statement

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

### Needs Assessment

During the 2006-2007 school year 95% of students in grades three through five accessed FCAT Explorer at least once each week for a one hour session during the school day. According to a technology needs assessment survey only 50% of the students log on to FCAT Explorer at home. Teacher, students and parents need the full potential of the FCAT Explorer program.

### Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer with their students as evidence by a student usage log in the classroom and at home.

| STRATEGIES  | PERSONS RESPONSIBLE                             | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|---|---|------------|------------|-----------------------|--------|
| Monitor home logs each semester.  | Grade Chairs                                    | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Develop a technology schedule for grades 3-5 to ensure students have access to FCAT Explorer.                 | Teachers, Media Specialist, Assistant Principal | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Promote FCAT Explorer program through parent communication.   | Teachers, Media Specialist                      | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |
| Coordinate professional development for instructional staff from district/regional resources, as funds allow. | Region Center, Administrators                   | 8/20/2007  | 06/05/2008 | Other/ Not Applicable | 0      |
| Provide workshops for parents on implementation of FCAT Explorer in the home.                                 | Media Specialist                                | 08/20/2007 | 06/05/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

M-DCPS Education portal  
FCAT Explorer

### Professional Development

FCAT Explorer training

### Evaluation

Site-developed logs  
Professional Development Survey  
FCAT Explorer reports

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

### **Health & Physical Fitness Statement**

All students will eat breakfast before beginning daily academic rigors.

### ***Needs Assessment***

On average, approximately 50% of the student population utilizes the free breakfast program. During the week of state-mandated testing for the 2006-2007 school year, the number of school breakfasts served increased by 10%. During the second week of state-mandated testing, the number of school breakfasts served increased by 20%.

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 from 450 to 475 in the number of breakfasts served in 2007-2008 compared to the 2006-2007 school year.

| STRATEGIES  | PERSONS RESPONSIBLE   | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|---|---|------------|------------|-----------------------|--------|
| Establish a recognition program for 100% breakfast participation during state-mandated testing.   | Teachers, Guidance Counselor                                    | 3/1/2008   | 3/30/2008  | Other/ Not Applicable | 0      |
| Establish a Breakfast Club to promote the free breakfast program offered.   | Teachers, Guidance Counselor, Administrators, Cafeteria Manager | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Create a breakfast journal for students to complete during state-mandated test periods.   | Teachers  | 2/01/2008  | 3/30/2008  | Other/ Not Applicable | 0      |
| Promote breakfast with posters, home learning, flyers, and morning announcements.   | Teachers, Media Specialist, Art Teacher                         | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| 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                               | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

Fitness Gram

### Professional Development

Internet Nutrition resources  
MyPyramid.gov  
M-DCPS Dept. of Food and Nutrition

### Evaluation

School Food Service Report  
Journals  
Grade-level Breakfast Logs

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

|   |                          |                                      |                                     |                                     |   |
|---|--------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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 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*

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

### **Electives & Special Areas Statement**

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

### **Needs Assessment**

Blue Lakes Elementary identified that the number of students participating Dade County Youth Fair and local art contests was minimal for the 2006-2007 school year. Students did not have 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 students participating in art programs as evidence by registered participation in various community sponsored exhibits.

| STRATEGIES   | PERSONS RESPONSIBLE                                   | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|--|---|------------|------------|-----------------------|--------|
| 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<br>Teachers<br>Guidance Counselor      | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Invite special area teachers to grade level meetings to provide an opportunity for collaboration.  | Grade Level Chair<br>Persons                          | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Inform students, teachers, and parents of the P.T.A. Reflections program.  | Art Teacher, Music Teacher, Teachers                  | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Provide ample time for students to work on school programs in addition to scheduled-curricular activities.   | Art Teacher<br>Music Teacher<br>World Center Teachers | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Disseminate contest and/or art show opportunities to the appropriate faculty member in a timely manner.  | Administrators  | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

Museum Education Program

### Professional Development

Dade Art Education Association  
Miami Dade County Fair and Exposition Student Exhibits Handbook

### Evaluation

This objective will be evaluated by evidence of registered participation in various community sponsored exhibits.

## Return On Investment Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                          |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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*

|  |   |  |   |   |
|--|---|--|---|---|
| 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"/>   |

### **Return On Investment 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 2004, 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 Return on Investment (ROI) by at least 1%.

| STRATEGIES   | PERSONS RESPONSIBLE                  | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|--|--------------------------------------|------------|------------|-----------------------|--------|
| Collaborate with the district on resources allocation.   | Administration                       | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Become more informed about the use of financial resources in relation to school programs.  | Administration                       | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Administration, PTA                  | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Consider shared use of facilities, partnering with community agencies.   | Administration, PTA                  | 10/11/2007 | 05/30/2008 | Other/ Not Applicable | 0      |
| Utilize school volunteers to work with lowest performing subgroups (Students with Disabilities and Limited English Proficiency).             | Administrators, Teachers, Volunteers | 11/01/2007 | 05/30/2008 | Other/ Not Applicable | 0      |

### Research-Based Programs

State-adopted materials  
DIBELS

### Professional Development

Training in DIBELS  
Training through grade level meetings.

### Evaluation

On the next State of Florida ROI index publication, Blue Lakes Elementary School will show progress toward reaching the 40th percentile.



**EESAC Compliance**

| YES                                 | NO                       |  |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p><b><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></b></p> |

**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 2007 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 2007-2008 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 2007-2008 school year toward 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 technology 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 2007-2008 school year.

**Other Matters of Resource Allocation:**

The EESAC recommends that new Blue Lakes Elementary faculty be trained in the usage of the Miami Dade County Public School grade book.



# School Improvement Plan 2007-2008



## **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 2007-2008 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.

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***Budget Summary***

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| <b>BY GOAL</b>            | <b>TOTAL BUDGET</b> |
|---------------------------|---------------------|
| Reading                   | 0                   |
| Mathematics               | 0                   |
| Writing                   | 0                   |
| Science                   | 0                   |
| Parental Involvement      | 0                   |
| Discipline & Safety       | 0                   |
| Technology                | 0                   |
| Health & Physical Fitness | 0                   |
| Electives & Special Areas | 0                   |
| Return On Investment      | 0                   |
| Total                     | 0                   |



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*