Blue Lakes Elementary School

2021-22 Schoolwide Improvement Plan

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Blue Lakes Elementary School

9250 SW 52ND TER, Miami, FL 33165

http://bluelakesk8.org/

Demographics

Principal: Vilaida Del Rio

Start Date for this Principal: 4/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (59%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Blue Lakes Elementary School

9250 SW 52ND TER, Miami, FL 33165

http://bluelakesk8.org/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our mission to provide a safe learning environment conducive to assisting students in reaching their full potential academically, emotionally, and socially. Blue Lakes Elementary strives to achieve an effective cultural environment for teachers, staff, students, parents, and the community.

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sanchez, Adrian	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students academic and social-emotional needs. Support teachers in planning, delivering, and assessing quality instruction. Assist teachers with classroom strategies that support the learning targets.
	Assistant Principal	Provide curriculum leadership, guidance, planning, and coordination of activities and programs for the school. Assures that data driven instruction is delivered with fidelity and conducts quarterly data chats.
Cuervo, Lourdes	Teacher, K-12	Media Specialist provides resources and collaborates with all instructional staff to facilitate delivery of instruction. in addition, serves as the PD Liaison to enhance professional growth of all instructional staff. As well as contact among all stakeholders.
Pena, Karol	School Counselor	Provide individual counseling and group guidance to assist students cope effectively personal, social, academic, career, and family concerns. Consult with parents, teachers, administrators, and supporting agencies concerning the social emotional, abilities, and needs of students.
Rodriguez, Nagi	Teacher, K-12	Provides direct instruction services related to improving and supporting classroom instruction in Reading/ELA at school. As well, as keeps Reading/ELA teachers abreast of latest educational trends, policies, and procedures.
Martinez, Albert	Teacher, K-12	As a BMT, he provides intervention and instruction to assist at-risk students to develop appropriate behavior, coping skills and social skills. He plans and uses appropriate learning skills, activities, equipment, materials, and behavioral interventions that meet the needs of his students.
Gomez, Denise	Teacher, PreK	Provide tools and resources for children to use and explore during learning and play activities. Establishes and enforces rules of behavior for children in the classrooms and adapts teaching methods and materials to meet the interests and learning styles of children in Pre-K.

Demographic Information

Principal start date
Monday 4/29/2019, Vilaida Del Rio

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
35

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

345

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	38	49	43	45	51	7	11	9	0	0	0	0	291
Attendance below 90 percent	7	3	7	7	3	5	2	3	4	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	1	1	4	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	2	1	5	0	0	0	0	9
Number of students with a substantial reading deficiency	4	7	20	13	5	21	7	10	9	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	0	2	2	0	4	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	0	2	0	2	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	51	46	50	50	57	12	12	9	0	0	0	0	333
Attendance below 90 percent	2	7	7	3	4	8	3	4	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	10	0	4	2	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	1	5	2	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	0	9	0	4	2	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	0	2	0	2	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	63%	61%	61%	62%	60%
ELA Learning Gains				69%	61%	59%	61%	61%	57%
ELA Lowest 25th Percentile				56%	57%	54%	44%	57%	52%
Math Achievement				71%	67%	62%	61%	65%	61%
Math Learning Gains				75%	63%	59%	71%	61%	58%
Math Lowest 25th Percentile				55%	56%	52%	68%	55%	52%
Science Achievement				43%	56%	56%	62%	57%	57%
Social Studies Achievement				73%	80%	78%	42%	79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	60%	10%	58%	12%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-70%				
05	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-80%				
06	2021					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		-61%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-68%				
05	2021					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-89%				
06	2021					
	2019					
Cohort Comparison		-64%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
08	2021					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-48%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady progress monitoring results was used to compile the data below.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.2	54.5	60.0
	Economically Disadvantaged	55.9	45.2	56.3
	Students With Disabilities	25.0	40.0	20.0
	English Language Learners	0.0	0.0	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.6	34.1	40.0
	Economically Disadvantaged	31.3	25.8	28.1
	Students With Disabilities	16.7	30.0	30.0
	English Language Learners	0.0	0.0	0.0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63.6	59.1	75.0
	Economically Disadvantaged	62.9	60.0	74.3
	Students With Disabilities	56.3	50.0	56.3
	English Language Learners	0.0	0.0	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.2	47.7	70.5
	Economically Disadvantaged	45.7	45.7	68.6
	Students With Disabilities	43.8	37.5	50.0
	English Language Learners	0.0	0.0	0.0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.2	68.8	85.4
	Economically Disadvantaged	56.8	70.3	86.5
	Students With Disabilities	26.3	42.1	68.4
	English Language Learners	0.0	0.0	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.5	35.4	64.6
	Economically Disadvantaged	16.2	37.8	59.5
	Students With Disabilities	10.5	31.6	57.9
	English Language Learners	0.0	0.0	0.0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.1	34.1	27.5
	Economically Disadvantaged	30.3	30.3	21.9
	Students With Disabilities	8.3	16.7	9.1
	English Language Learners	0.0	0.0	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.9	28.6	48.8
	Economically Disadvantaged	20.0	23.5	45.7
	Students With Disabilities	13.3	23.1	28.6
	English Language Learners	0.0	0.0	0.0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.8	33.3	40.8
	Economically Disadvantaged	25.0	30.6	33.3
	Students With Disabilities	5.6	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.4	19.6	45.8
	Economically Disadvantaged	11.1	11.1	45.7
	Students With Disabilities	0	5.9	14.3
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	36.0	0
	Economically Disadvantaged	0	43.0	0
	Students With Disabilities	0	18.0	0
	English Language Learners	0	20.0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	40	61	71	39	50	40	19				
ELL	52	60	70	52	48		43				
HSP	54	66	75	50	51	50	48				
FRL	56	73	85	47	49	46	51				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	50	71	66	53	69	48	22	73			
ELL	71	66	59	72	73	56	44				
HSP	68	69	59	70	74	57	41	70			
WHT	69	67		67	71						
FRL	68	68	62	67	71	59	44				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	57	41	40	57	62	23	42			
ELL	62	59	38	60	68	73	55				
HSP	60	61	44	61	71	69	66	36			
WHT	62	56		62	72						
FRL	58	59	38	57	70	69	60				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the FSA 2021 Data Findings: Our ELA Achievement decreased from 68 percent in 2019 to 54 percent in 2021. Our ELA LG decreased by 1 percentage points from 69% in 2019 to 68% in 2021. Our ELA L25 increased by 18 percentage points from 56% in 2019 to 74% in 2021. Most of our SWD students encompass that L25 subgroup. Our Math Achievement decreased from 71 percent in 2019 to 49 percent in 2021. Our Math LG decreased by 25 percentage points from 75 percent in 2019 to 50 percent in 2021. In addition, our Math L25 decreased from 55 percent in 2019 to 44 percent in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring iReady data and the 2021 FSA Assessment; the greatest need for improvement is with our 4th grade students in the area of ELA Language Arts.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that led to the need for improvement in Language Arts was the lack of students' attendance and class engagement. New actions that would need to take place to address this need for improvement are the following; attendance monitoring with fidelity, Weekly Attendance Review Committee, and incentives program to reward students' attendance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to our data components based of progress monitoring through iReady the most improved data analyzed demonstrated a significant increase amongst our Students with Disabilities in the areas of Mathematics and Language Arts.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Several contributing factors were Before and After-school tutoring, targeting students within the lowest 35%, intervention sessions taught with fidelity, and continuous data chats to guide the instruction.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented in order to accelerate learning are as follows; Provide teachers with Professional Development, conduct monthly data chats with teachers to review most recent iReady and district topic exams. Lastly, plan with teachers adjusting instruction and student grouping to meet student needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Professional development opportunities that will be provided at the school to support teachers and leaders are as follows; PD's imbedding STEAM Strategies Across Curriculum, Analyzing Data through Performance Matter, and Differentiated Instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are; Sharing best practices amongst educators, articulation between grade levels to help guide next grade level expectations, Tier II and III Intervention, and After-School tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our first area of focus will be ELA Proficiency since the percentage of students in grades 3rd-5th performing below Proficient Level 3 on the FSA ELA 20-21 shows an increased by 14 percentage points from 46 percent in comparison to the 32 percent in FSA ELA 2019. Data also reflects that the percentage of students kindergarten through grade 2, based on the 20-21 end of progress monitoring data, who are not on track to score level 3 or above on the statewide, standardized grade 3 ELA is 35%.
Measurable Outcome:	Our measurable outcome will be to increase percentage of grades 3rd-5th students scoring Level 3 or above on the 2022 FSA ELA by 5 percentage points.
Monitoring:	The use of differentiated instruction will be monitored by reviewing teachers' lesson plans to ensure instruction is aligned with the developmental needs of the students.
Person responsible for monitoring outcome:	Vilaida Del Rio (vdelrio@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence based strategy of: Differentiated Instruction. The use of Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery based on students' needs.
Rationale for Evidence-based Strategy:	Establishing differentiated instruction will ensure that teachers use a systematic approach to instruction that uses assessments, analysis, and actions to meet students' needs.

Action Steps to Implement

8/31-10/11 - Teachers will create differentiated groups by specific standards.

Person Responsible	Adrian Sanchez (pr0441@dadeschools.net)

8/31-10/11 - Based on the data review, our school will implement our Targeted Element of Differentiated Instruction. Opportunities for deselecting strategies will lead to an enhancement guided instruction. Differentiation based on our findings demonstrated a decrease amongst Language Arts students in the Fourth Grade. We will provide scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency, and successful student learning will increase.

Person Responsible	Nagi Rodriguez (nrod1115@dadeschools.net)

8/31-10/11 - The Leadership Team will conduct quarterly data chats to adjust groups based on current data in real time and follow-up with regular wal-throughs to ensure quality instruction is taking place. In addition, monthly RtI meetings will be conducted to identify students not making adequate progress and not meeting grade level expectations.

Person Responsible	Adrian Sanchez (pr0441@dadeschools.net)

8/31-10/11 - If we successfully implement our Targeted Element of Differentiated Instruction, then monitoring of on-going process will provide guided opportunities for small group instruction and assist in closing the gap of student learning.

Person Responsible   Vilaida Del Rio (vdelrio@dadeschools.net)

11/1-12/21 - In order to identify deficiencies in student's writing skills, our cross-grade level School Wide Writing Initiative Program will continue its implementation and hold sessions to discuss student progress.

Person Responsible   Vilaida Del Rio (vdelrio@dadeschools.net)

11/1-12/21 - A continuation of debriefing and analyzing with teachers will continue on a monthly basis. Utilizing iReady Diagnostic Reports will be essential in guiding the instruction and differentiated student groups.

Person Responsible   Vilaida Del Rio (vdelrio@dadeschools.net)

1/31-4/29 - Instructional staff will include SEL Lessons in their daily instruction, as evidenced during the grade-level planning discussion and on the lesson plans. SEL strategies will be targeted to identify students needing additional emotional support. Students needing additional ELA strategies will be targeted through Intervention. Additional support will also be provided through an Interventionist.

Person Responsible   Karol Pena (kpena4@dadeschools.net)

1/31-4/29 - Using results from iReady data, teachers will identify students who will benefit from intervention in the areas of Language Arts. Students will be offered free After-school tutoring sessions targeting grade level expectations. Interventionist will target specific skills students score below grade level as evidenced by iReady Progress monitoring reports.

Person Responsible   Vilaida Del Rio (vdelrio@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	This area was identified as a critical need due to a decrease in the ELA 2019 iReady.
Measurable Outcome:	If we successfully implement standards-aligned instruction, then 80% of the teachers will be able to develop effective lessons plans that will target standard driven instruction.
Monitoring:	The use of Standards-Aligned Instruction will be monitored through administrative instructional support and Curriculum Council Meetings to ensure quality of instruction.
Person responsible for monitoring outcome:	Vilaida Del Rio (vdelrio@dadeschools.net)
Evidence-based Strategy:	Administration will conduct classroom walk-throughs to ensure that classroom instruction is aligned with the grade level standards.
Rationale for Evidence-based Strategy:	Standards-Aligned Instruction will provide different opportunities for small group instruction that will lead to closing the gab of students' learning and increase student achievement.

Action Steps to Implement

8/31-10/11 - If we successfully implement the Targeted Element of Standards-Aligned Instruction, then collaboration between administration and instructional staff will lead to student learning gains.

Person Responsible	Lourdes Cuervo (lcuervo@dadeschools.net)

8/31-10/11 - Overall data will be shared with stakeholders and areas of in need of improvement will be discussed. Teachers will be asked for their input as to the causes for the deficiencies and begin conversations on how to better address data findings.

Person Responsible	Vilaida Del Rio (vdelrio@dadeschools.net)

8/31-10/11 - The administration and the PLST team will work together to discuss collaborative planning across grade level. Teachers will articulate cross grade level expectations to assist in aligning the instructions across subject areas. In addition, the teams will use the standards and Pacing Guides for all subjects as the framework for their Yearly Plan.

Person Responsible	Adrian Sanchez (pr0441@dadeschools.net)

8/31-10/11 - The administration will monitor the lesson plans and classroom instructions and specifically review standards taught among the grade-levels in accordance to expected outcomes of Pacing Guides.

Person Responsible	Vilaida Del Rio (vdelrio@dadeschools.net)

11/1-12/21 - Continuous walkthroughs and data driven teacher administrative chats will continue in order to target students needing additional intervention. Additional resources will be available to target students needing additional academic assistance.

Person Responsible	Vilaida Del Rio (vdelrio@dadeschools.net)

11/1-12/21 - The administration will collaborate with grade level teachers to discuss best practices using the new intervention series. This will allow for teachers to share what strategies are effective in order to meet the academic needs for students.

| **Person Responsible** | Vilaida Del Rio (vdelrio@dadeschools.net) |

No description entered

| **Person Responsible** | [no one identified] |

1/31-4/29 - Administration will discuss the purpose and importance of collaborative planning, its scheduling per grade level and content areas, and monitor and support through PLST team resources. Administration in collaboration with Instructional Rounds experts will assist in providing necessary resources to teachers in order to reach high possible student achievement.

| **Person Responsible** | Vilaida Del Rio (vdelrio@dadeschools.net) |

1/31-4/29 - Administration will continue to engage instructional staff in regularly scheduled data chats with each grade level to identify students and areas of additional focus and standard-aligned grade level expectations.

| **Person Responsible** | Vilaida Del Rio (vdelrio@dadeschools.net) |

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:	This area was identified as a critical need due to a decrease in our student enrollment for the 2021-2022 school year. In order to attract new students we will implement activities that promote school spirit, pride, and school branding within our community.
Measurable Outcome:	Faculty and staff will make efforts to provide various opportunities for parental involvement throughout the school year. EESAC meetings will be highly publicized to gain community awareness of school's activity and needs. In addition, we will institute evening events to allow flexibility for parental and community involvement. These events will be designed to attract community awareness of programs and events offered at our school in an effort to increase community awareness and increase enrollment by 25% from August 2021 to June 2022.
Monitoring:	Quarterly data collection on student enrollment, parent and student school climate surveys will serve as indicators to promote positive school marketing and branding.
Person responsible for monitoring outcome:	Lourdes Cuervo (lcuervo@dadeschools.net)
Evidence-based Strategy:	Communication through scheduled EESAC meetings with all stakeholders with approved minutes supporting student incentives programs. Sign-in logs from evening community events will be kept on record.
Rationale for Evidence-based Strategy:	The rationale for selecting this Community Involvement strategy is to increase student enrollment at our school.

Action Steps to Implement

8/31-10/11- Based on the data review of our School Climate Survey, we will implement the Targeted Element of Parental/Stakeholder Involvement through EESAC meetings and PTA Meetings. Meetings will be held as needed in accordance with the Blue Lakes Elementary bylaws to provide various opportunities for stakeholders involvement throughout school-year events. In addition, PTA meetings will be held on a monthly basis to promote school culture and encourage parental involvement to support student learning.

Person Responsible   Vilaida Del Rio (vdelrio@dadeschools.net)

8/31-10/11 - If we successfully implement our Targeted Element of Community Involvement, our School Spirit, Pride, and Branding will contribute positively to the overall school culture in which will lead to increased student achievement.

Person Responsible   Karol Pena (kpena4@dadeschools.net)

8/31-10/11 - If we successfully implement the Targeted Element of Community Involvement, our student attendance will improve by 5 percentage points by June, 2022. Monitoring of quality and meaningful instruction and attendance incentives will contribute to improved student outcomes.

Person Responsible   Vilaida Del Rio (vdelrio@dadeschools.net)

8/31-10/11 - If we successfully implement the Targeted Elements of Community Programs, our students will receive various opportunities to participate in extra-curricular activities such as Robotics Club, STEAM

Club, and Broadcasting/Journalism Club. Students will participate in competitions while learning instruction through hands-on STEAM Standards.

Person Responsible Samantha Groover (sgroover@dadeschools.net)

11/1-12/21 - At the end of each quarter, homeroom classes with the highest percentage of Perfect Attendance will be recognized and celebrated.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

11/1-12/21 - Recognize and feature students on the morning announcements for their personal achievements inside and outside of Blue Lakes Elementary. By doing so, this will create and encourage a welcoming and positive school culture. Students are recognized daily when completing their "Super Reader Cape" depicting books read for their individual and grade reading goal.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

1/31-4/29 - Attendance committee will continue to monitor and implement identifying students with 10 or more absences and meet with the parent/guardian to ensure resources are available to bring students into school for learning.

Person Responsible Vilaida Del Rio (vdelrio@dadeschools.net)

1/31-4/29 - Students within our Chess Club will participate in their first Chess Tournament - Chess2Think Initiative South Region Tournament. Our After-school Chess Club members students as well as parents have been invited to discover the benefits of Chess and how it correlates to student focus and achievement.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

#4. Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale:	Based on the data, if teachers and staff are empowered, then the morale and overall faculty and staff performance will positively affect the engagement of instructional staff.
Measurable Outcome:	Teachers will be given the opportunity to apply for grade level/Department Head assignments for the 2021-2022 school year, as well as activity sponsorship.
Monitoring:	Selected teachers will be assigned leadership roles within the grade level and departments. They will participate in curriculum council meetings.
Person responsible for monitoring outcome:	Adrian Sanchez (pr0441@dadeschools.net)
Evidence-based Strategy:	Through shared leadership opportunities will be given to teachers to pursue career enhancements inclusive of supervisory team positions such as Department Head, Grade Level Chairs, and Activity Sponsors.
Rationale for Evidence-based Strategy:	Instructional staff will be motivated to enhance their teaching strategies which will in turn lead to higher student achievement.

Action Steps to Implement

8/31-10/11 - If we successfully implement our Targeted Element of Empowering Teachers and Staff, then the morale and overall faculty and staff performance will positively affect school culture.

Person Responsible	Adrian Sanchez (pr0441@dadeschools.net)

8/31-10/11 - Based on data review of the School Climate Survey, our school will implement the Targeted Element of Teacher and Staff Committees. Through our data review, we noticed the teachers voiced they would like additional opportunities to participate and develop school-wide teacher let committees. Instructional as well as non-instructional staff will head different school-wide events during committees developed for each event. (samples: Hispanic Heritage, Black History Month, Women's Month, etc.)

Person Responsible	Adrian Sanchez (pr0441@dadeschools.net)

8/31-10/11 - The Leadership will work to connect with teachers and provide various opportunities for professional growth. The Leadership Team will plan and provide sessions for teachers to share BEST Practices through learning communities. PLST Team will attend Professional Development to support school-wide instruction.

Person Responsible	Vilaida Del Rio (vdelrio@dadeschools.net)

8/31-10/11 - Based on data review, our teachers feel that implementing additional vertical planning sessions will provide a broader view and understanding of cross grade level expectations. Instructional staff will have the opportunity to share and provide guidance of specific grade level expectations. Subject area teachers will participate in weekly vertical planning sessions.

Person Responsible	Adrian Sanchez (pr0441@dadeschools.net)

11/1-12/21 The School Leadership Team will guide instructional decision making, monitor curriculum implementation, and carry out the school's mission and vision through data gathered from Sustainable Results during the School Improvement Process.

| **Person Responsible** | Vilaida Del Rio (vdelrio@dadeschools.net) |

11/1-12/21 - Employee Wildcat of the Month will continue its implementation in order to empower teachers and staff throughout the 2021-2022 school year. Recipients will be able to nominate the candidates of the following month.

| **Person Responsible** | Adrian Sanchez (pr0441@dadeschools.net) |

1/31-4/29 - Teachers are encouraged to participate in various committees throughout the school year. The administration will continue to recognize teachers for their effort and dedication to our students through Morning Announcements, Wildcat of the Month recognition, Faculty Meetings, and EESAC Meetings.

| **Person Responsible** | Adrian Sanchez (pr0441@dadeschools.net) |

1/31-4/29 - Administration continuously establishes a positive school culture and environment in order to retain high teacher and staff morale. Administration recognizes teachers with outstanding attendance and a faculty as whole on 100% faculty and staff attendance days.

| **Person Responsible** | Adrian Sanchez (pr0441@dadeschools.net) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

At this time, there is no discipline information for Blue Lakes Elementary on the Safe School site. Blue Lakes Elementary continues to participate in incentives programs reviewing conduct grades, counselor referrals, and teacher identification of at-risk learners. The administration team along with teachers, school counselor, and parent request review behavior issues, consistent with tardiness, and /or poor attendance. All students participate in school-wide incentives to improve behavior and attendance challenges. Teachers work in collaboration with our BMT to identify and develop a behavior plan that will construct positive relationships and improve student behavior. As data is analyzed, the administrative team in conjunction with the school counselor develop steps to address issues and assist parents and students that will lead to student success.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Blue Lakes Elementary is committed to build positive culture and environment learning experience for all students, faculty, and the community. Various activities are held throughout the school year at Blue Lakes that assist teachers in learning about students' cultures and building relationships. Grade level meetings with administrators and counselor allows for small group discussions relating to particular students and their needs. In addition, parents are always encouraged to share with the school any pertinent information that may be affecting the child, emotionally and or physically. We are committed to provide Social Emotional needs for all students and teachers. Instructional staff has been trained with District mandates to raise an awareness to the Social Emotional needs of all students. Administrators meet with teachers in an on-going basis to ensure specific strategies are being implemented throughout the curriculum to enhance the support of creating a positive school culture environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Blue Lakes Elementary offers several opportunities and programs in which students feel respected and valued at our school. Students have the opportunities to join programs such as: Buddies - students are assigned buddies and work with them in skills needed as teacher sees fit. Robotics Club - where students have the opportunity to work with their creativity and ingenuity throughout the Scientific Process. Art Club - students are able to express their artistic talents and participate in community based exhibitions. Fairchild Tropical Gardens Challenge - students complete individual as well as class projects to raise awareness to specific themes depicted by the organization. Drama Club - students are able to participate in thespian skills and express themselves on stage . BLK-TV - students have the opportunity to broadcast morning announcements and bring awareness of school and community events to our faculty and staff. School Safety Patrols - students are trained to imply school rules and encourage students within our school to follow school rules to make the school a safer place. All of the programs are led by a teacher/sponsor within our faculty. Meetings are held monthly or as often as necessary to make adjustments to ensure the entire student body feels safe and respected at Blue Lakes Elementary. EESAC meetings are held on a regular basis to ensure stakeholders are abreast with school information and events.