

Miami-Dade County Public Schools

Blue Lakes Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 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	2021-22: A (62%) 2018-19: A (64%) 2017-18: B (59%)
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	N/A

* 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.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>73%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
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.
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.
Karakadze, Mary	Teacher, K-12	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 addition, serves on various committees such as STEAM and Mint lead teacher.
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.
Martinez, Albert	Behavior Specialist	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.

Demographic Information

Principal start date

Monday 4/29/2019, Vilaida Del Rio

Number of teachers with a 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

376

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	66	44	48	47	41	49	6	5	10	0	0	0	0	316
Attendance below 90 percent	13	11	6	8	6	6	0	2	4	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	1	2	0	1	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	0	4	5	0	0	0	0	0	0	0	13

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 9/7/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	62%	55%				68%	63%	61%
ELA Learning Gains	66%						69%	61%	59%
ELA Lowest 25th Percentile	54%						56%	57%	54%
Math Achievement	64%	51%	42%				71%	67%	62%
Math Learning Gains	67%						75%	63%	59%
Math Lowest 25th Percentile	72%						55%	56%	52%
Science Achievement	57%	60%	54%				43%	56%	56%
Social Studies Achievement	50%	68%	59%				73%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	60%	10%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-70%				
05	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-80%				
06	2022					
	2019					
Cohort Comparison		-61%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	67%	1%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-68%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-89%				
06	2022					
	2019					
Cohort Comparison		-64%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-48%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	48	31	49	54	62	32	50			
ELL	58	76		60	76		57				
HSP	62	66	57	63	64	70	57				
FRL	62	68	58	62	72	80	55				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
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	63
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	63

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 and FSAA 2022 Data Findings: Our ELA Achievement increased from 54 percent in 2021 to 62 percent in 2022. Our ELA LG decreased by 2 percentage points from 68% in 2021 to 66% in 2022. Our ELA L25 decreased by 20 percentage points from 74% in 2021 to 54% in 2022. Most of our SWD students encompass that L25 subgroup. Our Math Achievement increased from 49 percent in 2021 to 64 percent in 2022. Our Math LG increased by 17 percentage points from 50 percent in 2021 to 67 percent in 2022. In addition, our Math L25 increased from 44 percent in 2020 to 72 percent in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 FSA and FSAA data, the greatest need for improvement is with our L25 ELA students.

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 2022 state assessments, showed the most improvement?

According to our data components based of progress monitoring of the 2022 State Assessments, the most improved data analyzed demonstrated a significant increase in Math Proficiency from 50 % to 67%, an increase of 17 percentage points.

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

Several contributing factors attributed to the improvement implementation of programs such, 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 , STAR Diagnostic, and district topic exams. In addition, DI will be implemented using fluid small groups based on progress monitoring results.

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, Differentiated Instruction, and PLC's depicting new ELA B.E.S.T. Standards to provide guidance and support for all teachers.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

Based on our 2022 data review, 54% of our ELA Low 25 scored proficiency level of 3 and above. We are focusing on the area of ELA in the Low 25 due to a decrease of 20 percentage points in scores from 74% in 2021 to 54% in 2022. Our school will implement the targeted element of Differentiated Instruction. We selected this area of need based on the ELA FSA L25scores decreasing.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

Our measurable outcome our school plans to achieve is to increase the performance of our L25 students by 5 percentage points.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

As a result of area of this area of focus, the use of differentiated instruction and implementation of multi modal strategies will be implemented in order to monitor and adjust teachers' lesson plans to ensure instruction is aligned with the developmental needs of the students.

**Person
responsible for
monitoring
outcome:**

Adrian Sanchez (pr0441@dadeschools.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

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:
Explain the
rationale for
selecting this
specific
strategy.
Describe the**

Establishing effective teaching that involves differentiated instruction will ensure that teachers use a systematic approach to instruction that uses assessments, analysis, and actions to meet students' needs in order to increase our ELA L25 proficiency on the 2022-2023 assessment by 5 percentage points. Providing different students with different avenues to learning in terms of processing, constructing, or making sense of ideas, and developing teaching materials and assessments measures sot that all students within the classroom can learn effectively, regardless of differences in ability.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 -10/14 - Teachers will create multi modal groups targeting students based on diagnostic performance.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - Based on data review, our school will implement our Targeted Element of Differentiated Instruction and multi modal groups. We will provide scaffolding necessary to target the L25 subgroup to access grade -level content in order make learning gains to move towards proficiency to increase student learning.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - The Leadership Team will conduct frequent data chats to adjust groups based on current data in real time and follow-up with regular walk-throughs to ensure quality instruction is being implemented.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - If we successfully implement our Target Element of ELA, then monitoring and implementation of on-going process will provide opportunities for closing the gap of student learning.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

10/31-12/16 - Analyze AP1 iReady Reading Data to determine specific vocabular needs.

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

10/31-12/6 - Teachers will develop small group intervention groups based on results from byiweekly assessments. Using data, teachers will create specific ELA standard driven instruction to address deficiencies and areas of focus for students.

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

#2. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our 2022 FSAA Data Review, 0% of the 5th grade Access Point (Modified) students scored proficient in the FSAA ELA 2022 in comparison to the 20% that scored proficient in the 2021 FSAA ELA. We selected the area of ELA based on the fact that the FSAA ELA scores for the 5th graders decreased in a 20 percentage points in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiated Instruction targeting the SWD L25 subgroup, then the students with SWD specifically in the modified curriculum that encompass the L25 will close the learning gap of the deficiency in percentage points as shown on the 2023 FSAA data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

As a result of the area of focus, administration will conducting classroom walk-throughs and data chats to ensure that classroom instruction is aligned with the grade level standards .

Person responsible for monitoring outcome:

Adrian Sanchez (pr0441@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The use of Differentiation strategies will be implemented through administrative instructional support including but not limiting to data chats, walk-throughs, and support from ESE Curriculum Support.

Rationale for

Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated instruction will provide different opportunities for small group instruction that will targeting specific standards within the SWD population to achieve student success. Effective curriculum utilization using district and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards, and supplemental resources to support student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - If we successfully implemented strategies using Differentiation, then students will gain optimal opportunities to succeed in their individual student learning.

Person Responsible

Mariela Brito (mbrito26@dadeschools.net)

8/22-10/14 - Collaboration between classroom teachers, administrators, and ESE support personnel will conduct data review of academic and social student performance and provide necessary resources for classroom teachers to utilize and assist students with learning goals.

Person Responsible

Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - The PLST team will collaborate and plan across grade levels with General Education teachers and teachers of SWD to infuse strategies of grade level standards and modify curriculum standards and goals.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - The administration will monitor the lesson plans and classroom instructions and specifically review standards taught among the grade-levels and modify curriculum in accordance to expected outcomes of Pacing Guides and IEP Goals.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

10/31-12/6 - Teachers will conduct periodic data chats with students. Results of assessments will guide the instruction and DI small group instruction will be implemented.

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

10/31-12/6 - In-house Professional Development will be offered to discuss BEST standards.

Person Responsible Lourdes Cuervo (lcuervo@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Community Engagement

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of the School Climate Survey, the rationale for identifying Community Engagement is being targeted to enhance the participation of parents and community stakeholders in order to increase culture and environment at our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Faculty, Staff, EESAC members will make efforts to provide various opportunities for parental involvement throughout the school year. Due to recent COVID restriction, our parents felt isolated from activities. As CDC and District guidelines adjust restrictions, opportunities for parental and community engagement will also be adjusted to open campus for parental/community participation.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

As a result of targeting the area of focus, quarterly data collection on student enrollment, parent and student school climate surveys will serve as indicators to promote positive school to community participation.

Person responsible for monitoring outcome:

Lourdes Cuervo (lcuervo@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting Community Engagement is based on the Parent School Climate Survey indicators and use the data collected to increase participation from the community. Enhancing development and tapping into individual strengths by identifying members and promoting an on-going communication to reach goals.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - Based on the data collected and analyzed from the Parent School Climate Survey, we will implement participation opportunities throughout the school year for parents/community stakeholders to participate.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - Based on feedback from the Parent School Climate Survey, we will implement opportunities for parent/community participation through EESAC meetings, monthly PTA Meetings, and events scheduled with flexible schedule for parents to attend.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - If we successfully implement the target elements of Community Engagement, our students will have to opportunity to participate in extra-curricular activities such as Robotics Club, STEAM Club, Broadcasting/Journalist Club allowing for more community involved events.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - Our goal is to successfully implement the target element of Community Engagement and increase parental/community involvement to be reflected on the 2022-23 Parent School Climate Survey.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

10/31-12/6 - Staff will plan to communicate with stakeholders and promote family engagement programs. We will invite key members of the community to be part of leadership team meetings through EESAC, PTA, and PLST. Their valued input will be use to guide additional activities to promote our school culture.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

10/31-12/6 - School -wide STEAM night will be hosted for parents, students, and the community. STEAM showcases and activities will be implemented to promote a positive school culture environment. In addition, RED Ribbon Campaign will promote positive school culture throughout a number of school events.

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

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale for identifying Specific Teacher Feedback/Walkthroughs as a critical need was based on a Teacher Feedback Survey conducted by administration and the Staff School Climate Survey completed at the end of the school year. Empowering teachers and staff will provide support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on measurable outcomes Teachers will be given the opportunity to apply for grade level/Department Head assignments for the 2022-2023 school year. Selected instructional staff will be assigned leadership roles to participate in-house implementation for improving teacher morale and student success.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

As a result of the area of focus, in order to meet the targeted element of Specific Teacher Feedback/Walkthroughs, administration will conduct in-house instructional rounds and conduct meetings sharing findings of walkthroughs. Dialogue for discussion and constructive criticism will lead to collaboration of teacher/administrator feedback. Teachers in leadership roles will implement in best practices sharing talks across grade level.

Person responsible for monitoring outcome:

Adrian Sanchez (pr0441@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Implementation of shared leadership opportunities will allow 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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting the targeted element of Specific Teacher Feedback/Walkthroughs is to encourage Instructional staff to enhance their teaching strategies which will in turn lead to expert training in their subject matter and lead to higher student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - If we successfully implement the target element of Specific Teacher Feedback/Walkthroughs, then the morale and motivation of teacher performance will positively affect the overall school culture and environment.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - Based on data review of the Staff School Climate Survey, our school will implement various opportunities for teachers to provide feedback of resources they feel they need for complete instructional support.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - Based on data review of the School Climate Survey, our school will implement the Targeted element of Specific Teacher Feedback/ Walkthroughs teachers will participate in data review and school-wide teacher let committees.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

8/22-10/14 - Based on Teacher Feedback from the Staff School Climate Survey, the PLST along with expert teacher leaders will provide PLC's and share best practices to provide support for those teachers needing support.

Person Responsible Lourdes Cuervo (lcuervo@dadeschools.net)

10/31-12/6 - Continouse development of committees for teachers to take active roles and promote teacher participation and involment.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

10/31-12/6 - Administration will conduct periodic data chats, to ensure teachers' feedback and positive progress is taking place.

Person Responsible Adrian Sanchez (pr0441@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Blue Lakes Elementary strives to promote strengths within School Culture are correlated to the Framework for Effective School Culture. These areas include Relationships, Engaging Learning Environment, Support, Care, and Connections, Physical and Emotional Safety, and Clearly Defined Expectations. Our school creates multiple experiences throughout the school year to engage parents and families. Our Community Involvement Specialist communicates with families offering information and resources to support students. Our teachers have created an environment to engage students, provide ongoing communication and engagement of families, and establish a safe and nurturing learning environment inclusive of positive rules. The administration provides opportunities for Team-Building and Celebrations to ensure our school staff is supported.

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

Blue Lakes Elementary 's EESAC meets with stakeholders involved in building a positive school culture and environment are the Principal, the Assistant Principal, Reading Liaison, Mathematics Liaison, Science Liaison, S.T.E.A.M. Liaison, Teacher Leaders/PLST Team, and the Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to any stakeholders' concerns. The Assistant Principal assists in ensuring all information and data shared with all stakeholders. Teacher Leaders and Curriculum Liaisons provide updates, strategies, and feedbacks that will impact all stakeholders.