

Miami-Dade County Public Schools

Blue Lakes Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Blue Lakes Elementary School

9250 SW 52ND TER, Miami, FL 33165

<http://bluelakesk8.org/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Del Rio, Vilaida	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.
Ferrer, Silvia	Assistant Principal	The Assistant Principal works alongside the school Principal to promote a positive caring environment, communicate effectively with students and staff, and coordinate curriculum to ensure that student needs, both academically and socially, are being met.
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	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.
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.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Principal and Assistant Principal will collect and analyze that previous year's data in order to target and create the goals for the 2023-2024 School Improvement Plan. The three Instructional Practices and one Cultural/Environment targets are then consulted with teachers. Once the designated practices have been decided on, the Administrative Team and select teachers develop the action plan and steps to attain the goal. The SIP-at-a-glance is then shared at the Faculty meeting for further input. The SIP is

lastly discussed and decided on with the help of parents and students through our school's EESAC meeting. Once collaborated and approved by all stakeholders, the SIP is submitted.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is monitored on a weekly basis through planning, administrative targeted walk-throughs, and data analysis. The Administrative Team meet weekly to discuss output, share data, and adjust plans. The plan is revised at the beginning of each grading period in order to develop further action steps to ensure that the SIP is impacting student achievement. The revised action steps on the SIP-at-a-glance are shared with the staff during a faculty meeting and then further shared, discussed, and approved by our EESAC Committee.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	10	4	4	7	5	6	0	1	3	40	
One or more suspensions	0	0	0	1	0	4	0	0	0	5	
Course failure in English Language Arts (ELA)	0	1	4	0	0	1	0	0	0	6	
Course failure in Math	0	5	2	1	0	0	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	0	7	3	0	0	0	10	
Level 1 on statewide Math assessment	0	0	0	0	6	3	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	6	4	8	15	26	6	5	7	93	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	2	7	11	0	0	0	24

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	13	11	6	8	6	6	0	2	4	56	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	0	0	1	0	0	0	2	
Course failure in Math	0	1	2	0	1	0	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	0	3	7	0	0	0	10	
Level 1 on statewide Math assessment	0	0	0	0	4	7	0	0	0	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	0	4	5	0	0	0	13

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	13	11	6	8	6	6	0	2	4	56	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	0	0	1	0	0	0	2	
Course failure in Math	0	1	2	0	1	0	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	0	3	7	0	0	0	10	
Level 1 on statewide Math assessment	0	0	0	0	4	7	0	0	0	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	0	4	5	0	0	0	13

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	61	53	62	62	55	54		
ELA Learning Gains				66			68		
ELA Lowest 25th Percentile				54			74		
Math Achievement*	64	63	55	64	51	42	49		
Math Learning Gains				67			50		
Math Lowest 25th Percentile				72			44		
Science Achievement*	46	56	52	57	60	54	47		
Social Studies Achievement*		77	68	50	68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	63	62	55	63	75	70	57		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	65			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	65			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				
FRL	65			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			64			46					63
SWD	50			48			37				5	46
ELL	62			71			50				5	63
AMI												
ASN												
BLK												
HSP	62			66			46				5	67
MUL												
PAC												
WHT												
FRL	56			57			48				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	62	66	54	64	67	72	57	50				63
SWD	42	48	31	49	54	62	32	50				30
ELL	58	76		60	76		57					63
AMI												
ASN												
BLK												
HSP	62	66	57	63	64	70	57					67
MUL												
PAC												
WHT												
FRL	62	68	58	62	72	80	55					64

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	68	74	49	50	44	47					57
SWD	40	61	71	39	50	40	19					63
ELL	52	60	70	52	48		43					57
AMI												
ASN												
BLK												
HSP	54	66	75	50	51	50	48					58
MUL												
PAC												
WHT												
FRL	56	73	85	47	49	46	51					57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	56%	-9%	54%	-7%
04	2023 - Spring	67%	58%	9%	58%	9%
03	2023 - Spring	66%	52%	14%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	63%	8%	59%	12%
04	2023 - Spring	77%	64%	13%	61%	16%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	50%	-11%	51%	-12%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area that showed the lowest data component was 5th grade math. Based on data retrieved from FAST PM3, 51% of 5th grade students were proficient. Though students received explicit, targeted instruction, the contributing factor revealed that continued weakness in algebraic reasoning contributed to this performance.

The area that showed the lowest data component was 5th grade reading. Based on data retrieved from FAST PM3, 51 % of 5th grade students were proficient. Students received explicit, targeted small group instruction, however had difficulty with analyzing text.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The area that showed the greatest decline was 5th grade science. Based on the data retrieved from the Science State Assessment, 41% of 5th grade students were proficient. Though students received explicit, targeted instruction, the contributing factor revealed lack of small group instruction and hands-on labs/activities.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the most significant gap compared to the state average was 5th grade reading. According to the data from PM3, the state had a scale score average of 320 and a proficiency of 54%. In contrast, the 5th grade students at this elementary school yielded a proficiency of 51%, a 3 point difference. The primary factor contributing to this gap is students' inability to fully meet the needs of the benchmarks of Reading Informational Text and Reading Across Genres and Vocabulary.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was 4th grade math, scoring 29 percentage points over the state average. The teachers and staff at Blue Lakes Elementary ensured that student math deficiencies were targeted through math DI, small group instruction, use of manipulatives, and before school tutoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A potential area of concern is 5th grade Science. The 2022 Science FCAT score for 5th grade was a proficiency of 46% compared to 57% proficiency during the 2021-2022 school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priority in Reading for the 2023-2024 school year will be ensuring that Benchmark-aligned instruction is being taught across all grade levels. A focus on collaborative planning will be used to target this area.

The highest priority for math for the 2023-2024 school year will be support with multi-step word problems for all students in 3rd-5th grades.

The highest priority in science for the 2023-2024 school year will be the implementation of hands-on activities and science labs.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will implement the Targeted Area of Parental Involvement. Through our data review, we noticed that a majority of teachers would like to increase parental involvement 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.

If we successfully implement the Targeted Element of Parental Involvement through PTA meetings Open House, and after-school educational parent/student activities, we will be able to sustain student enrollment and increase parent involvement and engagement by 5 percentage points by the release of the 2023-2024 School Climate Survey.

Monitoring:

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

Administration and teachers will work together to promote the school through parent communication platforms and social media. Parents will be invited to attend in-house parent/student activities that promote learning and valuable parent/teacher connections.

Person responsible for monitoring outcome:

Vilaida Del Rio (vdelrio@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Parent Involvement, we will focus on the evidenced-based strategy of: Family Engagement. Through the use of activities and parental engagement opportunities, we will continue to build collaborative relationships with families that will reinforce family involvement and maintain a strong interactive relationship that help families in supporting their student academic growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Family Engagement will integrate home and school life for students across grade levels and assist in closing achievement gaps for various groups of students as evidenced in student learning goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Parents will be invited to Blue Lakes Elementary Meet and Greet on August 16. Parents and students will be able to meet the Leadership team and teachers. Parents will also be able to sign-up for the PTA, Classroom Parent, and learn about upcoming parent and family engagement activities. -August 16, 2023

Person Responsible: Silvia Ferrer (sferrer@dadeschools.net)

By When: August 14 - September 29, 2023

The Parent Teacher Association at Blue Lakes Elementary will hold its first meeting. As a result of this meeting, parents will be informed of upcoming parent/student events and after-school activities such as Open House.

Person Responsible: Lourdes Cuervo (lcuervo@dadeschools.net)

By When: August 14-September 29, 2023

During the 2023-2024 Open House, parents will have the opportunity to meet their child's teacher. Parents will learn about classroom expectations and best practices to help their child learn throughout the school year. Room Parents for each homeroom will also be established.

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

By When: August 14-September 29, 2023

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 3rd-5th grade students attending Blue Lakes Elementary demonstrated 61% proficiency in ELA, 61% proficiency in MATH, and 46% proficiency in the science statewide Assessment; as compared to 62% proficiency in ELA, 64% proficiency in math, and 57% proficiency in science during the 2021-2022 school year. Based on the data and the identified contributing factors of decreased proficiency scores based on trend data and analysis, we will implement the targeted element of Differentiated Instruction (DI).

Measurable Outcome:

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

With the implementation of Differentiated Instruction, the 3rd – 5th grade ELA, Math and Science scores will increase by a minimum of 5 percentage points. Administration and grade level chairs will provide PDs and Best Practices for staff on effective DI strategies and identify the targeted groups to increase proficiency by June 10, 2024.

Monitoring:

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

Administrators and Teachers will conduct data chats and adjust groups based on current data, and follow-up with targeted walkthroughs to ensure quality instruction is taking place. Data Analysis of assessments of students will be reviewed monthly to monitor progress.

Person responsible for monitoring outcome:

Vilaida Del Rio (vdelrio@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. This systematic approach of instruction uses assessment, analysis, and actions to meet the individual needs of the students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction will ensure that teachers are use relevant aligned data to plan lessons that are developed for student needs. Teachers will adjust lessons, instruction, and delivery throughout the year based on on-going progress monitoring data. This will be monitored through on-going data chats and student assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will be trained/refreshed on the expectations and usage of data within Differentiated Instruction to ensure proper instruction and implementation. Best Practices will be shared among teachers during planning.

Person Responsible: Lourdes Cuervo (lcuervo@dadeschools.net)

By When: August 14- September 29, 2023

Administrators, grade-level chairs, and teachers will analyze student performance on topic assessments, bi-weekly's, PM3 (2022-2023), iReady (AP1), and FAST Progress Monitoring (PM1) to ensure Differentiated Instruction is based on individualized student needs and targets learning gaps.

Person Responsible: Silvia Ferrer (sferrer@dadeschools.net)

By When: August 14-September 29, 2023

Administration will conduct weekly walkthroughs during DI to monitor implementation and ensure that data chats have been conducted, data tracking is evident in, and quality of instruction is evident in the classroom and lesson plans.

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

By When: August 14-September 29, 2023

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 3rd-5th grade students attending Blue Lakes Elementary demonstrated 61% proficiency in ELA, 61% proficiency in MATH, and 46% proficiency in the science statewide Assessment; as compared to 62% proficiency in ELA, 64% proficiency in math, and 57% proficiency in science during the 2021-2022 school year. Based on the data and the identified contributing factors of decreased proficiency scores based on trend data and analysis, we will implement the targeted element of Benchmark-Aligned Instruction.

Measurable Outcome:

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

With the implementation of Benchmark-Aligned Instruction, the 3rd – 5th grade Math scores will increase by a minimum of 5 percentage points. Administration and grade level chairs will provide PDs and Best Practices for staff on Benchmark-Aligned Instruction and identify the targeted groups to increase proficiency by June 10, 2024.

Monitoring:

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

Within the Targeted Element of Benchmark-Aligned Instruction, our school will monitor student learning through the use of Topic Assessments FAST PM1 and PM2, and iReady AP1 Diagnostics. Administration and teachers will conduct quarterly data chats, adjust student groups and goals based on findings, and follow-up during planning.

Person responsible for monitoring outcome:

Vilaida Del Rio (vdelrio@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Benchmark-Aligned Instruction, our school will focus on the evidence-based strategy of: Effective Questioning/Response Technique. Effective Questioning/Response Technique develops critical thinkers. This will be monitored through the use of Topic Assessments and district/state assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective Questioning will lead to better analysis and synthesis of information.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will be refreshed on Benchmark Aligned Instruction and Effective Questioning techniques Best Practices during the mandatory Professional Development Day. -August 14- September 29, 2023

Person Responsible: Lourdes Cuervo (lcuervo@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will incorporate Effective Questioning techniques as evident in their lesson plans and classroom activities.

Person Responsible: Silvia Ferrer (sferrer@dadeschools.net)

By When: August 14 - September 29, 2023

Administration will conduct weekly walkthroughs during classroom instruction to monitor implementation of Benchmark-Aligned Instruction and effective questioning techniques are evident in the classroom and lesson plans.

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

By When: August 14 - September 29, 2023

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Statewide Assessment, 46% of 5th grade students were proficient in science during the 2022-2023 Science Assessment. This was a 11% decrease from the 2021-2022 school year. Based on the data and the identified contributing factors of decreased proficiency scores based on trend data and analysis, we will implement the targeted element of Student Engagement.

Measurable Outcome:

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

If we successfully implement Student Engagement activities within lesson plans and hands-on student activities, then our overall science proficiency will increase by a minimum of percentage points as evidenced by the 2023-2024 State Assessments.

Monitoring:

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

Within the Targeted Element of Student Engagement, our school will monitor student learning through the use ongoing Progress Monitoring of science topic assessments and completion of science labs/hands-on activities. Administrators will conduct quarterly data chats, implement monthly student engagement strategies and goals based on findings, and follow-up during planning.

Person responsible for monitoring outcome:

Vilaida Del Rio (vdelrio@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted of Student Engagement, our school will focus on the evidence-based strategy of: Collaborative Learning Strategies. Collaborative Learning Strategies assist students by bringing them together to learn from one another and collaborate on projects that will lead to improvements in understanding and meaning. This will be monitored through the use of Topic Assessments and science labs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative Learning Strategies will ensure that students collaborate amongst each other and will promote learning and student understanding.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

During planning, teachers will be exposed to best practices to prepare student lessons centered on student engagement activities and strategies that will result in increased science knowledge.

Person Responsible: Silvia Ferrer (sferrer@dadeschools.net)

By When: August 14-September 29, 2023

Teachers will incorporate hands-on activities and labs in their science lessons.

Person Responsible: Emily Fuentes (efuentes@dadeschools.net)

By When: August 14-September 29, 2023

Administrators will conduct targeted walk-throughs to ensure that student engagement is evident in lessons and student work.

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

By When: August 14-September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Blue Lakes Elementary school students in Kindergarten - 2nd grade primary will focus on Academic Vocabulary across all subject areas with a through the use of interactive word walls. Students that a versed in strong vocabulary become stronger readers. Informational text can be analyzed and further studied. Interactive word walls create rich print environments and provide students with visual cues of the vocabulary word they are learning.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Blue Lakes Elementary students in grades 3-5 will focus on Academic Vocabulary across all subject areas through the implementation and use of interactive vocabulary journals. Interactive journals teach students to organize their learning and analyze thoughts. They can also be used as a guide across content areas and for individual study.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Blue Lakes Elementary school students in Kindergarten - 2nd grade primary will focus on Academic Vocabulary across all subject areas with a through the use of interactive word walls. Students in KG-2nd Grade will show an improvement of 5% as evident in the STAR Literacy/Reading Assessment.

Grades 3-5 Measurable Outcomes

Blue Lakes Elementary students in grades 3-5 will focus on Academic Vocabulary across all subject areas through the implementation and use of interactive vocabulary journals. Students in 3rd -5th grade will show an increase of 5% as evident in the FAST Reading and Math assessment, as well as the Science FCAT,

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Academic Vocabulary instruction will be monitored through the use of interactive words wall (Kg-2nd) and the Interactive Vocabulary Journals. This will be evidenced through lesson plans, journal feedback, and targeted walk-throughs by the administration.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Del Rio, Vilaida, vdelrio@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Academic Vocabulary Instruction is important to build vocabulary for all students. Academic Vocabulary can be implemented across all subject areas as well as student special areas, art, music, and physical education. Vocabulary knowledge will help students engage with text and progress towards better reading comprehension, text analysis, and understanding. The Instructional practice of Academic Vocabulary Instruction aligns to the B.E.S.T. ELA standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Academic Vocabulary Instruction was chosen because research proves that vocabulary taught in isolation does not fully benefit the learner. Academic Vocabulary incorporated across all subject areas and grade levels will expose students to vocabulary words in context. Vocabulary instruction improves student text comprehension and develops successful readers.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
During the Professional Development day held on August 14, teachers will be exposed to Vocabulary Best Practices and strategies in Interactive Word Walls (KG-2nd); and Interactive Vocabulary Journals (3rd-5th). -August 14 - September 29, 2023	Cuervo, Lourdes, lcuervopou@dadeschools.net
Teachers will incorporate Academic Vocabulary Activities in their lessons as evident in their lesson plans. -August 14 - September 29, 2023	Rodriguez, Nagi, nrod1115@dadeschools.net
The Administrators at Blue Lakes Elementary will complete targeted classroom walk-throughs looking for Academic Vocabulary activities in lesson plans, interactive word walls (KG-2nd) and Interactive Academic Journals (3rd-5th). -August 14 - September 29, 2023	Del Rio, Vilaida, vdelrio@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00

3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes