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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Vilaida Del Rio

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Silvia Ferrer

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Nagi Rodriguez

Position Title

Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Mariela Brito

Position Title

Program Specialist

Job Duties and Responsibilities

Program Specialist provides resources and collaborates with all instructional staff to facilitate delivery of instruction for our Special Needs students. In addition, she serves as the Lead Mentor and is a integral part of the leadership Team.

Leadership Team Member #5

Employee's Name

Elizabeth Espinel

Position Title

Teacher

Job Duties and Responsibilities

Provides direct instruction services related to improving and supporting classroom instruction in

Mathematics at school. As well, as keeps Math teachers abreast of latest educational trends, policies, and procedures.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 2024-2025 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	95.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	5	7	1	3	1	0	0	1	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	5	1	0	0	0	0	0	6
Course failure in Math	0	0	2	1	2	3	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	2	4	4	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-6.053, F.A.C. (only applies to grades K-3)	0	4	25	10						39
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	6	1	3					12

Current Year 2024-25

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	0	14	3	5	7	0	0	1	30

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	2	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last 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 school days	10	4	4	7	5	6		1	3	40
One or more suspensions				1		4				5
Course failure in ELA		1	4			1				6
Course failure in Math		5	2	1						8
Level 1 on statewide ELA assessment					7	3				10
Level 1 on statewide Math assessment					6	3				9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	6	4	8						93

Prior Year (2023-24) As Last Reported (pre-populated)

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		2	2	2	7	11				24

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	2			3					9
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	69	65	58	62	61	53	62	62	55
ELA Grade 3 Achievement **	58	63	59	72	58	56			
ELA Learning Gains	65	64	59				66		
ELA Learning Gains Lowest 25%	63	58	54				54		
Math Achievement *	76	68	59	64	63	55	64	51	42
Math Learning Gains	60	66	61				67		
Math Learning Gains Lowest 25%	44	63	56				72		
Science Achievement *	72	60	54	46	56	52	57	60	54
Social Studies Achievement *	79	72	72		77	68	50	68	59
Graduation Rate	78	71	71		76	74		53	50
Middle School Acceleration	77	71	71		75	70		61	51
College and Career Readiness	76	54	54		73	53		78	70
ELP Progress	83	64	59	65	62	55	63	75	70

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	61%	62%	55%		64%	60%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	58%	No		
English Language Learners	69%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	66%	No		

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%
Students With Disabilities	45%	No		
English Language Learners	65%	No		
Hispanic Students	63%	No		

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%
Economically Disadvantaged Students	58%	No		

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%
Students With Disabilities	44%	No		

English Language Learners	65%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	63%	No		
Multiracial Students				

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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	65%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	69%	58%	65%	63%	76%	60%	44%	72%					83%
Students With Disabilities	54%		53%		67%	47%							69%
English Language Learners	65%	54%	66%	70%	81%	69%		60%					83%
Hispanic Students	70%	59%	66%	67%	79%	63%	50%	72%					84%
Economically Disadvantaged Students	63%	48%	66%	80%	70%	59%							78%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	72%			64%			46%					65%
Students With Disabilities	50%	42%			48%			37%					46%
English Language Learners	62%	79%			71%			50%					63%
Hispanic Students	62%	73%			66%			46%					67%
Economically Disadvantaged Students	56%	68%			57%			48%					60%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	42%		48%	31%	49%	54%	62%	32%	50%				30%
English Language Learners	58%		76%		60%	76%		57%					63%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	62%		66%	57%	63%	64%	70%	57%					67%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	62%		68%	58%	62%	72%	80%	55%					64%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	53%	56%	-3%	55%	-2%
Ela	4	74%	55%	19%	53%	21%
Ela	5	58%	56%	2%	55%	3%
Math	3	74%	65%	9%	60%	14%
Math	4	67%	62%	5%	58%	9%
Math	5	74%	59%	15%	56%	18%
Science	5	66%	53%	13%	53%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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 ELA, scoring 19 percentage points over the state average. The teachers and staff at Blue Lakes Elementary ensured that student Reading and processing deficiencies were targeted through DI, small group instruction, use of data driven decision making and instruction, and after-school tutoring.

Lowest Performance

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 3rd grade ELA. Based on data retrieved from FAST PM3, 53% of 3rd grade students were proficient, a deficit of 3% as compared to the district. Though students received explicit, targeted small-group instruction, the contributing factor revealed that student continue to struggle with fluency and processing skills.

Greatest Decline

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 3rd ELA. Based on the data retrieved from the from FAST PM3, 53% of 3rd grade students were proficient a decline of 2%. Though students received explicit, targeted date driven instruction, the contributing factor revealed that students continue to struggle with fluency which then affects their processing skills.

Greatest Gap

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 3rd grade reading. According to the data from PM3, the state had a proficiency percentage of 55%. In contrast, the 3rd grade students at Blue Lakes Elementary School yielded a proficiency of 53%, a 2 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. Fluency also contributes as a key factor.

EWS Areas of Concern

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

A potential area of concern is 5th grade ELA. According to the data from PM3, 58% of students were proficient. That is only 3% above the state average.

Highest Priorities

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

The highest priority in Reading for the 2024-2025 school year will be ensuring that data-driven instruction, data-driven decision making, and intervention is being implemented across all grade levels.

The highest priority for math for the 2024-2025 school year will be support with multi-step word problems and mathematical reasoning throughout all grade levels.

The highest priority in science for the 2024-2025 school year will be to continue the implementation of hands-on activities and science labs throughout all grade levels.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, 3rd-5th grade students attending Blue Lakes Elementary demonstrated 61.6% proficiency in ELA, 71.6% proficiency in Math, and 70.5% in the Science Statewide Assessment; as compared to 61% proficiency in ELA, 61% proficiency in MATH, and 46% proficiency in the science statewide Assessment for the 2022-2023 school year. Based on the data and the fact that students continue to struggle with fluency and processing skills, students only demonstrated a 6% increase in ELA proficiency scores. Blue Lakes Elementary School, we will implement the targeted element of Intervention through Reading Horizon Intervention.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the the Evidence-Based strategy of Intervention across all grade levels, the KG-5th grade ELA scores will increase by a minimum of 6 percentage points as evidenced by the 2025 F.A.S.T. PM3. Administration and grade level chairs will provide PDs and Best Practices for staff on Reading Horizons Intervention (Discovery KG-3rd) and (Element 4th-5th) and identify the targeted groups to increase proficiency by June 5, 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Within the Targeted Element of Intervention, our school will monitor student learning through the use of Reading Horizon Intervention (Discovery KG-3rd) and (Element 4th-5th) Diagnostic Growth, Spelling and Word Recognition Assessment, lessons, program usage, Skill Checks, and chapter tests. The implementation of Reading Horizon Intervention will improve students fluency, thus assisting students in their reading comprehension. Administration and teachers will conduct quarterly

data chats, adjust student groups and goals based on findings, and follow-up during planning. Administration will monitor fidelity of program through targeted walk-throughs.

Person responsible for monitoring outcome

Silvia Ferrer, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intervention is a strategy used to teach a new skill, target a skill that a student is struggling in, build fluency in a skill, or encourage a child to apply the skill earned across all subject levels and areas.

Rationale:

The evidence-based strategy of Intervention was chosen as it addresses students' individual needs. Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide professional learning for teachers across all grade levels on effectively implementing Reading Horizons Intervention (Discovery KG-3rd) and (Elevate 4th-5th).

Person Monitoring:

Silvia Ferrer

By When/Frequency:

August 13, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning for Reading Horizon Intervention (Discovery KG-3rd) and (Elevate 4th-5th) will be conducted at Blue Lakes Elementary School through Office of Professional Development virtual training for all teachers across all subject areas and grade-levels. As a result, teachers will have a deeper understanding of the Reading Horizon Intervention Program.

Action Step #2

Reading Horizons Intervention (Discovery KG-3rd) and (Elevate 4th-5th) will be evident in teacher lesson plans and in classroom activities.

Person Monitoring:

By When/Frequency:

Silvia Ferrer

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement Reading Horizons Intervention (Discovery KG-3rd) and (Elevate 4th-5th) daily and will be evident in their lesson plans and classroom activities. As a result, teachers will develop explicit lesson plans for intervention.

Action Step #3

Targeted Walk-throughs by the Administration

Person Monitoring:

Vilaida Del Rio, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administrative Team will conduct weekly targeted walk-throughs to ensure that Reading Horizons Intervention is being used with fidelity. As a result, Administration can provide additional support to teachers.

Action Step #4

Reading Horizons Visit

Person Monitoring:

Silvia Ferrer, Assistant Principal

By When/Frequency:

November 6, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Blue Lakes Elementary School will be hosting a Reading Horizons visit from the ELA Department. Personnel will further assist teachers with strategies and implementation best practices to enhance the intervention program within the classroom. As a result, teachers will continue to grow in their knowledge and practice of the Reading Horizons program and assist in closing student reading gaps.

Action Step #5

Administrative Target Walk-Throughs

Person Monitoring:

Vilaida Del Rio, Principal

By When/Frequency:

November 6 - January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administrative Team and Reading Chair will conduct weekly targeted walk-throughs to continue to monitor the fidelity of the implementation of the Reading Horizons Intervention. As a result, Administration can provide added support.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, 3rd-5th grade students attending Blue Lakes Elementary demonstrated 61.6% proficiency in ELA, 71.6% proficiency in Math, and 70.5% in the Science Statewide Assessment; as compared to 61% proficiency in ELA, 61% proficiency in MATH, and 46% proficiency in the science statewide Assessment for the 2022-2023 school year. Even though our proficiency increased, we did not meet our school goal due to an influx of ELL and ESE students. Based on the data and the identified contributing factors, we will implement the targeted element of Small group instruction through the use of Data Driven Decision Making,

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Data-Driven Decision Making through small group instruction, our overall school proficiency score in ELA and Math will increase by a minimum of 5 percentage points. As a result, students wiAdministration and grade level chairs will provide PDs and Best Practices for staff on Data, complete Data Chats, and identify the targeted groups to increase proficiency by June 5, 2025 as evidenced by the 2025 F.A.S.T. PM3 .

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Within the Targeted Element of Data-Driven Decision Making for small-group instruction, our school will monitor student learning through the use of AP1, PM1-PM3, Topic Assessments, and Bi-Weeklys. With this implementation of small-group instruction, student learning will be targeted at an individual level thus further closing the learning gap in all subject areas. Administration and teachers will conduct quarterly data chats, teachers and students will conduct monthly data chats, adjust student groups and goals based on findings, and follow-up during planning. Administration will monitor fidelity of program through targeted walk-throughs.

Person responsible for monitoring outcome

Vilaida Del Rio, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, student groups, and differentiated instruction.

Rationale:

The evidence-based strategy of Data-Driven Decision Making was chosen as it addresses decisions based on students' individual needs. Data-Driven Decision Making is a strategy used to create learning groups, adjust lessons, and differentiate instruction.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide teachers an opportunity to learn best practices on data driven decision making.

Person Monitoring:

Silvia Ferrer

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be refreshed and shown best practices when it pertains to gathering and using data from multiple platforms (IReady, FAST, Renaissance, Topic Assessments, etc..) to target student instruction and learning in small group settings. As a result, teachers will create a data binder with individual student information.

Action Step #2

Data Driven decision making will be evident in lesson plans and instruction.

Person Monitoring:

Silvia Ferrer

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and teachers will use data gathered from various student assessments to target student deficiencies and close learning gaps across all grade levels. As a result, teachers will develop targeted lesson plans for small group instruction.

Action Step #3

Targeted walk-throughs completed by Administration.

Person Monitoring:

Vilaida Del Rio

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will complete targeted weekly walk-throughs to ensure that data is being used to determine student learning strategies. As a result, administration can provide additional support to teachers.

Action Step #4

Student Data Chats

Person Monitoring:

Silvia Ferrer

By When/Frequency:

October 14 - January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and students will conduct data chats to discuss data from PM1 and AP1. Teachers and students will set a goals and come with strategies that will assist in goal attainment. As a result, students will take ownership of their learning and further close their learning gap.

IV. Positive Culture and Environment**Area of Focus #1**

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 School Climate Survey, 36% percent of teachers strongly agree and agree that this a lack of support or concern from parents. Based on the data and the identified contributing factors, our school will implement the Targeted Area of Family Engagement. Family engagement helps build a positive culture and environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted area of Family Engagement, there will be a 4% increase in parental involvement as evidenced by the results of the 2025 School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration and teachers will work together to promote the school though 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. Student attendance will increase thus

advancing student learning. The Parent Academy will be invited to present to parents about current events affecting our students and parents.

Person responsible for monitoring outcome

Vilaida Del Rio

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the Targeted Element of Family Engagement, we will focus on the evidenced-based strategy of: Parental Involvement. Through the use of activities, the Parent Academy, PTA, 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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Blue Lakes Elementary Meet and Greet

Person Monitoring:

Vilaida Del Rio

By When/Frequency:

August 14, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited to Blue Lakes Elementary School's Meet and Greet held on Wednesday, August 14, 2024. Families will have the opportunity to meet their child's teachers, as well as drop off supplies, discuss arrival/dismissal procedures, and join the PTA. As a result, the parents will feel welcomed into the school.

Action Step #2

Blue Lakes Elementary Open House

Person Monitoring:

Vilaida Del Rio

By When/Frequency:

August 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited to Blue Lakes Elementary School's Open House held on Tuesday, August 27. Families will have the opportunity to meet with all teachers, learn about student schedules, classroom rules, and establish a relationship to further enhance student learning. As a result. teachers and

parents will continue to build positive relationships.

Action Step #3

PTA Meeting

Person Monitoring:

Silvia Ferrer

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Blue Lakes PTA will host its first PTA meeting for the 2024-2025 school year. Families will be able to sign up, learn how to volunteer, and gather information on how to better assist the school and their student(s). As a result, parents will receive information on events where they can participate and increase involvement.

Action Step #4

2nd Annual Trunk or Treat

Person Monitoring:

Silvia Ferrer

By When/Frequency:

October 25, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited to Blue Lakes Elementary School's for our 2nd Annual Trunk-or-Treat event. Faculty, staff, students, parents, and community members will come together to celebrate the beginning of fall with food, fun, and candy. As a result, students and families will be able to spend time together and enjoy a school activity.

Action Step #5

Honor Roll Assembly

Person Monitoring:

Vilaida Del Rio

By When/Frequency:

October 14- January 27, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited to Blue Lakes Elementary School's 1st Quarter Awards Assembly. Families will be able to come together and celebrate student accomplishments. As a result, the students will feel celebrated and supported in their goals and parents will feel welcomed into the school.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 School Climate Survey, 12% of teachers strongly disagree with the statement "their ideas are listened to and considered." Teachers may not feel empowered to demonstrate their leadership skills and abilities. Based on the data and contributing factors, we will implement the targeted area of Leadership Development.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted area of Leadership Development, there will be a 5% positive increase with the statement "their ideas are listened to and considered" as evidenced by the results of the 2025 School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration, grade level chairs, and stakeholders will work together to empower teachers by providing them opportunities to showcase their best practices and talents. This will be monitored through the established calendar and attendance of activity/events.

Person responsible for monitoring outcome

Vilaida Del Rio

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Blue Lakes Elementary School will focus on the evidence-based strategy of: Empower Teachers and Staff. By "Empowering Others" we intend to raise teacher autonomy, teacher morale, and enhance teacher performance.

Rationale:

Empowering others will assist in motivating teachers to share best practices, assume leadership roles, and integrate their talents to build positive school morale and culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Grade Level Chairs

Person Monitoring:

Silvia Ferrer

By When/Frequency:

August 19-23, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and Administration will nominate grade level chairs for the 2024-2025 school year. As a result, a teacher representative for each department will be selected and will meet regularly with the Leadership Team.

Action Step #2

Teacher and Mentor Relationships

Person Monitoring:

Vilaida Del Rio

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teacher and mentor relationships will be established for the 2024-2025 school year. As a result, teachers will be able to reach out to colleagues for additional support.

Action Step #3

Best Practices

Person Monitoring:

Vilaida Del Rio

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and Administration will work together to share talents and best practices during Faculty Meetings. As a result, teachers will be able to use the best practices and strategies in their classroom to improve achievement.

Action Step #4

NEST Mentoring Sessions

Person Monitoring:

Mariela Brito, Program Specialist

By When/Frequency:

October 14 - January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Blue Lakes Elementary School has implemented NEST mentoring sessions to assist teachers, new to their educational career or to this building, with early career learning growth. NEST Mentoring sessions will be held monthly. As a result, new teachers will feel supported and grow in their career.

Action Step #5

Wildcat of the Month

Person Monitoring:

Vilaida Del Rio, Principal

By When/Frequency:

October 14 - January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Blue Lakes Elementary School will re-establish "Wildcat of the Month." Faculty and Staff will be acknowledged and celebrated for their accomplishments and work inside and outside the classroom. As a result, teachers will feel appreciated and supported.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00