

The School District of Palm Beach County

# Blue Lake Elementary



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Blue Lake Elementary

799 BANYAN TRAIL, Boca Raton, FL 33431

www.bles.palmbeachschools.org

## Demographics

Principal: Seth Moldovan J

Start Date for this Principal: 11/20/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	29%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Blue Lake Elementary

799 BANYAN TRAIL, Boca Raton, FL 33431

www.bles.palmbeachschools.org

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Blue Lake Elementary School is committed to providing a world class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

Blue Lake Elementary School envisions a dynamic, collaborative, multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Moldovan, Seth	Principal	Oversee all aspects of the school
Gabes, Kali	Teacher, K-12	First Grade Leadership Member- Oversees team members
Bowser, Kelsey	Teacher, K-12	Kindergarten Leadership Member- Oversees team members
Griffith, Dana	Teacher, K-12	Fourth Grade Leadership Member- Oversees team members
Boylston, Cassidy	Teacher, K-12	Second Grade Leadership Member- Oversees team members
Henn, Tara	Teacher, K-12	Third Grade Leadership Member- Oversees team members
Pasler, Olivia	Teacher, K-12	Fifth Grade Leadership Member- Oversees team members
Garcia, Christine	ELL Compliance Specialist	Oversees all school level responsibilities regarding the ELL program.
Farenga, Shari	Assistant Principal	Oversees all responsibilities at the school level.
Ridriguez-Arroz, Jacqueline	Behavior Specialist	Provides supports for our students and families
Stark, Mariel	Teacher, ESE	provides scheduling and supports to our ESE students, parents, and community.
Kosches, Sara	Teacher, K-12	Provides intervention to students below grade level in Reading. Runs our SBT

## Demographic Information

### Principal start date

Saturday 11/20/2021, Seth Moldovan J

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2



**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

52

**Total number of students enrolled at the school**

709

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

0

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

52

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	123	150	136	133	52	0	0	0	0	0	0	0	709
Attendance below 90 percent	0	23	22	20	14	3	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	12	20	20	13	4	0	0	0	0	0	0	0	69
Course failure in Math	0	4	11	5	5	5	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	2	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	11	8	11	4	0	0	0	0	0	0	0	41

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

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

**Date this data was collected or last updated**

Tuesday 8/23/2022

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

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

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

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

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

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

**The number of students identified as retainees:**

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		59%	56%					58%	57%
ELA Learning Gains								63%	58%
ELA Lowest 25th Percentile								56%	53%
Math Achievement		53%	50%					68%	63%
Math Learning Gains								68%	62%
Math Lowest 25th Percentile								59%	51%
Science Achievement		59%	59%					51%	53%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## Part III: Planning for Improvement

### Data Analysis

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

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

Students at Blue Lake are very strong in phonological Awareness and know high frequency words based on current IReady ELA Data. There is a need to work on overall comprehension at all grade levels. In Math, the school will need to focus on the Numbers and Operations domain of instruction.

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

There is a need for increased enrollment in accelerated coursework in grades 3-5 for Mathematics.

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

Based on the percent of students meeting grade level standards in Mathematics, there was a disproportionate number of students enrolled in regular math classes during the FY22 school year.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

N/A- Blue Lake is a new school for the FY23 school year.

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

N/A- Blue Lake is a new school for the FY23 school year.

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

Primary Grade levels have their differentiated instruction/intensive Reading scheduled at the same time. This will allow us to group students based on need, and provide research based interventions across grade levels. In addition, all third grade students will be given the opportunity to be part of our accelerated math program.

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

Professional Learning Community Meetings are schedule for all grade levels throughout the year to plan standards based instruction and assessments. In addition, all staff participated in district provided PD in the areas of Math B.E.S.T. standards and 3-5 Reading Benchmark training prior to the school year starting.

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

At Blue Lake, we believe in building instructional capacity at all grade levels. Staff are provided with PD, but also are the leaders in Best Practices around instruction and assessment. All staff are provided with both in-person and online PD to meet their needs to grow as educators.

### **Areas of Focus**

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

:

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

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

Based on the school district's Strategic Plan, we want to focus on ensuring all students engage in teaching and learning resulting in Academic Excellence and Growth.

**Measurable Outcome:**

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

By May 2023, 80% of third grade students will be proficient based on the results of the Florida FAST assessment.

**Monitoring:**

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

Progress Monitoring will be accomplished by students taking part in the states monitoring testing platforms. This will provide us with data as we work towards our goal. In addition, we will utilize Iready ELA data, district developed USA's and FSQ's, and teacher observations.

**Person responsible for monitoring outcome:**

Seth Moldovan (seth.moldovan@palmbeachschools.org)

**Evidence-based Strategy:**

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

Benchmark learning is the core instructional materials for ELA in grade 3. In addition, we will use Spire and Voyager, for students who are below grade level.

**Rationale for Evidence-based Strategy:**

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

Benchmark, Spire, and Voyager are district approved resources to provide instruction.

**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.

Classroom walkthroughs will be conducted by administration to provide actionable feedback to staff on instructional practices through IObservation.

**Person Responsible**

Seth Moldovan (seth.moldovan@palmbeachschools.org)

Grade 3 teachers will utilize Iready Magnetic Reading Resources. This helps students move from foundations of Fluency to reading on grade level.

**Person Responsible**

Tara Henn (tara.henn@palmbeachschools.org)

Professional Learning Community Meetings will be held throughout the year with all grade levels to dive deeper into the new BEST standards and create standards based lessons to engage and challenge students.

**Person Responsible**

[no one identified]

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### 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

Not a RAISE School

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

Not a RAISE School

### 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 new 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: Measureable Outcome(s)

Not a RAISE School

### Grades 3-5: Measureable Outcome(s)

Not a RAISE School



**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 take place with evaluating impact at the end of the year.

Not a RAISE School

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

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. Â§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?

Not a RAISE School

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

Not a RAISE School

**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**

Not a RAISE School

## Positive Culture & Environment

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

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

Blue Lake solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through different gatherings. We also utilize the SIS portal to communicate important information about individual students with their families.

Blue Lake solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. We strive to ensure that non-threatening methods of introducing parents to teachers and administrators are accessible through Meet the Teacher, curriculum nights, parent teacher conference and school based team meetings. Our school offers fun, interactive tutorials to parents who are unfamiliar with Student Information Systems(SIS). Parents are exposed to a variety of educational technology. The administrative team communicates classroom and school news to parents through newsletters, parent link call outs, text messages, emails, and Twitter. The school offers mentoring for beginning teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. Blue Lake teachers send positive notes and letters and makes phone calls home as a means to keep the lines of communication open among Our goals:

90% of our parent population will attend Curriculum Night and Literacy Night.

90% of the parents of ELL will attend the PLC meeting

90% of the parents of SWD will attend their annual IEP meeting

Blue Lake ensures the social-emotional needs of all students are being met through various services. The School Based Team meets weekly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns. The school connects students with outside agencies who have cooperative agreements on campus. Blue Lake engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student and school needs. The school includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Staff members utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

During FY23, we will have a full-time Behavioral Health teacher who will provide mental health services for students and their families.

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

Blue Lake offers students a tiered model of delivery of instruction (core, supplemental, intensive) Students can participate in instructional activities through iii, intensive classes, and tutorial programs. The SBT meets weekly on Tuesdays to discuss students who are currently receiving interventions

through the MTSS process. This team has established a common set of norms for appropriate and positive behavior. The positive behavioral expectations are clearly conveyed to students through our common language and also through the implementation of SWPBS lessons developed around our RISE expectations. Students are brought together in grade level assemblies where school wide expectations are reviewed at various points of the school year.

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met.

Academically, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust- (Fifth grade Safety Patrol students visit the Holocaust Museum and the African-American Museum of History in Washington, D.C. in January)
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans and the value of Medal of Honor recipients