

The School District of Palm Beach County

# Blue Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Blue Lake Elementary

799 BANYAN TRAIL, Boca Raton, FL 33431

[www.bles.palmbeachschools.org](http://www.bles.palmbeachschools.org)

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### 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.**

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, 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
Moldovan, Seth	Principal	The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Farenga, Shari	Assistant Principal	Oversees all aspects of the school center including instruction, facilities, operations, and community engagement.
Stark, Mariel	Teacher, ESE	Provides scheduling and supports for ESE students, parents, and community.
Garcia, Christine	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Ridriguez-Arroz, Jacqueline	Behavior Specialist	Provides mental health supports for our students and their families.
Kosches, Sara	Instructional Coach	Provides interventions to students below grade level in Reading. She coordinates our School Based Team, supports teachers, and works closely with our ESE coordinator.

## **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.

Our school leadership team met to begin development of the SIP. The leadership team consists of grade level teachers, ESE team members, ESL team members, and administration. The team then shares this with the entire faculty, including non-instructional staff, to receive feedback and suggestions for updates and changes. The plan is then brought to the School Advisory team members, including parents, community members, and business partners so they can provide suggestions and ideas before it is finalized and approved.

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.

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.

## **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))

School data updates are shared with the school's leadership team, faculty and staff, and School Advisory Council as it becomes available throughout the year. It is discussed by each group and discussion takes place regarding implementation of the plan and if academic achievement is moving towards the end of year goals. In addition, our School Based Team meets weekly and shares ideas regarding academic instruction, areas of improvement in SLL, and how we can support our students and staff better to meet our year long goals.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

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.

### Demographic Data

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

<b>2023-24 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>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	38%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	29%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	26	32	22	13	19	9	0	0	0	121	
One or more suspensions	0	0	2	3	0	0	0	0	0	5	
Course failure in English Language Arts (ELA)	11	19	25	17	5	0	0	0	0	77	
Course failure in Math	9	12	18	17	4	0	0	0	0	60	
Level 1 on statewide ELA assessment	0	0	0	21	13	10	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	13	5	4	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	25	25	34	25	0	0	0	121	

**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	9	15	19	22	9	4	0	0	0	78

**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	1	0	1	4	0	0	0	0	0	6
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	0	23	22	20	14	3	0	0	0	82	
One or more suspensions	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	12	20	20	13	4	0	0	0	69	
Course failure in Math	0	4	11	5	5	5	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	0	8	4	0	0	0	12	
Level 1 on statewide Math assessment	0	0	0	0	6	2	0	0	0	8	
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		

**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	0	7	11	8	11	4	0	0	0	41

**The number of students identified retained:**

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

**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	0	23	22	20	14	3	0	0	0	82	
One or more suspensions	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	12	20	20	13	4	0	0	0	69	
Course failure in Math	0	4	11	5	5	5	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	0	8	4	0	0	0	12	
Level 1 on statewide Math assessment	0	0	0	0	6	2	0	0	0	8	
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		

**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	0	7	11	8	11	4	0	0	0	41

**The number of students identified retained:**

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

**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*	82	53	53		59	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	84	57	59		53	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	93	54	54		59	59			
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	74	56	59						

\* 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	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

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

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	33	Yes	1	
ELL	78			
AMI				
ASN	97			
BLK				
HSP	77			
MUL	88			
PAC				
WHT	86			
FRL	77			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL				
PAC				
WHT				
FRL				

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	82			84			93					74
SWD	33			42							3	
ELL	72			85							4	74
AMI												
ASN	94			100							2	
BLK												
HSP	80			83			82				5	58
MUL	88			88							2	
PAC												
WHT	81			83			100				5	89
FRL	75			73			90				4	

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students												
SWD												
ELL												
AMI												
ASN												

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
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

### 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	71%	56%	15%	54%	17%
04	2023 - Spring	81%	58%	23%	58%	23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	48%	26%	50%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	83%	57%	26%	59%	24%
04	2023 - Spring	81%	52%	29%	61%	20%
05	2023 - Spring	87%	56%	31%	55%	32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	80%	51%	29%	51%	29%

### 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.**

Fifth grade ELA data was at 71% as measured by the PM3 FAST. Our fifth grade only comprised of 53 students, 13 who were non-accountability students.

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

N/A- Blue Lake opened during the 2022-2023 school year.

**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.**

5th grade ELA data was +17 above the state level. That was the closest any of our data was to the state average. Again, we had 13 non-accountability students out of 53 total students reporting.

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



4th grade Math data from PM1 to PM3 showed the greatest improvement. Our staff used small group instruction, standards based resources, and provided AM tutorial for students below predicted proficiency after PM2.

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

1. Number of students who are absent 10% or more in a school year.
2. The number of students who failed ELA course.

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

1. Increase the % of students proficient in 3rd grade ELA based on PM3 FAST data.
2. Earn Platinum Level from the state for our SWPBS program .
3. Increase % of students proficient in ELA for grades 3-5 to 79%.
4. Increase the % of students proficient in Math for grades 3-5 to 87%.

### **Area of Focus**

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

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

Include a rationale that explains how it was identified as a 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 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, 79% of third grade students will be proficient based on the results of the Florida FAST PM3 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 state 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 teacher observations.

**Person responsible for monitoring outcome:**

Seth Moldovan (seth.moldovan@palmbeachschools.org)

**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.)

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 Intervention:**

Explain the rationale for selecting this specific strategy.

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

**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.

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

**Person Responsible:** Seth Moldovan (seth.moldovan@palmbeachschools.org)

**By When:** Throughout year.

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:** Shari Farenga (shari.farenga@palmbeachschools.org)

**By When:** Twice/month beginning in September 2023

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:** Shari Farenga (shari.farenga@palmbeachschools.org)

**By When:** Twice/month beginning in September 2023

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

**Person Responsible:** Sara Kosches (sara.kosches@palmbeachschools.org)

**By When:** August 2023

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

**Person Responsible:** Seth Moldovan (seth.moldovan@palmbeachschools.org)

**By When:** May 2024

**#2. Positive Culture and Environment specifically relating to Early Warning System****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.

Over 15% of Blue Lake students, during the 2022-2023 school year, were absent 10% or more of instructional school days.

**Measurable Outcome:**

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

Reduce the number of students who are absent more than 10% of instructional schools days by 5%, as measured on the FY24 Early Warning Indicators.

**Monitoring:**

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

Monitoring will; be completed monthly, to identify students who are absent (specifically unexcused absences), by our school attendance clerk. Students will be monitored through our SBT process.

**Person responsible for monitoring outcome:**

Sara Kosches (sara.kosches@palmbeachschools.org)

**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.)

Research- and evidence-based school-wide absence prevention strategies include anti-bullying programs, social-emotional learning practices, personalized settings, individual learning plans, access to physical and mental health supports, attendance incentives, and enhanced climate and safety.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All the above help to ensure students feel safe on campus and have a desire to come to school each day.

**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.

Anti-bullying and SLL program provide to students through our Guidance Counselor during weekly Fine Arts rotation.

**Person Responsible:** Natalia Zapata Henao (natalia.zapatahenao@palmbeachschools.org)

**By When:** August 10, 2023

Implementation of an online reporting system for student absences. Families will now report their absences online so we can document those which are excused/unexcused.

**Person Responsible:** Seth Moldovan (seth.moldovan@palmbeachschools.org)

**By When:** August 10, 2023

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 FY24, we will have a full-time Behavioral Health teacher who will provide mental health services for students and their families.

**Person Responsible:** Jacqueline Ridriguez-Arroz ([jacqueline.rodrguz-arroz@palmbeachschools.org](mailto:jacqueline.rodrguz-arroz@palmbeachschools.org))

**By When:** August 14, 2023

Blue Lake will integrate Single School Culture (the District wide Belief system about academics, climate and behavior) and the appreciation for multicultural diversity (S.B. Policy 2.09 (8)(b) throughout the year. We have a school-wide system/matrix, which students and staff know, which holds everyone accountable to be Cautious, Honorable, show Ownership, use Manners, and be Positive. We recognize students for their accomplishments both academically and socially. This is done in all classrooms throughout campus.

**Person Responsible:** Mariel Stark ([mariel.stark@palmbeachschools.org](mailto:mariel.stark@palmbeachschools.org))

**By When:** Ongoing