Bear Lakes Middle School

2014-15 School Improvement Plan

Bear Lakes Middle School

3505 SHENANDOAH BLVD, West Palm Beach, FL 33409

www.edline.net/pages/bear_lakes_middle_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	93%

Alternative/ESE Center	Charter School	Minority
No	No	95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our purpose, in partnership with families and community, is to develop each child intellectually, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.

Provide the school's vision statement

The vision of Bear Lakes Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining
strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data
is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of
increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our
Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS.
We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural
diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Bear Lakes Middle integrates Single School Culture by sharing our Universal Guidelines for success following our
Behavioral Matrix and teaching Expected Behaviors.There is a universal attention signal all teachers and staff use that focuses the attention of students anywhere on the campus.
The teacher or faculty member raises their hand and states "Bear Lake Middle, may I have your

attention?"
This has created a clear behavioral expectation to ensure a system of fairness that is consistently enforced schoolwide.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School Based Leadership Team (SBLT) will schedule and facilitate regular Response to Intervention (RtI) meetings, ensure attendance of team members, take measures to follow up of action steps, allocate resources. In addition the SBLT will include the following members who will carry out SIP planning and MTSS problem solving:
• ESE Administrator
• School Guidance Counselor
• School ESE contact
• School psychologist
• School behavior interventionist
• Social worker
• Dean of Students
• Assistant Principals
Tier 1 Student Support
In conjunction with Tier 1 problem solving, the Leadership Team members will meet monthly to review
consensus, infrastructure, and implementation of building level MTSS.
Tier 2 Student Support
Bear Lakes Middle SBLT will conduct regular meetings to evaluate intervention efforts for students by subject and grade intervention. Those selected instructional staff members will be involved when needed to provide information or revise efforts.
Tier 3 Student Support
Bear Lakes Middle SBLT and parent/guardian meet to comprise the Student Support Team (SST) selection committee and meet to provide levels of intervention that are acceptable and sustainable for intervention purposes.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who miss 10 percent or more of available instructional time
Students who fail a Mathematics course
Students who fail an English Language Arts course
Students who fail two or more courses in any subject
Students who receive two or more behavior referrals
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	19	5	21	45
One or more suspensions	49	55	68	172
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	147	168	190	505
Level 1 FCAT Reading	66	70	101	237
Level 1 FCAT Math	81	98	89	268

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavioral data and to evaluate progress towards goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Team will determine the evidence that will demonstrate if progress was made towards proficiency.
4. Team will respond when grades, subject areas, classes, or individual students have not shown a positive response (reteach/reassessment component will be implemented across all disciplines.
5. Grade Level teams have developed a plan to respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using
the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to
and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support intervention where there is not an overall positive group response.
3. Select students for Tier 3 intervention.
The School Improvement Plan (SIP) summarizes Bear Lakes Middle's academic and behavioral goals for the year and describes the school's plan to meet the specific, identified goals. The specific supports and actions needed are created, designed and implemented schoolwide and the SIP strategies are closely examined, planned, and monitored by Academic Coaches, SBLT, instructional and support staff and on-site support members.
The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the

supports that are defined in our SIP.
Our goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across the monitored tiers in place for academic and behavioral support.
Tier 2 academic supports are provided to all students who have not met proficiency or who are at risk of not meeting proficiency.
The Tier 3 interventions that are planned between the SBLT, the instructional faculty and the parents/ guardians is a critical part of the MTSS program. Interventions in the school, home and community are all geared to assist and correct or modify academic and behavioral issues before they interact or combine to interfere with teh instructional delivery of content.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the
next year's SIP alignment and goals. At this time, previous trends in data across grade levels will be used to examine the impact the MTSS intervention and Tier Support System for focus or prevention/ early intervention efforts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Bear Lakes will increase Parental Involvement schoolwide and with all aspects of the educational process by a minumun of 2% in FY15 as compared to FY14 in regards to the Parental Participation Rate.
Bear Lakes works continuously to inform and make parents and guardians aware and updated of student academic progress and behavior monitoring, school site functions and activities, fundraisers, after school tutorial and SACC in addition to after school physical education sports teams.
Bear Lakes provides call outs and web-based messaging through Edline and email in order to maintain contact with parents/guardians and ensure information is being communicated effectively.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We will continue to use our Parent Liaison to meet with parents in the local community. Our School Advisory Committee (SAC) meetings are now held in the morning to reach more parents and community members. We will continue to use Parent Link to communicate important information to the community. We will provide parent training to assist parents with the understanding of the Florida Standards Assessment and how to better support their child's needs.
Bear Lakes will continue to use the school website and school news letter to communicate more with parents and the community.
Language facilitation will be provided in Creole and Spanish to ensure that participation and communication are effectively meted out.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Howell, Kirk	Principal
Stewart, Jeremiah	Assistant Principal
Harrell, Veneise	Assistant Principal
Reyes, Michelle	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School Based Leadership Team (SBLT) will schedule and facilitate regular Response to Intervention (RtI) meetings, ensure attendance of team members, take measures to follow up of action steps, allocate resources. In addition the SBLT will include the following members who will carry out SIP planning and MTSS problem solving:
• ESE Administrator
• School Guidance Counselor
• School ESE contact
• School psychologist
• School behavior interventionist
• Social worker
• Dean of Students
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consensus, infrastructure, and implementation of building level MTSS.
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Bear Lakes Middle SBLT will conduct regular meetings to evaluate intervention efforts for students by subject and grade intervention. Those selected instructional staff members will be involved when needed to provide information or revise efforts.
Tier 3 Student Support
Bear Lakes Middle SBLT and parent/guardian meet to comprise the Student Support Team (SST) selection committee and meet to provide levels of intervention that are acceptable and sustainable for intervention purposes.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
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The school improvement plan (SIP) summarizes Bear Lakes Middle Schools academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored.
The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in our SIP.
Our Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels will be used to examine impact grades for support focus or prevention/early intervention efforts.
Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring Sw-PBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of Sw-PBS program.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs. Tutorial Programs, Academic Coaches and Family Involvement Nights are all services provided using Title I, A monies. Academic Coaches (reading and science) conduct professional development for instructional staff, model lessons, develop FCIM focus calendars, attend LTMs with teachers, organize team planning for teachers and facilitate these planning times, assist with school-wide initiatives and coach instructors on effective instructional practices for targeted benchmarks.
Family involvement activities are supported with this funding source. Funds were utilized to provide a school-wide: professional development workshops, and community involvement activities.

Additional instructional supplies will be purchased to assist with the above school-wide initiatives: industrial certification software license, supplemental instructional resources, student workbooks, manipulatives, classroom libraries, and consumable materials.

Title I, Part C - Migrant

▢▢Provided through district personnel.

Title I, Part D - Homeless/Neglected

▢▢Provided through on site and district personnel.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Violence Prevention Programs

Bear Lakes offers a non-violence and anti-drug grant funded program (Project Success) to students on campus. This program incorporates field trips, community service, drug tests, and counseling. The school is also implementing a school-wide Character Counts Program and Random Act of Kindness Program.

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

This is district-supported and funded. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. We at BLMS foster a community in which all individuals feel valued and integral to its success. We welcome and celebrate the differences of our students and strive to be a place where all are truly included. Our goal is for everyone to feel at home with his or her true nature and create an environment of mutual respect and shared empowerment.

Nutrition Programs

Bear Lakes Middle School faculty and staff supports the goals and objectives of the School District Palm Beach County's Wellness Program; which encourages positive and pro-active approach to impact students' health and their school environment.

Every student at Bear Lakes Middle School is entitled to a free breakfast.

Career and Technical Education

BLMS works with the District to enhance its Career and Choice option programs through regular district allocations.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Cynthia Jackson	Teacher
Joyce Smith	Education Support Employee
Lathan Hytower	Education Support Employee
Jeremiah Stewart	Education Support Employee
Veneise Harrell	Education Support Employee
Betty Wells	Teacher
Marcy Wallace	Teacher
Gillian Smart	Teacher
Ruth Duperval	Parent
Dr. Kirk Howell	Principal
Michelle Marks	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

1. Our School Advisory Council members will evaluate last year's school improvement plan (SIP)
2. Our School Advisory Council members will be a part of the development of the current school improvement plan (SIP)
3. Our School Advisory Council members will prepare the school's annual budget and plan and vote democratically in order to pass items through after a budget and agenda have identified and defined each requested item on the agenda.

Development of this school improvement plan

The School Advisory Council serves as a leadership committee to assist in the preparation of the School Improvement Plan (SIP) and ongoing evaluation of the results.
The School Advisory Council also provides valuable input to the administration regarding school and district-wide initiatives, school budget and parent involvement.
The main goal of the school improvement process is data-driven decision making. The School Advisory Council reviews relevant data, identifies problem areas, develops improvement strategies, monitors their implementation and evaluates progress.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) can make decisions regarding school finds and allocations of these funds through a majority vote that takes place publicly at monthly meetings.
The agenda items that are being requested or voted upon, must be presented at the prior month's School Advisory Council meeting and the joining members will make a second motion to accept or decline a request for funds being made upon the committee.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
Monies may be expended only on programs or projects selected by the School Advisory Council.

Neither School District staff nor principals may override the recommendations of the School Advisory Council.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Consumable Items for each School Advisory Council activity:

1. Reading Curriculum Night - $200
2. Math Curriculum Night - $200
3. Literacy Night -$200
4. Student Assessment Literacy Night - $200
5. Florida Standards Assessment Writers Workshop $200
6. Florida Standards Assessment Strategies for Success Workshop - $200

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Cruz, Jennifer	Teacher, K-12
Fauntleroy, Taneeshah	Teacher, K-12
Henderson, Christine	Teacher, K-12
Kelly, Kendrah	Teacher, K-12
Marks, Michelle	Instructional Coach
Nesbitt, Maudeline	
Stewart, Jeremiah	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

• Unit Planning Reading and Writing across all disciplines
• Utilization of eBook database across all grade levels and disciplines
• Develop themes and curriculum-integrated projects that support the themes.
• Partnership with Sun Sentinel
• The LLT will work to boost library usage, encourage Reading log summary contests amongst the grade
levels, and will implement the "Reading Counts Challenge" reading contest this year that will showcase
students who are reading the most books. Language Arts and Social Studies will also work to make sure
all students have better access to Reading Counts quizzes.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Common Planning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

The faculty and staff at Bear Lakes Middle School meet cooperatively daily in a collegiate atmosphere and afford accountable discourse in the form of planning instructional lessons, activities and common assessments that will be utilized department and grade wide.

There are professional learning communities and the opportunity for lesson study through which colleagues and peers are providing feedback and analyzing the lessons for student interactions and participation.

Research Based strategies and materials have been provided for each department and grade level to utilize and the opportunity for team and cooperative teaching has been afforded.

data analysis and performance based tasks are rigorously monitored and used to continually drive the instructional momentum school-wide.

Student performance is monitored and lessons are geared to meet the needs of the learner while providing the challenging content and grade-level appropriate materials to reflect the requirements that each child will need to reflect on the Florida Standards Assessments.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Implementation of Systematic School-Wide Induction Program.
2. Pairing teachers who are new to the profession and new to the school with a departmental mentor that is
Clinical educator trained.
3. Provide professional development workshops to improve instructional practice.
4. Weekly Meetings with new instructors
5. Monthly ESP meetings
6. All new faculty are afforded the coaching cycle for all content-based instructional strategies and classroom procedures.
7. School-wide Positive Behavior Support System Sw-PBS

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

• Collaboratively schedule periodic visits to mentee's classroom.
• Mentors will meet with mentees weekly to discuss instructional improvement and concerns.
• Mentors will model lessons for mentees and share best practices.
• Mentors will conduct monthly meetings to review school-wide evaluation feedback.
• Providing training to understand the new Marzano Evaluation tool alignment to the Florida Educators Accomplished Practices.
• Attend LTMs and Monthly ESP meetings.
• All new employees are provided full coaching cycles and provided with feedback and modeling bi-monthly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Intensive Reading
Read 180 NG
Bear Lakes ensures that students enrolled in Intensive Reading for remediation in the critical areas of the reading process are served by being scheduled into either a single or double reading block.
• Based on the district's reading placement map, all Level 1 students receive two periods (double block) of Intensive Reading instruction. All Level 1 students receive one period (single block) of Intensive Reading instruction.
• Delivery of instruction is framed around the district adopted instructional materials; Read 180 NG.
• The Read 180 NG instructional material is a research-based program designed to increase reading proficiency for struggling readers.
• Read 180 NG is instructionally aligned to the Language Arts Florida Standards (LAFS).
LAFS requires:
• that each child be able to read for comprehension
• answer critically through text-based evidence
• write with textual evidence to support or oppose a position
• write with textual evidence around a controlling central idea with key details
• students will be able to read several passages of different genres and complexity
• students will work in a collegiate environment and allow for discourse with peers
The single and double block Intensive Reading classes use the Read 180 NG course curriculum and instructional materials. Read 180 NG is designed for differentiated instruction and learning utilizing a Rotational Instructional Model (RIM). Utilizing RIM, students are provided with whole group Instruction, followed by small group instruction.
The Read 180 computer program provides:
• a base-line inventory using Scholastic Reading Inventory (SRI)
• independent reading library
• audio book library
• consumable student workbooks for small group instruction
The students are required to listen to a grade level audio passage, then to respond critically to a range of questions about the passage. The students are required to provide evidence from the text to support their answer as well as key details to prove that the answer they chose is correct. Higher order thinking strategies are prevalent throughout the entire program and class schedule as the students are independently and cooperatively meeting to share out and discuss answers and work in a collegiate environment. This environment allows for group norms and group roles to form and to foster a sense of community learning that will allow for further discourse to take place among the students.
Houghton Mifflin Harcourt Collections (HMH) for Language Arts
• Every student enrolled at Bear Lakes will be exposed to the range of activities and collegiate level preparatory materials that Houghton Mifflin Harcourt (HMH) has created for instructional lessons and methodologies in the English Language Arts classrooms. HMH collections program combines a hardcover classroom text with online resources for both student and teacher. HMH Collections are instructionally aligned to the Language Arts Florida Standards (LAFS).
LAFS requires:
• that each child be able to read for comprehension
• answer critically through text-based evidence
• write with textual evidence to support or oppose a position
• write with textual evidence around a controlling central idea with key details
• students will be able to read several passages of different genres and complexity
• students will work in a collegiate environment and allow for discourse with peers
Each unit within the HMH Collections has been mapped out extensively with opportunities for enrichment as well as remediation and an abundant amount of materials for re-teaching and classroom practice purposes.

The HMH series will:
• allow each student to progress at the level that is identified as the prime target zone for critical teaching and learning
• allow learning to take place at the level the student is able to work independently
• assist with foundational skills that build strengths individually and cumulatively across the collections
• allow for the introduction or support of resource materials for areas that are a weakness or a strength
• provide an essential question, grammar and structural writing convention writing lessons, typing practice, reading strategies,
• allow for the overall growth of the learner in a comprehensive manner in accordance to the LAFS
The HMH collection provides:
• Extensive lesson plans that provide materials and guided reading (I Do, We Do, You Do) practice
• writing narratives, argument and persuasive responses
• audio and written passages for critical and short response
• multi passage texts, and short excerpts, informational and literature based reading selections
• cooperative and collegiate learning opportunities
• Citing textual evidence to soundly support the position taken for or against an
• two part Hot Text questions; multi-select questions
eBooks- Follett Bookshelf
Bear Lakes Middle School purchased an extensive library of online and eBooks through Follett Learning that all students enrolled at Bear Lakes may access. The Follett series has been linked through the district website and is linked to Learning tools so that current students may access the Follett Bookshelf both on and off campus.
Bear Lakes purchased an infinity license that allows each book to be checked out as often and in as many copies as selected. Entire class or course selections can view the titles and opt to use particular novels or series for instructional or teaching purposes.
The Florida Standards Assessments (FSA) will require extensive technology exposure and require rigorous reading skills be addressed. Online books and passages will comprise a section of the tested expectations and continued and frequent exposure to the testing formats will further increase the students chances of success on the FSA in 2015.
The eBook collection will further the curriculum through all content based and instructional courses with interactive, engaging and highly individualized reading and writing experiences for each student and with grade level and reading level appropriate materials.
Follet eBooks allows the students and instructional staff at Bear Lakes:
• The opportunity to read in an online format
• A vast array of informational and literature based titles
• Audio enhanced selections to serve the ELL population and allow for fluency to occur
• Socratic teaching opportunities
• Class sets to be read in conjunction with lessons being taught
• Independent reading opportunities
• Selective note-taking strategies to be practiced
• Interaction with typing and practicing grammar skills
• Oral words per minute count increase
• Visual words per minute count increase
• 100 book challenge
• Reading Counts
• Messaging between the instructor and the students
• Interaction via technology
• Practice with online reading formats
• Stamina-Building Reading Practices
• High-Interest Book Selection
• Builds upon emergent language skills
• Audio Enhancement for language acquisition

• Small group friendly
• Accountable Discourse among students about passages and books being read
• Exposure to grade level and higher material
• Suitable for readers at all levels of learning
• Progression tracking tools
• Monitor Writing Process
• Comprehension Checks and Stop and Jots
Type to Learn
The students in Florida will be required to take the Florida Standards Assessments (FSA)which will require rigorous reading and writing skills to be presented. At Bear Lakes Middle, the students receive practice in typing skills, a minimum of three times weekly in a computer based format using Type to Learn.
The FSA will provide two to four passages that the students must read, and respond to critically through the writing process. The students will be asked to cite textual evidence from a variety of Literature and Informational passages and to support a position or argument when needed.
The computer based assessments will address the technology skills of the current students and exposure to all formats and platforms that will be assistive towards ensuring that the students at Bear lakes Middle are successful on the FSA for 2015.
All Language Arts classrooms at Bear Lakes have been equipped as computer laboratories this school year to allow for the interactive implementation of the Houghton Mifflin Harcourt collections. Each student is able to access the programs via computer and engage in daily lessons that include the Type to Learn Program to increase typing skills and pace.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Bear Lakes Middle will ensure every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Creation of performance based tasks for assessment purposed created by departments and team level members during common planning weekly.
Monitoring progress of each class and grade level during Common Planning Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Ensuring comprehension of material through comprehension checks frequently during instructional routines
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

•Flexible student groupings based on performance tasks and intensive or enrichment opportunities provided in class.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 90

Free school-wide after school tutorial program in Reading, Mathematics, Writing, and Science.

Strategy Rationale

• Core Academic Instruction
• Enrichment
• Teacher Collaboration, Planning, and Professional Development
• Small Professional Learning Communities
• Technology Programs
• Additional content area support

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Stewart, Jeremiah, jeremiah.stewart@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

• Weekly common assessments
• Classroom Observation
• Data Feedback Strategy Classroom and Student Tool
• Progress Monitoring
• Data Chats
• Online assessment summary results
• Computer based Reading, Writing, Science and Mathematics Programs
• On-site District and State support personnel

Strategy: Weekend Program
Minutes added to school year: 23,400

Free Saturday tutorial program in Reading, Mathematics, Writing, Science, and EOCs.

Strategy Rationale

• Weekly common assessments
• Preparation for year-end assessments
• High School credit and accelerated placement
• Classroom Observation
• Data Feedback Strategy Classroom and Student Tool
• Progress Monitoring
• Data Chats
• Online assessment summary results
• Computer based Reading, Writing, Science and Mathematics Programs
• On-site District and State support personnel

Strategy Purpose(s)

• Core Academic Instruction

• Enrichment

• Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

• Classroom Observation
• Weekly common assessments
• Data Feedback Strategy Classroom and Student Tool
• Progress Monitoring
• Data Chats
• Online assessment summary results

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

• Guidance counselors collaborate with teachers and administrators to review attendance, discipline, promotion/retention and GPA policies and corresponding data. Focus on students' assets and strengths
and classroom management.
• Help teachers integrate college/career information into the curriculum to reflect students' interests, talents and abilities. Connect students' interests to academic preparation, postsecondary education and
real-world careers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

BLMS currently offers five high school credit courses on campus:
1. Algebra I Honors
2. Geometry Honors
3. Global Studies
4. Earth Space and Science
5. Computer College and Careers
• Our students have the opportunity to complete high school graduation requirements early.
• BLMS offers high school courses in middle school as one way of providing accelerated and challenging coursework to students.
• The rigorous high school coursework helps prepare our students for the screening samples and tests our students may have to take for admission into magnet programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

• Elementary Choice Program Open House
• High School Fair
• School-Wide Career Fair
• High School Credit Course Offerings on school-site
• Business/Technology Courses
• Industry Certification

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

• Adding five high school credit courses
• School based team review and provide assistance to specific students as needed
• Afterschool/Saturday tutorial and college readiness workshops for students
• Counselors conduct classroom guidance and individual counseling sessions with students
• Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** =
Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase student achievement through the use of collaborative planning in all content areas.

G2.   We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement through the use of collaborative planning in all content areas.

1a

🔍 G059235

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	57.0
AMO Reading - All Students	59.0
AMO Reading - ELL	44.0

Resources Available to Support the Goal 2

- 1. Daily Common Planning 2. Departmental Unit Plans 3. Technology Stations 4. eBook Data Base 5. Scholastic Suite for "Reading Counts Challenge" 6. Reading Coach 7. Weekly Professional Development 8. Complete Coaching Cycle provided on-site 9. District and State personnel on-site 10.Read 180 NG 11. Houghton Mifflin Harcourt Collections

- eBook Database subscription and eBooks purchase

- School-wide interactive White-Boards per student to increase response rate system in classroom.

- Daily common Unit planning per grade level Rotational Instructional Model (RIM) Daily grade level comprehension check/Exit Ticket Unit Learning Scales per grade level Common Board Configuration Weekly Common Assessment Weekly Professional Development Complete Coaching Cycle provided on-site

Targeted Barriers to Achieving the Goal 3

- Fidelity of implementation of the Bear Lakes Middle School gradual release of responsibility instructional framework.

- *High-cost per eBook

- *Instructional delivery does not meet the rigor of the Florida State Standards (FSA)

- *Fidelity of implementation of the Bear Lakes Middle School Gradual Release of responsibility of instructional framework.

Plan to Monitor Progress Toward G1. 8

The progress of classroom instruction and rigor will be monitored through the coaching cycle and observational visits.

Person Responsible
Kirk Howell

Schedule
Daily, from 11/17/2014 to 6/5/2015

Evidence of Completion
Coaching Logs/Observational Notes/Conferences

G2. We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas. 1a

Targets Supported 1b

🔍 G059236

Indicator	Annual Target
AMO Math - All Students	61.0
FSA - English Language Arts - Proficiency Rate	59.0
FCAT 2.0 Science Proficiency	53.0
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- 1. Daily Common Planning 2. Department/Grade Level Lesson Plans 3. Push-In/Pull-Out Support 4. PBSD PD Training 5. Technology Stations 6. PBSD Mathematics, Reading and ELA Specialist Support 7. Weekly Professional Development 8. Complete Coaching Cycle provided on-site 9. District and State personnel on-site

Targeted Barriers to Achieving the Goal 3

- *Lack of Exposure to the FSA and standards.

Plan to Monitor Progress Toward G2. 8

The data collected from the PBPA and classroom based performance writing tasks will be reviewed throughout the year to determine progress student achievement through the use of Literacy Skills/Strategy instruction all content areas.

Person Responsible

Kirk Howell

Schedule

Monthly, from 11/17/2014 to 6/5/2015

Evidence of Completion

1. Student Work Folders 2. PBPA Tracking Tool 3. Writing Performance Task Rubrics 4. Classroom Walk-Through Feedback 5. Data Chat Collection form (Student/Teacher)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase student achievement through the use of collaborative planning in all content areas. `1`

🔑 G059235

G1.B1 Fidelity of implementation of the Bear Lakes Middle School gradual release of responsibility instructional framework. `2`

🔑 B150783

G1.B1.S1 Modeling of the Bear Lakes Middle School gradual release of responsibility instructional framework with a focus on each component of the framework. `4`

🔑 S162631

Strategy Rationale

Provide exposure and consistent practice and monitoring of the instructional use of the Florida Standards Assessment, and Science NGSSS Item Specifications.

Action Step 1 `5`

School-based leadership team (SBLT) will conduct walkthroughs to collect data on the current state of the Bear Lakes Middle School gradual release of responsibility instructional framework.

Person Responsible

Kirk Howell

Schedule

On 12/19/2014

Evidence of Completion

* Unit Plans * Learning Scales * Text-dependent Questions * Classroom Observations * Formative and Summative assessment results *Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.

Action Step 2 `5`

SBLT will analyze and discuss the walkthrough data.

Person Responsible

Jeremiah Stewart

Schedule

On 12/19/2014

Evidence of Completion

Academic coaching logs Coaching Continuum Professional Development Daily Common Planning

Action Step 3 `5`

SBLT will develop a differentiated plan for coaching and support in deficient areas for identified teachers.

Person Responsible

Michelle Reyes

Schedule

Daily, from 9/11/2014 to 12/19/2014

Evidence of Completion

*Biweekly meetings *Feedback *Mentoring *Co-Teaching *Coaching *Common Planning

Action Step 4 `5`

Academic coaches will implement the respective differentiated support plans.

Person Responsible

Jeremiah Stewart

Schedule

On 12/19/2014

Evidence of Completion

*Attend Common Planning Daily *Instructional Model/Coaching Cycle *Use of Item Specifications *District Materials/Resources

Action Step 5 `5`

SBLT will monitor the implementation of the Bear Lakes Middle School gradual release of responsibility instructional framework provide feedback for ongoing coaching and support.

Person Responsible

Veneise Harrell

Schedule

On 12/19/2014

Evidence of Completion

*Attend Common Planning Daily *Instructional Model/Coaching Cycle *Use of Item Specifications *District Materials/Resources

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

* Planning and Preparation
* Classroom Behaviors and Strategies
* Reflection of Teaching

Person Responsible

Schedule

Evidence of Completion

* Classroom observations * Common Planning * Student classwork * Formative and summative assessment results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

* Planning and Preparation
* Classroom Behaviors and Strategies
* Reflection of Teaching* Planning and Preparation
* Classroom Behaviors and Strategies
* Reflection of Teaching

Person Responsible

Schedule

Evidence of Completion

* Daily Classroom observations * Daily Common Planning * Student classwork * Weekly Common Assessments * Formative and summative assessment results * Classroom observations

G1.B2 *High-cost per eBook `2`

🔑 B150784

G1.B2.S1 Purchase of eBooks that correlate to each department for utilization across disciplines. To adequately prepare students across all grade levels to approaching computer based Reading assessment. `4`

🔑 S162633

Strategy Rationale

Consistent student practice of reading strategies

Action Step 1 `5`

eBooks to assist with the exposure to Computer-Based Testing.

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthroughs Formative and Summative Assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

G1.B3 *Instructional delivery does not meet the rigor of the Florida State Standards (FSA) `2`

🔑 B150785

G1.B3.S1 Implement the coaching continuum. `4`

🔑 S162635

> **Strategy Rationale**

> * Modeling of the Bear Lakes Middle School Gradual release of responsibility instructional framework with a focus on each component of the framework.

Action Step 1 `5`

Academic Coaches and SBLT will observe and gather data of the Instructional Delivery.

> **Person Responsible**

> Kirk Howell

> **Schedule**

> Weekly, from 10/23/2014 to 6/5/2015

> *Evidence of Completion*

> Classroom Walk throughs Coaches Logs

Action Step 2 `5`

Academic Coaches and SBLT will tier instruction and develop a calendar based on the observation data.

Person Responsible

Kirk Howell

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Coaches Logs/Calendars

Action Step 3 `5`

The Academic Coaches and SBLT will provide feedback based on the implementation of the coaching continuum..

Person Responsible

Kirk Howell

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Coaches Logs/Conference Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Create a coaching calendar to monitor the coaching continuum is implemented.

Person Responsible

Kirk Howell

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Coaches Logs/Conference Notes/Feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

The coaching continuum effective based on observations of classroom instructional delivery and student performance.

Person Responsible

Kirk Howell

Schedule

Biweekly, from 11/17/2014 to 6/5/2015

Evidence of Completion

Student performance indicators from data and observation notes.

G1.B5 *Fidelity of implementation of the Bear Lakes Middle School Gradual Release of responsibility of instructional framework. `2`

🔧 B150787

G1.B5.S1 * Modeling of the Bear Lakes Middle School Gradual Release of responsibility instructional framework with a focus on each component of the framework. `4`

🔧 S162636

Strategy Rationale

Increase Instructional Rigor.

Action Step 1 `5`

School-based leadership team will conduct walkthroughs to collect data on the current state of the Bear Lakes Middle School gradual release of responsibility instructional framework.

Person Responsible

Kirk Howell

Schedule

On 9/19/2014

Evidence of Completion

SBLT will provide feedback to departments and individual , Coaches logs.

Action Step 2 5

SBLT will analyze and discuss the walkthrough data.

Person Responsible

Kirk Howell

Schedule

On 9/26/2014

Evidence of Completion

Meeting Agenda

Action Step 3 5

SBLT will develop a differentiated plan for coaching and support in deficient areas for identified support plans.

Person Responsible

Kirk Howell

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaching calendar and notes

Action Step 4 5

Academic coaches will implement the respective differentiated support plans.

Person Responsible

Jeremiah Stewart

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Instructional Coaches Log/ Calendar

Action Step 5 `5`

SBLT will monitor the implemetation of the gradual release of responsibility instructional framework and provide feedback.

Person Responsible

Kirk Howell

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Instructional Coaches Log/ Calendar

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

SBLT will conduct walkthroughs to monitor for fidelity.

Person Responsible

Kirk Howell

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Coaches Logs, I-Observation Notes/ Data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Student data from local and district assessments in various content areas.

Person Responsible

Kirk Howell

Schedule

Monthly, from 11/17/2014 to 6/5/2015

Evidence of Completion

Content specific data, Performance Matters, EDW

G2. We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas. 1

🔑 G059236

G2.B1 *Lack of Exposure to the FSA and standards. 2

🔑 B150788

G2.B1.S1 Create and utilize Performance Task Rubrics aligned to the FL ELA Standards 4

🔑 S162637

Strategy Rationale

If teachers create rubrics based on the FL standards they will have an opportunity for exposure to the LAFS (Language Arts FL Standards)

Action Step 1 5

1. Professional Development of FSA text-based writing rubrics.

Person Responsible

Kirk Howell

Schedule

On 5/29/2015

Evidence of Completion

1. Student Work Folders 2. PBPA Tracking Tool 3. Learning Scales 4. Performance Task Rubrics 5. Classroom Walk-Through Feedback 6. Lesson Plans

Action Step 2 5

Instructional Coaches and SBLT will Monitor that FSA text based writing is being implemented through all content areas.

Person Responsible

Kirk Howell

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observation Notes/Academic Coaching calendars and Feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Conduct classroom focus walk-through, data chats (Teacher to Student, Admin to Teacher), and lesson plan checks

Person Responsible

Kirk Howell

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

1. Student Work Folders 2. PBPA Tracking Tool 3. Writing Performance Task Rubrics 4. Classroom Walk-Through Feedback 5. Peer Collaboration

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Academic Coaches and SBLT will monitor the use of writing performance task rubrics data provided by the PBPA's and content based writing tasks scores.

Person Responsible

Kirk Howell

Schedule

Monthly, from 11/17/2014 to 6/5/2015

Evidence of Completion

1. Student Work Folders 2. PBPA Tracking Tool 3. Writing Performance Task Rubrics 4. Classroom Walk-Through Feedback 5. Data Chat Collection form (Student/Teacher)

G2.B1.S2 Implementation of writing across all content areas. 4

🔍 S162638

Strategy Rationale

Increasing student achievement in all content areas through Literacy instruction.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School-based leadership team (SBLT) will conduct walkthroughs to collect data on the current state of the Bear	Howell, Kirk	9/11/2014	* Unit Plans * Learning Scales * Text-dependent Questions * Classroom Observations * Formative and Summative assessment results	12/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Lakes Middle School gradual release of responsibility instructional framework.			*Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	
G1.B2.S1.A1	eBooks to assist with the exposure to Computer-Based Testing.		Classroom Walkthroughs Formative and Summative Assessments	one-time	
G1.B3.S1.A1	Academic Coaches and SBLT will observe and gather data of the Instructional Delivery.	Howell, Kirk	10/23/2014	Classroom Walk throughs Coaches Logs	6/5/2015 weekly
G1.B5.S1.A1	School-based leadership team will conduct walkthroughs to collect data on the current state of the Bear Lakes Middle School gradual release of responsibility instructional framework.	Howell, Kirk	9/15/2014	SBLT will provide feedback to departments and individual , Coaches logs.	9/19/2014 one-time
G2.B1.S1.A1	1. Professional Development of FSA text-based writing rubrics.	Howell, Kirk	8/28/2014	1. Student Work Folders 2. PBPA Tracking Tool 3. Learning Scales 4. Performance Task Rubrics 5. Classroom Walk-Through Feedback 6. Lesson Plans	5/29/2015 one-time
G2.B1.S2.A1	[no content entered]			one-time	
G1.B1.S1.A2	SBLT will analyze and discuss the walkthrough data.	Stewart, Jeremiah	9/11/2014	Academic coaching logs Coaching Continuum Professional Development Daily Common Planning	12/19/2014 one-time
G1.B3.S1.A2	Academic Coaches and SBLT will tier instruction and develop a calendar based on the observation data.	Howell, Kirk	9/15/2014	Coaches Logs/Calendars	6/5/2015 monthly
G1.B5.S1.A2	SBLT will analyze and discuss the walkthrough data.	Howell, Kirk	9/26/2014	Meeting Agenda	9/26/2014 one-time
G2.B1.S1.A2	Instructional Coaches and SBLT will Monitor that FSA text based writing is being implemented through all content areas.	Howell, Kirk	9/29/2014	Observation Notes/Academic Coaching calendars and Feedback	6/5/2015 weekly
G1.B1.S1.A3	SBLT will develop a differentiated plan for coaching and support in deficient areas for identified teachers.	Reyes, Michelle	9/11/2014	*Biweekly meetings *Feedback *Mentoring *Co-Teaching *Coaching *Common Planning	12/19/2014 daily
G1.B3.S1.A3	The Academic Coaches and SBLT will provide feedback based on the implementation of the coaching continuum..	Howell, Kirk	9/15/2014	Coaches Logs/Conference Notes	6/5/2015 weekly
G1.B5.S1.A3	SBLT will develop a differentiated plan for coaching and support in deficient areas for identified support plans.	Howell, Kirk	8/18/2014	Coaching calendar and notes	6/5/2015 monthly
G1.B1.S1.A4	Academic coaches will implement the respective differentiated support plans.	Stewart, Jeremiah	9/11/2014	*Attend Common Planning Daily *Instructional Model/Coaching Cycle *Use of Item Specifications *District Materials/Resources	12/19/2014 one-time
G1.B5.S1.A4	Academic coaches will implement the respective differentiated support plans.	Stewart, Jeremiah	8/18/2014	Instructional Coaches Log/ Calendar	6/5/2015 daily
G1.B1.S1.A5	SBLT will monitor the implementation of the Bear Lakes Middle School gradual release of responsibility instructional framework provide feedback for ongoing coaching and support.	Harrell, Veneise	9/11/2014	*Attend Common Planning Daily *Instructional Model/Coaching Cycle *Use of Item Specifications *District Materials/Resources	12/19/2014 one-time
G1.B5.S1.A5	SBLT will monitor the implemetation of the gradual release of responsibility instructional framework and provide feedback.	Howell, Kirk	10/6/2014	Instructional Coaches Log/ Calendar	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	The progress of classroom instruction and rigor will be monitored through the coaching cycle and observational visits.	Howell, Kirk	11/17/2014	Coaching Logs/Observational Notes/ Conferences	6/5/2015 daily
G1.B1.S1.MA1	* Planning and Preparation * Classroom Behaviors and Strategies * Reflection of Teaching* Planning and Preparation * Classroom Behaviors and Strategies * Reflection of Teaching			* Daily Classroom observations * Daily Common Planning * Student classwork * Weekly Common Assessments * Formative and summative assessment results * Classroom observations	once
G1.B1.S1.MA1	* Planning and Preparation * Classroom Behaviors and Strategies * Reflection of Teaching			* Classroom observations * Common Planning * Student classwork * Formative and summative assessment results	once
G1.B2.S1.MA1	[no content entered]			once	
G1.B2.S1.MA1	[no content entered]			once	
G1.B3.S1.MA1	The coaching continuum effective based on observations of classroom instructional delivery and student performance.	Howell, Kirk	11/17/2014	Student performance indicators from data and observation notes.	6/5/2015 biweekly
G1.B3.S1.MA1	Create a coaching calendar to monitor the coaching continuum is implemented.	Howell, Kirk	8/25/2014	Coaches Logs/Conference Notes/ Feedback	6/5/2015 monthly
G1.B5.S1.MA1	Student data from local and district assessments in various content areas.	Howell, Kirk	11/17/2014	Content specific data, Performance Matters, EDW	6/5/2015 monthly
G1.B5.S1.MA1	SBLT will conduct walkthroughs to monitor for fidelity.	Howell, Kirk	10/6/2014	Coaches Logs, I-Observation Notes/ Data	6/5/2015 weekly
G2.MA1	The data collected from the PBPA and classroom based performance writing tasks will be reviewed throughout the year to determine progress student achievement through the use of Literacy Skills/Strategy instruction all content areas.	Howell, Kirk	11/17/2014	1. Student Work Folders 2. PBPA Tracking Tool 3. Writing Performance Task Rubrics 4. Classroom Walk-Through Feedback 5. Data Chat Collection form (Student/Teacher)	6/5/2015 monthly
G2.B1.S1.MA1	Academic Coaches and SBLT will monitor the use of writing performance task rubrics data provided by the PBPA's and content based writing tasks scores.	Howell, Kirk	11/17/2014	1. Student Work Folders 2. PBPA Tracking Tool 3. Writing Performance Task Rubrics 4. Classroom Walk-Through Feedback 5. Data Chat Collection form (Student/Teacher)	6/5/2015 monthly
G2.B1.S1.MA1	Conduct classroom focus walk-through, data chats (Teacher to Student, Admin to Teacher), and lesson plan checks	Howell, Kirk	9/29/2014	1. Student Work Folders 2. PBPA Tracking Tool 3. Writing Performance Task Rubrics 4. Classroom Walk-Through Feedback 5. Peer Collaboration	6/5/2015 biweekly
G2.B1.S2.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement through the use of collaborative planning in all content areas.

G1.B1 Fidelity of implementation of the Bear Lakes Middle School gradual release of responsibility instructional framework.

G1.B1.S1 Modeling of the Bear Lakes Middle School gradual release of responsibility instructional framework with a focus on each component of the framework.

PD Opportunity 1

SBLT will analyze and discuss the walkthrough data.

Facilitator

Michelle Marks/ Marcy Wallace

Participants

*Reading Coach *Science Coach *Administration

Schedule

On 12/19/2014

G1.B2 *High-cost per eBook

G1.B2.S1 Purchase of eBooks that correlate to each department for utilization across disciplines. To adequately prepare students across all grade levels to approaching computer based Reading assessment.

PD Opportunity 1

eBooks to assist with the exposure to Computer-Based Testing.

Facilitator

Reading Coach

Participants

Reading and ELA Teachers

Schedule

G1.B3 *Instructional delivery does not meet the rigor of the Florida State Standards (FSA)

G1.B3.S1 Implement the coaching continuum.

PD Opportunity 1

The Academic Coaches and SBLT will provide feedback based on the implementation of the coaching continuum..

Facilitator

Marcy Wallace/Michelle Marks

Participants

Instructional Staff

Schedule

Weekly, from 9/15/2014 to 6/5/2015

G2. We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas.

G2.B1 *Lack of Exposure to the FSA and standards.

G2.B1.S1 Create and utilize Performance Task Rubrics aligned to the FL ELA Standards

PD Opportunity 1

1. Professional Development of FSA text-based writing rubrics.

Facilitator

Marcy Wallace - Reading Coach Michelle Marks- Science Coach

Participants

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration 6. District and State Personnel 7. All instructional staff

Schedule

On 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: We will increase student achievement through the use of collaborative planning in all content areas.	137,210
Goal 2: We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas.	209,291
Grand Total	**346,501**

Goal 1: We will increase student achievement through the use of collaborative planning in all content areas.		
Description	**Source**	**Total**
B1.S1.A1 - Postage and freight	Title I Part A	1,800
B1.S1.A1 - paper, ink, books, folders, headphones with attached microphones, etc	Title I Part A	400
B1.S1.A1 - paper, ink, lab materials for training, headphones for computer usage with personal microphones	Title I Part A	400
B1.S1.A1 - paper, ink, math materials for trainings, headphones with attached microphones, newsletters	Title I Part A	400
B1.S1.A1 - Reading Tutors	Title I Part A	7,475
B1.S1.A1 - CCC Tutors	Title I Part A	3,040
B1.S1.A1 - Science Tutors	Title I Part A	2,027
B1.S1.A1 - Math Tutors	Title I Part A	9,059
B1.S1.A1 - In School Tutors-Reading	Title I Part A	7,475
B1.S1.A1 - In School Tutors- Science	Title I Part A	2,027
B1.S1.A1 - In School Tutors- Math	Title I Part A	9,059
B1.S1.A2 - eBooks	Title I Part A	12,000
B1.S1.A2 - Online Subscription/Software rental License for Follet	Title I Part A	5,000
B1.S1.A3 - Clicker Response System-Math	Title I Part A	4,000
B1.S1.A3 - Clicker response System	Title I Part A	50,000

Goal 1: We will increase student achievement through the use of collaborative planning in all content areas.

Description	Source	Total
B1.S1.A3 - Clicker Response System-Science	Title I Part A	4,000
B1.S1.A3 - Clicker Response System-Reading/ELA	Title I Part A	4,000
B1.S1.A3 - Mobi White Boards-Science	Title I Part A	8,048
B1.S1.A3 - Mobi White Boards-Science	Title I Part A	500
B1.S1.A3 - Mobi White Boards- Math	Title I Part A	500
B1.S1.A3 - Computer Lab Tables, Headphones with Microphone Capability, testing Boards to be utilized during Formative/Summative Assessments	Title I Part A	1,000
B1.S1.A3 - Computer Lab Tables, Headphones with Microphone Capability, testing Boards to be utilized during Formative/Summative Assessments	Title I Part A	1,000
B1.S1.A3 - Computer Lab Tables, Headphones with Microphone Capability, testing Boards to be utilized during Formative/Summative Assessments	Title I Part A	1,000
B2.S1.A1 - Chart paper, novels, post-its, highlighters, markers, index cards for ELA, Social Studies, Reading, Science and Math, headphones with microphones for audio and ebook usage	Title I Part A	3,000
Total Goal 1		**137,210**

Goal 2: We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas.

Description	Source	Total
B1.S1.A1 - Online Subscription/Rental License/Follet Bookshelf	Title I Part A	5,000
B1.S1.A1 - Ink, lined paper, binders, notebooks, and notebook paper, testing materials for summative and formative assessments	Title I Part A	753
B1.S1.A1 - Lab materials, paper, ink, folders for Scientific inquiry, headphones with assistive microphones for voice to text and audio comprehension, testing boards for summative and formative assessments	Title I Part A	6,000
B1.S1.A1 - Classroom libraries, math manipulatives, copy paper, highlighters, graph paper, binders, post its and calculators for ELA, Reading, Social Studies, Math and Science classrooms, headphones with personal microphones for FAIR, SRI and READ 180 NG software usage	Title I Part A	10,263
B1.S1.A1 - Classroom Libraries for ELA/Reading with classroom sets of headphones and microphones embedded for READ 180 NG, SRI and FAIR usage.	Title I Part A	7,000
B1.S1.A1 - Classroom Libraries for Science/Social Studies, headphones with microphones attached for voice capacity	Title I Part A	7,000
B1.S1.A1 - Clicker response system for Science	Title I Part A	5,000
B1.S1.A1 - Mobi White Boards for Math and Science	Title I Part A	8,048

Goal 2: We will increase student achievement through the use of Literacy Skills/Strategy instruction in all content areas.

Description	Source	Total
B1.S1.A1 - Mobi White Boards Science	Title I Part A	500
B1.S1.A1 - Clicker response system for Math	Title I Part A	5,000
B1.S1.A1 - Mobi White Boards Math	Title I Part A	500
B1.S1.A1 - Clicker response system for Reading	Title I Part A	5,000
B1.S1.A1 - Student agendas	Title I Part A	1,263
B1.S1.A1 - Staff Development	Title I Part A	2,000
B1.S1.A1 - Reading Coach- Marcy Wallace	Title I Part A	65,879
B1.S1.A1 - Science Coach-	Title I Part A	73,058
B1.S1.A1 - Professional Development Subs-Science	Title I Part A	2,068
B1.S1.A1 - Professional Development Subs-Release Time	Title I Part A	2,016
B1.S1.A1 - Professional Development Subs-Math	Title I Part A	1,943
B1.S1.A1 - Computer Lab Tables, Headphones with Microphone Capability, testing Boards to be utilized during Formative/Summative Assessments	Title I Part A	1,000
Total Goal 2		**209,291**