The School District of Palm Beach County

Bear Lakes Middle School

2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	91%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 weekly 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	0	0	0	
One or more suspensions	42	40	37	119
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
	6	7	8	
Students exhibiting two or more indicators	42	40	37	119

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?

Yes

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 minimum of 5% in FY16 as compared to FY15 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:

Name	Title
Howell, Kirk	Principal
Stewart, Jeremiah	Assistant Principal
Marks, Michelle	Assistant Principal
Miller, Kashamba	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.
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.

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:
1. Holding weekly 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.

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response (reteach/reassessment component will be implemented across all disciplines.

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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 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

These students are monitored weekly. We make sure free or reduced lunch is provided, clothes and school supplies are purchased and given to students if needed. Grades are monitored by guidance every two weeks to make sure students are successful academically.

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:

Name	Stakeholder Group
Jeremiah Stewart	Education Support Employee
Betty Wells	Teacher
Marcy Wallace	Teacher
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:

Name	Title
Kelly, Kendrah	Instructional Coach
Marks, Michelle	Assistant Principal
Nesbitt, Maudeline	Guidance Counselor
Stewart, Jeremiah	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

• Unit Planning Reading and Writing across all disciplines
• Utilization of Computer Based Programs across all content areas to enhance reading comprehension and
reading ability
• Utilization of Item Specifications across all content areas to implement Higher Order Thinking questions
for teachers to develop for in class use with the students.
• Develop themes and curriculum-integrated projects that support the themes.
• Partnership with Sun Sentinel
• The LLT will work to boost library usage, encourage Reading 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, Social Studies, Science and Electives will also
work to make sure all students are receiving consistent exposure to reading standards and FSA style questioning across the content areas.

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
8. New Teachers are recruited through the district advertising systems and also word of mouth from instructional and non instructional staff members.

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 2 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: 142

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   If we develop a culture of collaborative planning and learning at Bear Lakes Middle School, we will increase student achievement in all content areas.

G2.   If we utilize Literacy Strategies across all content areas, then student achievement will increase.

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. If we develop a culture of collaborative planning and learning at Bear Lakes Middle School, we will increase student achievement in all content areas. 1a

🔍 G071269

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FCAT 2.0 Science Proficiency	36.0
AMO Reading - All Students	
AMO Reading - ELL	
Civics EOC Pass	56.0

Resources Available to Support the Goal 2

- Rotational Instructional Model (RIM)
- Departmental Unit Plans
- Technology Stations
- eBook Data Base
- Scholastic Suite for "Reading Counts Challenge"
- Reading Coach
- Weekly Professional Development
- Complete Coaching Cycle provided on-site
- District support
- Read 180 NG
- Houghton Mifflin Harcourt Collections
- School-wide interactive (Mobi's, CPS or White-Boards) for student use to increase response rate in classroom
- Daily grade level comprehension check/Exit Ticket
- Learning Scales per grade level
- Common Board Configuration
- Weekly Common Assessment
- Ongoing Professional Development
- Complete Coaching Cycle provided on-site
- Scheduled Academic and SBLT meetings weekly
- Math, Writing and Reading Support
- Math and Reading Coach's on site

Targeted Barriers to Achieving the Goal 3

- Increase of new personnel with less than three years of teaching experience.
- Limited understanding of the depth of rigor of the FI Standards for novice and all teachers and staff.

Plan to Monitor Progress Toward G1. `8`

Administration, SBLT, Academic Coach's and District Support will monitor student progress and performance from READ 180 NG, Winter Diagnostics, Performance Matters, PBPA, SRI, FAIR and Common Assessments

Person Responsible

Jeremiah Stewart

Schedule

Weekly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Student achievement and performance will increase in all content areas based on the data from spreadsheets collected for analysis and comparison purposes.

G2. If we utilize Literacy Strategies across all content areas, then student achievement will increase. 1a

G071270

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA English Language Arts - Achievement	59.0
FCAT 2.0 Science Proficiency	36.0
AMO Reading - All Students	
Civics EOC Pass	56.0

Resources Available to Support the Goal 2

- Daily Common Planning

- Department/Grade Level Lesson Plans

- Push-In/Pull-Out SPBSD Mathematics, Reading and ELA Specialist Support

- PBSD PD Training

- Technology Stations

- Weekly Professional Development

- Complete Coaching Cycle provided on-site

- District and State personnel on-site

- Academic Instructional Coach's

- School-wide Instructional Framework

- Title 1 Resources and Funds

Targeted Barriers to Achieving the Goal 3

- High percentage of lower achieving students in Reading impacts student achievement in all content areas

- Limited familiarity with Reading FSA standards in content based classrooms

- Parents may not feel familiar with the strategies used in school to support their student at home

Plan to Monitor Progress Toward G2. `8`

The data collected from the PMRN, SRI, PBPA's and classroom based common assessments will be reviewed throughout the year to determine progress student achievement through the use of Literacy Skills/Strategy instruction all content areas.

Person Responsible
Jeremiah Stewart

Schedule
Monthly, from 8/18/2015 to 6/2/2016

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) 6. FAIR Data (three times/yearly) 7. SRI (three times yearly) 8. Winter Diagnostics

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. If we develop a culture of collaborative planning and learning at Bear Lakes Middle School, we will increase student achievement in all content areas. `1`

🔑 G071269

G1.B1 Increase of new personnel with less than three years of teaching experience. `2`

🔑 B185908

G1.B1.S1 Provide instructional and professional development, inclusive of classroom management, for all new instructional staff members with less than three years experience. `4`

🔑 S197323

Strategy Rationale

Job-embedded Professional Development will be provided to ensure a Single School Culture of collaborative planning and learning at Bear Lakes Middle School.

Action Step 1 `5`

Identification of faculty members requiring the Educator Support Program (ESP)

Person Responsible

Michelle Marks

Schedule

On 6/2/2016

Evidence of Completion

A list of new instructional staff members with less than three years experience was collected from the district data base

Action Step 2 5

New hires and teachers with less than three years of classroom experience have been paired with an Educator Support Program mentor

Person Responsible

Michelle Marks

Schedule

On 6/2/2016

Evidence of Completion

Mentors were paired with new employees and teachers with less than three years teaching experience

Action Step 3 5

The Educator Support Program (ESP) members will meet weekly with their mentors

Person Responsible

Michelle Marks

Schedule

Weekly, from 8/25/2015 to 5/20/2016

Evidence of Completion

The completed Educator Support Program FAEP's and paperwork will be submitted

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

The ESP mentors will report progress to their administrator in regards to their mentees

Person Responsible

Michelle Marks

Schedule

Monthly, from 8/25/2015 to 5/20/2016

Evidence of Completion

The completed FAEP's required for the ESP mentor/mentee pairing will provide documentation of completed paperwork and activities to the administrator over the ESP program.

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

Mentors will be conducting bimonthly observations and providing meeting notes with their mentees for documentation of progress through the ESP process. Completion of FAEp's will be monitored and a schedule followed for the year.

Person Responsible

Michelle Marks

Schedule

Biweekly, from 8/25/2015 to 5/20/2016

Evidence of Completion

Completed FAEP's, classroom observations and lesson plans created by mentor/mentee pairings will be submitted for approval.

G1.B4 Limited understanding of the depth of rigor of the FI Standards for novice and all teachers and staff. `2`

🔑 B185911

G1.B4.S1 The use of common planning to build a knowledge base and allow for Professional Learning Communities (PLC) to develop. [copy] `4`

🔑 S197326

Strategy Rationale

Professional learning Communities improve teacher practice which in turn, improves student improvement. (Dufour, 2004)

Action Step 1 `5`

Develop a protocol for daily common planning school-wide

Person Responsible

Kirk Howell

Schedule

Evidence of Completion

A copy of the protocol created.

Action Step 2 `5`

The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's

Person Responsible

Kirk Howell

Schedule

Evidence of Completion

Agenda for pre-school faculty meetings

Action Step 3 `5`

Implement the common planning protocol school-wide

Person Responsible

Michelle Marks

Schedule

Daily, from 8/11/2015 to 6/2/2016

Evidence of Completion

Agendas, sign-in sheets, lesson plans

Action Step 4 `5`

Coaches will; provide support for the implementation of lessons and instructional strategies discussed in common planning.

Person Responsible

Michelle Marks

Schedule

Daily, from 8/11/2015 to 6/2/2016

Evidence of Completion

Coaches Logs/schedules, coaching notes, common planning agendas, sign in sheets, notes, PDD agendas, sign in sheets, handouts, other evidence of teacher support.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

SBLT, Academic Coach's, DIL's and identified instructional support staff will attend daily common planning meetings

Person Responsible

Michelle Marks

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, sign in sheets, attendance at common plannings, minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Classroom visits and observations to determine alignment of Literacy Standards in content based on common planning

Person Responsible

Kirk Howell

Schedule

Daily, from 8/21/2015 to 6/2/2016

Evidence of Completion

Walk through observational notes and observations taken

G2. If we utilize Literacy Strategies across all content areas, then student achievement will increase. [1]

G071270

G2.B1 High percentage of lower achieving students in Reading impacts student achievement in all content areas [2]

B185912

G2.B1.S1 Monitor the students performance and progress as it pertains to Literacy Standards and Skills to assist students in reaching mastery in all content areas. [4]

S197327

Strategy Rationale

The consistent monitoring will allow for additional interventions to be made for student progress towards proficiency in Literacy Standards and Skills

Action Step 1 [5]

The Florida Assessment for instruction in reading (FAIR) will be used to monitor students as it pertains to Reading and the Literacy Standards.

Person Responsible

Kendrah Kelly

Schedule

Quarterly, from 9/14/2015 to 6/2/2016

Evidence of Completion

The data retrieved from the Progress Monitoring and Reporting Network

Action Step 2 [5]

Instructional and content based teachers will use the FAIR data to identify students that will require further interventions in Literacy Skills.

Person Responsible

Kendrah Kelly

Schedule

Quarterly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Student grouping and lesson plans based on data from the FAIR data

Action Step 3 `5`

Classroom and resource teachers will provide small group instruction in all content areas that will focus on the weaknesses identified by the FAIR assessments

Person Responsible

Kendrah Kelly

Schedule

Biweekly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Classroom Visits, Observations, lesson plans, Coaching Cycle, Provide hardcopy proof that teachers are teaching such as schedules and course loads, provide copies of students supported.

Action Step 4 `5`

Morning and After School Tutorial for Reading, Math, Writing, Civics and Science

Person Responsible

Kendrah Kelly

Schedule

Daily, from 9/8/2015 to 5/20/2016

Evidence of Completion

Teacher time sheets, Agendas, lesson plans, student sign in

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

The Progress Monitoring and Reporting Network (PMRN) will provide documentation of students who have completed the required FAIR assessments

Person Responsible

Jeremiah Stewart

Schedule

Monthly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Data pulled from the Progress Monitoring and Reporting Network, Coach's Logs

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

Create a calendar of Florida Assessments for Instruction in Reading (FAIR) testing

Person Responsible

Kendrah Kelly

Schedule

Every 2 Months, from 9/14/2015 to 6/2/2016

Evidence of Completion

Progress Monitoring and Reporting Network (PMRN) Coach's logs, calendar of testing dates

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

SBLT will conduct informal observational classroom walk-throughs to determine that the identified students are receiving the appropriate services from the resource teachers

Person Responsible

Kirk Howell

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Feedback from lesson plans, feedback from informal observations

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

We will see an increase in student performance and proficiency in Literacy Skills

Person Responsible

Jeremiah Stewart

Schedule

Every 2 Months, from 12/18/2015 to 6/2/2016

Evidence of Completion

Data collection from the PMRN, the SRI, PBPA's and classroom common assessments

G2.B1.S2 Rotational instructional Model and Literacy Standards are implemented to allow for the Small Group data driven instruction 4

🔑 S197328

Strategy Rationale

The small group of students will receive immediate feedback and correction from the instructor

Action Step 1 5

The small group of students will receive immediate feedback and correction from the instructor.

Person Responsible

Kendrah Kelly

Schedule

Weekly, from 9/14/2015 to 6/2/2016

Evidence of Completion

Rotational schedule of students, data feedback of students, observations of teachers

G2.B3 Limited familiarity with Reading FSA standards in content based classrooms 2

🔑 B185914

G2.B3.S3 The use of common planning to build a knowledge base and allow for Professional Learning Communities (PLC) to develop. 4

🔑 S197332

Strategy Rationale

Professional learning Communities improve teacher practice which in turn, improves student improvement. (Dufour, 2004)

Action Step 1 5

Develop a protocol for daily common planning school-wide

Person Responsible

Kirk Howell

Schedule

Evidence of Completion

A copy of the protocol created.

Action Step 2 `5`

The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's

Person Responsible

Kirk Howell

Schedule

Evidence of Completion

Agenda for pre-school faculty meetings

Action Step 3 `5`

Implement the common planning protocol school-wide

Person Responsible

Michelle Marks

Schedule

Daily, from 8/11/2015 to 6/2/2016

Evidence of Completion

Agendas, sign-in sheets, lesson plans

Action Step 4 `5`

Coaches will; provide support for the implementation of lessons and instructional strategies discussed in common planning.

Person Responsible

Michelle Marks

Schedule

Daily, from 8/11/2015 to 6/2/2016

Evidence of Completion

Coaches Logs/schedules, coaching notes, common planning agendas, sign in sheets, notes, PDD agendas, sign in sheets, handouts, other evidence of teacher support.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

SBLT, Academic Coach's, DIL's and identified instructional support staff will attend daily common planning meetings

Person Responsible

Michelle Marks

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, sign in sheets, attendance at common plannings

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

Classroom visits and observations to determine alignment of Literacy Standards in content based on common planning

Person Responsible

Kirk Howell

Schedule

Daily, from 8/21/2015 to 6/2/2016

Evidence of Completion

Walk through observational notes and observations taken

G2.B4 Parents may not feel familiar with the strategies used in school to support their student at home `2`

B185915

G2.B4.S1 Bear Lakes will equip parents with the strategies and resources to help support the learning process at home. `4`

S197333

Strategy Rationale

Research shows that parental involvement with student engagement and education in the home leads to higher performance and test scores (Epstein, 2009)

Action Step 1 `5`

Conduct student needs based academic parent trainings.

Person Responsible

Jeremiah Stewart

Schedule

Every 2 Months, from 9/28/2015 to 6/2/2016

Evidence of Completion

Agendas, Sign-In Sheets, Hand Outs from training, Parent Evaluation, Professional Development

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

SBLT will observe trainings and review parent evaluations

Person Responsible

Jeremiah Stewart

Schedule

Every 2 Months, from 10/30/2015 to 6/2/2016

Evidence of Completion

Reflection template and notes

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	Identification of faculty members requiring the Educator Support Program (ESP)	Marks, Michelle	8/10/2015	A list of new instructional staff members with less than three years experience was collected from the district data base	6/2/2016 one-time
G1.B4.S1.A1	Develop a protocol for daily common planning school-wide	Howell, Kirk	8/11/2015	A copy of the protocol created.	one-time
G2.B1.S1.A1	The Florida Assessment for instruction in reading (FAIR) will be used to monitor students as it pertains to Reading and the Literacy Standards.	Kelly, Kendrah	9/14/2015	The data retrieved from the Progress Monitoring and Reporting Network	6/2/2016 quarterly
G2.B1.S2.A1	The small group of students will receive immediate feedback and correction from the instructor.	Kelly, Kendrah	9/14/2015	Rotational schedule of students, data feedback of students, observations of teachers	6/2/2016 weekly
G2.B3.S3.A1	Develop a protocol for daily common planning school-wide	Howell, Kirk	8/11/2015	A copy of the protocol created.	one-time
G2.B4.S1.A1	Conduct student needs based academic parent trainings.	Stewart, Jeremiah	9/28/2015	Agendas, Sign-In Sheets, Hand Outs from training, Parent Evaluation, Professional Development	6/2/2016 every-2-months
G1.B1.S1.A2	New hires and teachers with less than three years of classroom experience have been paired with an Educator Support Program mentor	Marks, Michelle	8/25/2015	Mentors were paired with new employees and teachers with less than three years teaching experience	6/2/2016 one-time
G1.B4.S1.A2	The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's	Howell, Kirk	8/13/2015	Agenda for pre-school faculty meetings	one-time
G2.B1.S1.A2	Instructional and content based teachers will use the FAIR data to identify students that will require further interventions in Literacy Skills.	Kelly, Kendrah	9/28/2015	Student grouping and lesson plans based on data from the FAIR data	6/2/2016 quarterly
G2.B3.S3.A2	The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's	Howell, Kirk	8/13/2015	Agenda for pre-school faculty meetings	one-time
G1.B1.S1.A3	The Educator Support Program (ESP) members will meet weekly with their mentors	Marks, Michelle	8/25/2015	The completed Educator Support Program FAEP's and paperwork will be submitted	5/20/2016 weekly
G1.B4.S1.A3	Implement the common planning protocol school-wide	Marks, Michelle	8/11/2015	Agendas, sign-in sheets, lesson plans	6/2/2016 daily
G2.B1.S1.A3	Classroom and resource teachers will provide small group instruction in all content areas that will focus on the weaknesses identified by the FAIR assessments	Kelly, Kendrah	9/28/2015	Classroom Visits, Observations, lesson plans, Coaching Cycle, Provide hardcopy proof that teachers are teaching such as schedules and course loads, provide copies of students supported.	6/2/2016 biweekly
G2.B3.S3.A3	Implement the common planning protocol school-wide	Marks, Michelle	8/11/2015	Agendas, sign-in sheets, lesson plans	6/2/2016 daily
G1.B4.S1.A4	Coaches will; provide support for the implementation of lessons and instructional strategies discussed in common planning.	Marks, Michelle	8/11/2015	Coaches Logs/schedules, coaching notes, common planning agendas, sign in sheets, notes, PDD agendas, sign in sheets, handouts, other evidence of teacher support.	6/2/2016 daily
G2.B1.S1.A4	Morning and After School Tutorial for Reading, Math, Writing, Civics and Science	Kelly, Kendrah	9/8/2015	Teacher time sheets, Agendas, lesson plans, student sign in	5/20/2016 daily
G2.B3.S3.A4	Coaches will; provide support for the implementation of lessons and instructional strategies discussed in common planning.	Marks, Michelle	8/11/2015	Coaches Logs/schedules, coaching notes, common planning agendas, sign in sheets, notes, PDD agendas, sign in sheets, handouts, other evidence of teacher support.	6/2/2016 daily
G1.MA1	Administration, SBLT, Academic Coach's and District Support will monitor student progress and	Stewart, Jeremiah	9/28/2015	Student achievement and performance will increase in all content areas based on the data from spreadsheets	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	performance from READ 180 NG, Winter Diagnostics, Performance Matters, PBPA, SRI, FAIR and Common Assessments			collected for analysis and comparison purposes.	
G1.B1.S1.MA1	Mentors will be conducting bimonthly observations and providing meeting notes with their mentees for documentation of progress through the ESP process. Completion of FAEp's will be monitored and a schedule followed for the year.	Marks, Michelle	8/25/2015	Completed FAEP's, classroom observations and lesson plans created by mentor/mentee pairings will be submitted for approval.	5/20/2016 biweekly
G1.B1.S1.MA1	The ESP mentors will report progress to their administrator in regards to their mentees	Marks, Michelle	8/25/2015	The completed FAEP's required for the ESP mentor/mentee pairing will provide documentation of completed paperwork and activities to the administrator over the ESP program.	5/20/2016 monthly
G1.B4.S1.MA1	Classroom visits and observations to determine alignment of Literacy Standards in content based on common planning	Howell, Kirk	8/21/2015	Walk through observational notes and observations taken	6/2/2016 daily
G1.B4.S1.MA1	SBLT, Academic Coach's, DIL's and identified instructional support staff will attend daily common planning meetings	Marks, Michelle	8/17/2015	Agendas, sign in sheets, attendance at common plannings, minutes	6/2/2016 daily
G2.MA1	The data collected from the PMRN, SRI, PBPA's and classroom based common assessments will be reviewed throughout the year to determine progress student achievement through the use of Literacy Skills/Strategy instruction all content areas.	Stewart, Jeremiah	8/18/2015	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. FAIR Data (three times/yearly) 7. SRI (three times yearly) 8. Winter Diagnostics	6/2/2016 monthly
G2.B1.S1.MA1	We will see an increase in student performance and proficiency in Literacy Skills	Stewart, Jeremiah	12/18/2015	Data collection from the PMRN, the SRI, PBPA's and classroom common assessments	6/2/2016 every-2-months
G2.B1.S1.MA1	The Progress Monitoring and Reporting Network (PMRN) will provide documentation of students who have completed the required FAIR assessments	Stewart, Jeremiah	9/28/2015	Data pulled from the Progress Monitoring and Reporting Network, Coach's Logs	6/2/2016 monthly
G2.B1.S1.MA2	Create a calendar of Florida Assessments for Instruction in Reading (FAIR) testing	Kelly, Kendrah	9/14/2015	Progress Monitoring and Reporting Network (PMRN) Coach's logs, calendar of testing dates	6/2/2016 every-2-months
G2.B1.S1.MA3	SBLT will conduct informal observational classroom walk-throughs to determine that the identified students are receiving the appropriate services from the resource teachers	Howell, Kirk	10/1/2015	Feedback from lesson plans, feedback from informal observations	5/31/2016 weekly
G2.B4.S1.MA1	SBLT will observe trainings and review parent evaluations	Stewart, Jeremiah	10/30/2015	Reflection template and notes	6/2/2016 every-2-months
G2.B3.S3.MA1	Classroom visits and observations to determine alignment of Literacy Standards in content based on common planning	Howell, Kirk	8/21/2015	Walk through observational notes and observations taken	6/2/2016 daily
G2.B3.S3.MA1	SBLT, Academic Coach's, DIL's and identified instructional support staff will attend daily common planning meetings	Marks, Michelle	8/17/2015	Agendas, sign in sheets, attendance at common plannings	6/2/2016 daily

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 Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Identification of faculty members requiring the Educator Support Program (ESP)**	**$0.00**
2	G1.B1.S1.A2	**New hires and teachers with less than three years of classroom experience have been paired with an Educator Support Program mentor**	**$0.00**
3	G1.B1.S1.A3	**The Educator Support Program (ESP) members will meet weekly with their mentors**	**$0.00**
4	G1.B4.S1.A1	**Develop a protocol for daily common planning school-wide**	**$0.00**
5	G1.B4.S1.A2	**The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's**	**$0.00**
6	G1.B4.S1.A3	**Implement the common planning protocol school-wide**	**$0.00**
7	G1.B4.S1.A4	**Coaches will; provide support for the implementation of lessons and instructional strategies discussed in common planning.**	**$65,008.46**

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		1981 - Bear Lakes Middle School		0.5	$32,504.23
		Notes: Math Coach (Fauntleroy) - $32,504.23			
		1981 - Bear Lakes Middle School		0.5	$32,504.23
		Notes: Reading Coach (Kelly) - $32,504.23			

8	G2.B1.S1.A1	**The Florida Assessment for instruction in reading (FAIR) will be used to monitor students as it pertains to Reading and the Literacy Standards.**	**$0.00**

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		1981 - Bear Lakes Middle School		0.5	$0.00
		Notes: Math Coach (Fauntleroy) -$32,504.23			
		1981 - Bear Lakes Middle School		0.5	$0.00
		Notes: Reading Coach (Kelly) - $32,504.23			

9	G2.B1.S1.A2	**Instructional and content based teachers will use the FAIR data to identify students that will require further interventions in Literacy Skills.**	**$0.00**

Budget Data

10	G2.B1.S1.A3	Classroom and resource teachers will provide small group instruction in all content areas that will focus on the weaknesses identified by the FAIR assessments				$130,016.89
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1981 - Bear Lakes Middle School	Title I Part A		$32,504.23
			Notes: 0.5 Reading Resource Teacher (Kendrah Kelly)			
			1981 - Bear Lakes Middle School	Title I Part A		$65,008.43
			Notes: 1.0 Reading Resource Teacher (Marcy Wallace)			
			1981 - Bear Lakes Middle School	Title I Part A		$32,504.23
			Notes: 0.5 Math Resource Teacher (Taneeshah Fauntleroy)			
11	G2.B1.S1.A4	Morning and After School Tutorial for Reading, Math, Writing, Civics and Science				$7,920.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1981 - Bear Lakes Middle School	Title I Part A		$7,920.99
			Notes: Salary and benefits for Highly Qualified teachers			
12	G2.B1.S2.A1	The small group of students will receive immediate feedback and correction from the instructor.				$0.00
13	G2.B3.S3.A1	Develop a protocol for daily common planning school-wide				$0.00
14	G2.B3.S3.A2	The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's				$0.00
15	G2.B3.S3.A3	Implement the common planning protocol school-wide				$0.00
16	G2.B3.S3.A4	Coaches will; provide support for the implementation of lessons and instructional strategies discussed in common planning.				$0.00
17	G2.B4.S1.A1	Conduct student needs based academic parent trainings.				$4,100.35
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1981 - Bear Lakes Middle School	Title I Part A		$300.00
			Notes: Postage			
			1981 - Bear Lakes Middle School	Title I Part A		$3,800.35
			Notes: Supplies for parent trainings - envelopes, paper, ink, folders, pens, pencils, markers, chart paper, post its, highlighters, refreshments			

Budget Data

	Total:	$207,046.69