

The School District of Palm Beach County

Bear Lakes Middle School



2017-18 Schoolwide Improvement Plan

Bear Lakes Middle School

3505 SHENANDOAH BLVD, West Palm Beach, FL 33409

<https://blms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	17
Ambitious Instruction and Learning	18
8-Step Planning and Problem Solving Implementation	26
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	30
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bear Lakes Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Bear Lakes Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

a. 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.

Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining effective relationships with Students.

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

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- * Declaration of Independence
- * Constitution of the United States and the Bill of Rights
- * Federalist papers: Republican form of government
- * Flag education
- * Civil government: functions and interrelationships
- * History of the United States
- * Principles of Agriculture
- * Effects of alcohol and narcotics

- *Kindness to animals
- *Florida history
- *Conservation of natural resources
- *Health education
- *Free enterprise
- *Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

b. 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 Professional Learning Communities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

c. 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.

d. 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 School Based Team Meetings/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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Utilize existing data systems (EDW Reports) to identify students who have attendance, behavioral or academic concerns.

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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	27	14	12	0	0	0	0	53	
One or more suspensions	0	0	0	0	0	0	42	40	37	0	0	0	0	119	
Course failure in ELA or Math	0	0	0	0	0	0	31	30	43	0	0	0	0	104	
Level 1 on statewide assessment	0	0	0	0	0	0	135	146	120	0	0	0	0	401	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	71	68	60	0	0	0	0	199	

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

Reading Plus, Study Island and Small Group Differentiated Instruction.

Develop effective multidisciplinary teams in place to problem solve and create action plans.

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 school wide 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 the 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. 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.

2. 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 (identified staff member) 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 newsletter to communicate more with parents and the community.

Language facilitation will be provided in Creole and Spanish to ensure that participation and communications needs are effectively met.

Administrative staff attends regular Superintendent Graduation Task Force meetings in an effort to engage our at-risk males in activities designed to increase our graduation rate within the district.

C. Effective Leadership

1. School Leadership Team

a. 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
Marks, Michelle	Assistant Principal
Miller-Anderson, KaShamba	Assistant Principal
English, Jennifer	Teacher, K-12
Evans, Patience	Teacher, Career/Technical
Tomlinson, Sabrina	Teacher, Career/Technical
Edwards Dunkley, Mandisa	Teacher, K-12
Williams, Sparkle	Teacher, K-12
Strachan, Reva	Teacher, K-12
Wells, Betty	Teacher, K-12
Brown, LaRita	Teacher, K-12
Cleare, Angela	Teacher, Career/Technical
Tabuteau, Guy	Instructional Coach

b. Duties

1. 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
- 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.

2. 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.
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 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 Professional Learning Communities 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Kirk Howell	Principal
Betty Wells	Teacher
Reva Strachan	Teacher
Easa Alshomsi	Parent
Yossalyn Perez	Parent
Marie Jacques	Parent
Juanita Garcia	Parent
Marie Sanchez	Business/Community
Justine Olazabal	Parent
Paul Riley	Parent
Marie Charles	Parent
Teanya Ellis	Parent
Chanta Parker	Parent
Elena Santis	Education Support Employee
Guy Tabuteau	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

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

None used from SAC.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
English, Jennifer	Instructional Coach
Marks, Michelle	Assistant Principal
Stewart, Jeremiah	Assistant Principal
Howell, Kirk	Principal
Miller-Anderson, KaShamba	Assistant Principal
Edwards Dunkley, Mandisa	Teacher, K-12
Evans, Patience	Teacher, K-12
Hathaway, Anthony	Teacher, ESE
Higgs, Angela	Teacher, ESE
Hytower, Lathan	Teacher, ESE
Riveccio, Andrea	Teacher, ESE
Tomlinson, Sabrina	Teacher, Career/Technical
Wells, Betty	Teacher, K-12
Williams, Sparkle	Teacher, K-12
Tabuteau, Guy	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 Professional Learning Communities (PLCs). 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 by the special education teachers, general education teachers and related service providers as appropriate.

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.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). 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. (Strategic Initiative #1: Pillars of Effective Instruction)

2. 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
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.
9. When needed, utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences and written & oral feedback.

- 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 Professional Learning Communities and Monthly ESP meetings.
- All new employees are provided full coaching cycles and provided with feedback and modeling bi-monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards

Intensive Reading

Bear Lakes ensures that students below satisfactory level on FSA will receive additional reading support for remediation in the critical areas of the reading process are served by being scheduled into either a single or double reading block.

- Delivery of instruction is framed around the district adopted instructional materials that are aligned to the Florida State Standards and complex texts, tasks, and talks.

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 reading classes are 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.

In the Reading classes students will use the computer program Reading Plus

- 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 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 HMM 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 & Jots

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 47 minute reading block
 - 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 and adaptive technology)
 - 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 Professional Learning Communities
- 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 receiving push-in/pull out services for ESE/ELL
 - 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 specially designed instruction per student's IEP needs.

2. 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: 4,320

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

Stewart, Jeremiah, jeremiah.stewart@palmbeachschools.org

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 professional 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.

b. College and Career Readiness

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

- * The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through the 6th grade language arts courses that includes instruction in college readiness topics and strategies.
- 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.

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

BLMS currently offers the following career and technical courses on campus:

1. Emerging Tech Business
2. Fundamental of Web and Software

3. 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
- Business/Technology Courses
- Industry Certification

4. 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 six 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
- * AVID Strategies

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we utilize effective and relevant instruction to meet the needs of all students, then we will ensure students are high school ready.
- G2.** If we develop a culture of professional learning communities and learning at Bear Lakes Middle School, we will increase student achievement in all content areas.

Strategic Goals Detail

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

G1. If we utilize effective and relevant instruction to meet the needs of all students, then we will ensure students are high school ready. 1a

G094902

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0
Math Gains	58.0
FCAT 2.0 Science Proficiency	32.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	54.0
FSA ELA Achievement	42.0
FSA Mathematics Achievement	44.0

Targeted Barriers to Achieving the Goal 3

- Utilizing data to plan and deliver effective instruction to meet the needs of all students

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID, UPS Check Model, Adaptive Technology, Rotational Instructional Model (RIM), Math Resource/Coach, Weekly Professional development through Professional Learning Communities, Complete coaching cycle provided on-site, District support, READ 180 NG, Learning scales per grade level, Weekly common assessments, Out of system tutors, Marzano strategies, SwPBS strategies, FL Coach E-Library (ELA & Math)

Plan to Monitor Progress Toward G1. 8

Reviewing and tracking student progress for proficiency

Person Responsible

Kirk Howell

Schedule

Every 3 Weeks, from 8/28/2017 to 6/1/2018

Evidence of Completion

Coaches logs and student performance reports collected from the PMRN, SRI, PBPA, and classroom common assessments, FSQ, Diagnostics

G2. If we develop a culture of professional learning communities and learning at Bear Lakes Middle School, we will increase student achievement in all content areas. **1a**

 G094903

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	43.0
Math Gains	56.0
FCAT 2.0 Science Proficiency	30.0
Civics EOC Pass	61.0
ELA/Reading Lowest 25% Gains	40.0
Math Lowest 25% Gains	54.0
FSA ELA Achievement	32.0
FSA Mathematics Achievement	39.0

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 FL Standards for novice and all teachers and staff.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Rotational Instructional Model (RIM)
- Departmental Unit Plans
- Adaptive technology
- eBook Data Base
- Math/Reading Coach
- Weekly Professional Development through Professional Learning Communities
- Complete Coaching Cycle provided on-site
- District support
- 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 (Problems of Concern)
- Learning Scales per grade level
- Common Board Configuration
- Weekly Common Assessments
- 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
- AVID
- Out of System Tutors
- Marzano strategies
- SwPBS strategies

Plan to Monitor Progress Toward G2. 8

Administration, SBLT, Academic Coaches and District Support will monitor student progress and performance from Winter Diagnostic, Performance Matters, PBPA, SRI, Fair and Common Assessments

Person Responsible

Jeremiah Stewart

Schedule

Weekly, from 9/11/2017 to 6/1/2018

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.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we utilize effective and relevant instruction to meet the needs of all students, then we will ensure students are high school ready. 1

G094902

G1.B4 Utilizing data to plan and deliver effective instruction to meet the needs of all students 2

B255326

G1.B4.S1 Utilize common planning to analyze data in order to impact student achievement and instruction. Teachers will analyze data to ensure students receive personalized learning opportunities daily. 4

S269814

Strategy Rationale

Use data to plan instruction

Action Step 1 5

Utilize common planning to analyze data in order to impact student achievement and instruction.

Person Responsible

Jennifer English

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Data reports

Action Step 2 5

Use data to design lesson plans that meet the needs of all students.

Person Responsible

Jennifer English

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Lessons Plans

Action Step 3 **5**

Support will be provided to teachers with analyzing data and developing lesson plans.

Person Responsible

Jennifer English

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

Meet with Reading Coach and Math Coach on a daily basis to review teacher support.

Person Responsible

Jennifer English

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Meet with coaches to review all lesson plans, coaches logs and student data.

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

Administration will review student data and tracking of student progress

Person Responsible

Jeremiah Stewart

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Student data from FSQ, USA, and common assessments.


G2. If we develop a culture of professional learning communities and learning at Bear Lakes Middle School, we will increase student achievement in all content areas. **1**

 G094903

G2.B1 Increase of new personnel with less than three years of teaching experience. **2**

 B255327

G2.B1.S1 Provide instructional and professional development, inclusive of classroom management, for all new instructional staff members with less than three years experience. **4**

 S269815

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

Jeremiah Stewart

Schedule

On 8/25/2017

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 8/25/2017

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 8/21/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Jeremiah Stewart

Schedule

Monthly, from 8/21/2017 to 5/31/2018

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 G2.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

Jeremiah Stewart

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

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

G2.B4 Limited understanding of the depth of rigor of the FL Standards for novice and all teachers and staff.

2

 B255330

G2.B4.S1 The use of common planning to build a knowledge base and allow for Professional Learning Communities (PLC) to develop. 4

 S269818

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

On 8/9/2017

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

On 8/11/2017

Evidence of Completion

Agenda for pre-school faculty meetings

Action Step 3 5

Implement the common planning protocol school-wide

Person Responsible

Kirk Howell

Schedule

Daily, from 8/14/2017 to 6/1/2018

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

KaShamba Miller-Anderson

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Coaches logs/schedules, coaching notes, professional learning agendas, sign in sheets, notes, PDD agendas, sign in sheets, handouts and other evidence of teacher support.

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

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

Person Responsible

KaShamba Miller-Anderson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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 8/14/2017 to 6/1/2018

Evidence of Completion


Walk through observational notes and observations taken

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B4.S1.A1 A360678	Develop a protocol for daily common planning school-wide	Howell, Kirk	8/7/2017	A copy of the protocol created.	8/9/2017 one-time
G2.B4.S1.A2 A360679	The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's	Howell, Kirk	8/9/2017	Agenda for pre-school faculty meetings	8/11/2017 one-time
G2.B1.S1.A1 A360668	Identification of faculty members requiring the Educator Support Program (ESP)	Stewart, Jeremiah	8/21/2017	A list of new instructional staff members with less than three years experience was collected from the district data base	8/25/2017 one-time
G2.B1.S1.A2 A360669	New hires and teachers with less than three years of classroom experience have been paired with an...	Marks, Michelle	8/21/2017	Mentors were paired with new employees and teachers with less than three years teaching experience	8/25/2017 one-time
G2.B1.S1.MA1 M385356	Mentors will be conducting bimonthly observations and providing meeting notes with their mentees...	Stewart, Jeremiah	8/21/2017	Completed FAEP's, classroom observations and lesson plans created by mentor/mentee pairings will be submitted for approval.	5/31/2018 biweekly
G2.B1.S1.MA1 M385357	The ESP mentors will report progress to their administrator in regards to their mentees	Stewart, Jeremiah	8/21/2017	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.	5/31/2018 monthly
G2.B1.S1.A3 A360670	The Educator Support Program (ESP) members will meet weekly with their mentors	Marks, Michelle	8/21/2017	The completed Educator Support Program FAEP's and paperwork will be submitted	5/31/2018 weekly
G1.MA1 M385355	Reviewing and tracking student progress for proficiency	Howell, Kirk	8/28/2017	Coaches logs and student performance reports collected from the PMRN, SRI, PBPA, and classroom common assessments, FSQ, Diagnostics	6/1/2018 every-3-weeks
G2.MA1 M385364	Administration, SBLT, Academic Coaches and District Support will monitor student progress and...	Stewart, Jeremiah	9/11/2017	Student achievement and performance will increase in all content areas based on the data from spreadsheets collected for analysis and comparison purposes.	6/1/2018 weekly
G1.B4.S1.MA1 M385353	Administration will review student data and tracking of student progress	Stewart, Jeremiah	9/11/2017	Student data from FSQ, USA, and common assessments.	6/1/2018 every-3-weeks
G1.B4.S1.MA1 M385354	Meet with Reading Coach and Math Coach on a daily basis to review teacher support.	English, Jennifer	8/28/2017	Meet with coaches to review all lesson plans, coaches logs and student data.	6/1/2018 weekly
G1.B4.S1.A1 A360665	Utilize common planning to analyze data in order to impact student achievement and instruction.	English, Jennifer	9/4/2017	Data reports	6/1/2018 weekly
G1.B4.S1.A2 A360666	Use data to design lesson plans that meet the needs of all students.	English, Jennifer	9/4/2017	Lessons Plans	6/1/2018 weekly
G1.B4.S1.A3 A360667	Support will be provided to teachers with analyzing data and developing lesson plans.	English, Jennifer	9/1/2017		6/1/2018 weekly
G2.B4.S1.MA1 M385362	Classroom visits and observations to determine alignment of Literacy Standards in content based on...	Howell, Kirk	8/14/2017	Walk through observational notes and observations taken	6/1/2018 daily
G2.B4.S1.MA1 M385363	SBLT, Academic Coach's, DIL's and identified instructional support staff will attend daily common...	Miller-Anderson, KaShamba	8/14/2017	Agendas, sign in sheets, attendance at common plannings, minutes	6/1/2018 daily
G2.B4.S1.A3 A360680	Implement the common planning protocol school-wide	Howell, Kirk	8/14/2017	Agendas, sign-in sheets, lesson plans	6/1/2018 daily

Palm Beach - 1981 - Bear Lakes Middle School - 2017-18 SIP

Bear Lakes Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A4  A360681	Coaches will provide support for the implementation of lessons and instructional strategies...	Miller-Anderson, KaShamba	8/10/2017	Coaches logs/schedules, coaching notes, professional learning agendas, sign in sheets, notes, PDD agendas, sign in sheets, handouts and other evidence of teacher support.	6/1/2018 daily

V. Professional Development Opportunities

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

G2. If we develop a culture of professional learning communities and learning at Bear Lakes Middle School, we will increase student achievement in all content areas.

G2.B1 Increase of new personnel with less than three years of teaching experience.

G2.B1.S1 Provide instructional and professional development, inclusive of classroom management, for all new instructional staff members with less than three years experience.

PD Opportunity 1

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

Facilitator

Administration

Participants

New teachers

Schedule

On 8/25/2017

PD Opportunity 2

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

Facilitator

Mentors/Administration

Participants

New teachers

Schedule

On 8/25/2017

PD Opportunity 3

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

Facilitator

Mentors

Participants

New teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G2.B4 Limited understanding of the depth of rigor of the FL Standards for novice and all teachers and staff.

G2.B4.S1 The use of common planning to build a knowledge base and allow for Professional Learning Communities (PLC) to develop.

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

Daily, from 8/10/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Utilize common planning to analyze data in order to impact student achievement and instruction.	\$0.00
2	G1.B4.S1.A2	Use data to design lesson plans that meet the needs of all students.	\$0.00
3	G1.B4.S1.A3	Support will be provided to teachers with analyzing data and developing lesson plans.	\$0.00
4	G2.B1.S1.A1	Identification of faculty members requiring the Educator Support Program (ESP)	\$0.00
5	G2.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
6	G2.B1.S1.A3	The Educator Support Program (ESP) members will meet weekly with their mentors	\$0.00
7	G2.B4.S1.A1	Develop a protocol for daily common planning school-wide	\$0.00
8	G2.B4.S1.A2	The protocol for common planning will be shared out by SBLT, Academic Coach's and DIL's	\$0.00
9	G2.B4.S1.A3	Implement the common planning protocol school-wide	\$0.00
10	G2.B4.S1.A4	Coaches will provide support for the implementation of lessons and instructional strategies discussed in common planning.	\$0.00
Total:			\$0.00