

The School District of Palm Beach County

Bear Lakes Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

Membership

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

Name	Title
Howell, Kirk	Principal
Marks, Michelle	Assistant Principal
Miller-Anderson, KaShamba	Assistant Principal
English, Jennifer	Instructional Coach
Tabuteau, Guy	Instructional Coach
Riveccio, Andrea	Teacher, ESE
Nesbitt, Maudeline	School Counselor
Hytower, Lathan	Assistant Principal

Duties

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

1. Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
2. Assistant Principals: Provide insight/input on academic achievement, discipline data, and work as liaisons with classroom teachers. Assistant Principals each are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, Principal/Assistant Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
3. Guidance Counselors: Provide individual, group and classroom counseling for students; serve as liaisons to community, county, state and federal agencies and programs; assist students and parents with course selection and scheduling; provide career, vocational, academic and attendance support to students.

4. ESE Contact and School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based decision making activities.

5. Academic Coaches: Provide insight/input on academic achievement, analyze and aggregate data, and work as liaisons with classroom teachers. Academic Coaches are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, they attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.

Early Warning Systems

Year 2017-18

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	3	6	11	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	23	15	30	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	7	30	28	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	97	151	114	0	0	0	0	362

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	17	30	40	0	0	0	0	87

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	59	50	48	0	0	0	0	157
Retained Students: Previous Year(s)	0	0	0	0	0	0	59	49	48	0	0	0	0	156

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall, mathematics achievement was the component that demonstrated the lowest performance (34%) in 2018. When breaking the data down further, the SWD subgroup performed at 17% in 2018, which was a slight increase from 9% in 2017. We would not consider this a trend at this time until we have additional data to support that a trend is occurring on a more continued basis.

Which data component showed the greatest decline from prior year?

Overall, the data component that displayed the greatest decline was Mathematics Achievement (40% in 2017 to 34% in 2018). Within the same subject of mathematics, the MUL subgroup had a 27% decline (18% in 2018 as compared to 45% in 2017) from the prior year.

Which data component had the biggest gap when compared to the state average?

Mathematics achievement had the most significant gap of 24% (BLMS-34%; State-58%) when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Overall, science achievement showed the most improvement by increasing from 29% in 2017 to 42% in 2018, which resulted in a 13% increase. Our SWD subgroup in SS Achievement demonstrated a significant increase of 24% (24% in 2017 to 48% in 2018). We would not consider this a trend at this time until we have additional data to support that a trend is occurring on a more continued basis.

Describe the actions or changes that led to the improvement in this area.

Co-teaching provided more individual attention to address student deficiencies and it also led to increased student engagement.

District science support provided modeling techniques and additional feedback to the teachers to further enhance their teaching strategies, which led to increased student achievement.

The modified review schedule allowed additional time for teachers to reinforce and address academic deficiencies as identified through diagnostic testing, which led to increased student achievement.

Targeted instruction allowed for specific academic needs of the students to be addressed by identifying the weaknesses and providing differentiated instruction for all students based on their needs.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	56%	53%	28%	55%	52%
ELA Learning Gains	51%	57%	54%	39%	56%	53%
ELA Lowest 25th Percentile	51%	49%	47%	36%	49%	45%
Math Achievement	34%	61%	58%	35%	59%	55%
Math Learning Gains	45%	61%	57%	52%	60%	55%
Math Lowest 25th Percentile	52%	54%	51%	50%	48%	47%
Science Achievement	42%	55%	52%	26%	54%	50%
Social Studies Achievement	64%	75%	72%	63%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	3 (27)	6 (14)	11 (12)	20 (53)
One or more suspensions	23 (42)	15 (40)	30 (37)	68 (119)
Course failure in ELA or Math	7 (31)	30 (30)	28 (43)	65 (104)
Level 1 on statewide assessment	97 (135)	151 (146)	114 (120)	362 (401)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	29%	53%	-24%	52%	-23%
	2017	36%	54%	-18%	52%	-16%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	28%	54%	-26%	51%	-23%
	2017	39%	55%	-16%	52%	-13%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				
08	2018	40%	60%	-20%	58%	-18%
	2017	34%	56%	-22%	55%	-21%
Same Grade Comparison		6%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	37%	56%	-19%	52%	-15%
	2017	39%	55%	-16%	51%	-12%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	9%	39%	-30%	54%	-45%
	2017	17%	38%	-21%	53%	-36%
Same Grade Comparison		-8%				
Cohort Comparison		-30%				
08	2018	28%	65%	-37%	45%	-17%
	2017	28%	63%	-35%	46%	-18%
Same Grade Comparison		0%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	40%	54%	-14%	50%	-10%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	58%	72%	-14%	71%	-13%
2017	55%	73%	-18%	69%	-14%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	62%	-12%	62%	-12%
2017	85%	59%	26%	60%	25%
Compare		-35%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	57%	35%	56%	36%
2017	96%	55%	41%	53%	43%
Compare		-4%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	45	43	17	45	41	19	48			
ELL	21	49	51	26	45	61	25	36	33		
BLK	33	50	53	33	46	50	39	62	61		
HSP	37	53	51	36	42	47	44	68	68		
MUL	25	70		18	40						
WHT	52	54		33	39		50		77		
FRL	34	50	51	34	45	51	41	65	57		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	36	37	9	43	40	6	24			
ELL	24	45	47	28	42	38	6	67	50		
BLK	34	52	49	37	55	53	26	56	62		
HSP	43	52	44	50	59	43	42	69	68		
MUL	55			45	50						
WHT	54	45		46	40			67			
FRL	37	52	46	39	53	50	29	58	71		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	In order to continue forward movement toward academic progress in the area of Mathematics our instruction is in line with the District's Strategic Plan to reach expectations of the Long Term Outcome # 2-Ensure High School Readiness.
Rationale	All grade levels were considerably below the district and the state (6th gr-37% BLMS, State-52%; 7th gr-9% BLMS, State-54%; 8th gr-28% BLMS, State-45%), but the greatest deficits were in 7th grade Math.
Intended Outcome	Student achievement in Mathematics will increase by at at least 2% across all grade levels due to the listed action steps being implemented.
Point Person	Guy Tabuteau (guy.tabuteau@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S. B. policy 209 with a focus on:</p> <ul style="list-style-type: none"> ~Academic tutors will assist by providing classroom support through small group differentiated instruction. ~Daily common planning, so the teachers are able to collaborate with one another in an effort to target the standards with a laser focus, thereby increase student achievement in the area of mathematics. ~Item specification training for all math teachers to ensure the students are being exposed to teaching strategies that present the curriculum in the desired format according to the Florida Standards. ~Co-teaching model to provide additional academic support to students that are demonstrating deficiencies within the classroom.
Person Responsible	Guy Tabuteau (guy.tabuteau@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> ~Daily walkthroughs with specific feedback to ensure the Florida Standards are being targeted and item specifications are being utilized during instructions. ~Formal and informal assessments (district diagnostic tests, classroom tests and computer based program tests) will be monitored ~Weekly data chats (teachers will use the test data to have discussions with the students regarding their performance, which will help both the teacher and student identify strategies to increase student achievement and engagement. ~Lesson plan review-to ensure the Florida Standards are being targeted and item specifications are being utilized during instructions.
Person Responsible	Guy Tabuteau (guy.tabuteau@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Bear Lakes will increase Parental Involvement schoolwide and with all aspects of the educational process by a minimum of 2% in FY19 as compared to FY18 in regards to the Parental Participation Rate.

We will involve parents in the planning and implementation of the Title I Program and their rights under the ESSA requirements. Bear Lakes Middle will increase parental engagement/ involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Night, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Establishing and Maintaining Effective Relationships with Students;

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. We want to create a positive community here on campus.

Bear Lakes provides call outs and web-based messaging through our website and email in order to maintain contact with parents/guardians and ensure information is being communicated effectively.

PFEP Link

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

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 (Rtl) 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
- 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.

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.

-Meetings and school visits are scheduled for students, parents, and teachers with the receiving schools.
-The school counselor regularly communicates with students and parents to address academic, personal and social aspects of the students.

~Every student at Bear Lakes Middle School is entitled to a free breakfast, so this is an issue that won't impeded learning

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 and organize team planning for teachers.

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 clothes and school supplies are purchased and given to students if needed.

Nutrition Programs

Bear Lakes 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.

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 respond when grades, subject areas, classes, or individual students have not shown a positive response (reteach/reassessment component will be implemented across all disciplines.
4. 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.
5. 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.

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.

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.

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 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

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.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. BLMS fosters 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 a community of mutual respect and shared empowerment.

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

Career and Technical Education

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

- 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.

Part V: Budget

Total:

\$1,424.00