2013-2014 SCHOOL IMPROVEMENT PLAN

Bear Lakes Middle School

3505 SHENANDOAH BLVD

West Palm Beach, FL 33409

561-615-7700

www.edline.net/pages/bear_lakes_middle_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	93%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 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.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bear Lakes Middle School

Principal

Dr. Kirk Howell

School Advisory Council chair

Cynthia Jackson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Angela Jones Williams	Guidance Counselor
Gillian Smart	ESE Coordinator
Lathan Hytower	Dean of Students
Maudeline Nesbitt	Guidance Counselor
Keith Wright	Behavior Interventionist
Barbara McCray	School Psychologist
Donna Donato	Educational Support
Jeremiah Stewart	8th Grade Assistant Principal
Veneise Harrell	7th Grade Assistant Principal
Michelle Reyes	6th Grade Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

BLMS SAC members: A collaborative group of parents, faculty/staff and community members, each serving a two-year term. New SAC members are voted upon by school community ballot at the beginning of each school year.
The membership of SAC consist of the following representatives:
Principal – Dr. Kirk Howell
SAC Chair – Cynthia Jackson (Teacher)

SAC Co-Chair - Gillian Smart
SAC Secretary – Ruth Duperval
SAC Historian - Heather Corpin
SAC Members:
1. James Irving – Parent
2. Luz Zalanga - Parent
3. Latoria Hillard - Parent
4. Blair Thorpe - Teacher
5. Marsha Walsh - Parent
6. Deborah Gonzalez - Parent
7. Amanda Whittaker - Parent
8. Christine Gainwell - Teacher
9. Esther Green – Student
10. Victoria Howell - Student
11. Laura Ruiz - Student

Involvement of the SAC in the development of the SIP

The SAC serves as a leadership committee to assist in the preparation of the School Improvement Plan and ongoing evaluation of the results.
SAC 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 SAC reviews relevant data, identifies problem areas, develops improvement strategies, monitors their implementation and evaluates progress.

Activities of the SAC for the upcoming school year

1. Reading Curriculum Night
2. Math Curriculum Night
2. Literacy Night
3. Student Assessment Literacy Night
4. FCAT 2.0 Writers Workshop
5. FCAT 2.0 Strategies for Success Workshop

Projected use of school improvement funds, including the amount allocated to each project

Consumable Items for each SAC activity:
1. Reading Curriculum Night - $200
2. Math Curriculum Night - $200
3. Literacy Night -$200
4. Student Assessment Literacy Night - $200
5. FCAT 2.0 Writers Workshop $200
6. FCAT 2.0 Strategies for Success Workshop - $200

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Kirk Howell		
Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Degrees: BS – Communicative Disorder, University Of Central Florida; BS – Psychology/ Business Administration, Troy State University; MS – Education Administration, Nova Southeastern University; Ed.D - Educational Leadership, Nova Southeastern University Certifications: School Principal (All Levels) Exceptional Student Education K-12
Performance Record	Bear Lakes Middle School 2012 – 2013 Grade: C Reading Mastery: 39%Math Mastery: 32%Writing Mastery: 55%Science Mastery: 22%Reading Learning Gains: 70%Math Learning Gains: 60%Reading L25% Learning Gains: 76% Math L25% Learning Gains: 72% Bear Lakes Middle School 2011 – 2012 Grade: C Reading Mastery: 37%Math Mastery: 36%Writing Mastery: 74%Science Mastery: 27%Reading Learning Gains: 63%Math Learning Gains: 62%Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71% Lake Worth High School 2010 – 2011 Grade: B Reading Mastery: 32%Math Mastery: 71%Writing Mastery: 80%Science Mastery: 33%Reading Learning Gains: 43%Math Learning Gains: 74%Reading L25% Learning Gains: 50% Math L25% Learning Gains: 67% AYP: 69%: Not Met Acceleration Participation: 90% Acceleration Performance: 88% Readiness Reading: 93% Readiness Math: 67% Total Points Earned: 1,138 Tradewinds Middle School 2009 – 2010 Grade: A Reading Mastery: 67%Math Mastery: 74%Writing Mastery: 89%Science Mastery: 54%Reading Learning Gains: 67%Math Learning Gains: 80%Reading L25% Learning Gains: 68% Math L25% Learning Gains: 76% AYP: 74%: Not Met Tradewinds Middle School2008 – 2009 Grade: A Reading Mastery: 67%Math Mastery: 73%Writing Mastery: 95%Science Mastery: 49%Reading Learning Gains: 70%Math Learning Gains: 76%Reading L25% Learning Gains: 84% Math L25% Learning Gains: 79% AYP: 90%: Not Met Tradewinds Middle School 2007 – 2008 Grade: A Reading Mastery: 63%Math Mastery: 67%Writing Mastery: 95%Science Mastery: 39%Reading Learning Gains: 63%Math Learning Gains: 76%Reading L25% Learning Gains: 61% Math L25% Learning Gains: 73% AYP: 77%: Not Met

Jeremiah Stewart		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	Degrees: BA - English, Alabama University MS - Educational Leadership, Nova Southeastern University Certifications: English 6-12 Educational Leadership K-12 ESOL Endorsement
Performance Record	Bear Lakes Middle School2012 – 2013 Grade: C Reading Mastery: 39%Math Mastery: 32%Writing Mastery: 55%Science Mastery: 22%Reading Learning Gains: 70%Math Learning Gains: 60%Reading L25% Learning Gains: 76% Math L25% Learning Gains: 72% Crossroads Academy 2011-2012 Learning Gains in Reading % Learning Gains in Math % 2010-2011 Learning Gains in Reading 19% Learning Gains in Math 35% 2009-2010 Learning Gains in Reading 37% Learning Gains in Math 45%

Veneise Harrell		
Asst Principal	Years as Administrator: 4	Years at Current School: 9

Credentials	Degrees: BS - Business Administration Florida A&M University MS - Math Education,Nova Southeastern University Ed.S - Education Leadership; Nova Southeastern University Certifications: Mathematics 5-9 Mathematics 6- 12 Educational Leadership K-12 Reading Endorsement
Performance Record	Bear Lakes Middle School 2012 – 2013 Grade: C Reading Mastery: 39%Math Mastery: 32%Writing Mastery: 55%Science Mastery: 22%Reading Learning Gains: 70%Math Learning Gains: 60% Reading L25% Learning Gains: 76% Math L25% Learning Gains: 72% Bear Lakes Middle School 2011-2012 Grade: C Reading Mastery: 37%Math Mastery: 36%Writing Mastery: 74%Science Mastery: 27%Reading Learning Gains: 63%Math Learning Gains: 62%Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71% Bear Lakes Middle School 2010-2011 Grade: B Reading Mastery: 53%Math Mastery: 55%Writing Mastery: 92%Science Mastery: 30%Reading Learning Gains: 60%Math Learning Gains: 68%Reading L25% Learning Gains: 70% Math L25% Learning Gains: 69% AYP: 79%: Not Met Bear Lakes Middle School 2009-2010: Grade: C Reading Mastery: 51%Math mastery: 51%Writing Mastery: 88%Science Mastery: 26%Reading Learning Gains: 59%Math Learning Gains: 70%Reading L25% Learning Gains: 67% Math L25% Learning Gains: 74% AYP: 79%: Not Met

Michelle Reyes		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Degrees: BA - Elementary Education, Florida Atlantic University MS - Educational Leadership, Nova Southeastern University Certifications: Educational Leadership K-12 Elementary Education K-6 Exceptional Student Education K-12 Reading Endorsement ESOL Endorsement	
Performance Record	Bear Lakes Middle School 2012 – 2013 Grade: C Reading Mastery: 39%Math Mastery: 32%Writing Mastery: 55%Science Mastery: 22%Reading Learning Gains: 70%Math Learning Gains: 60%Reading L25% Learning Gains: 76% Math L25% Learning Gains: 72% Bear Lakes Middle School 2011 – 2012 Grade: C Reading Mastery: 37%Math Mastery: 36%Writing Mastery: 74%Science Mastery: 27%Reading Learning Gains: 63%Math Learning Gains: 62%Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71%	

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marcy Wallace		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Degrees: B.A.Ed – Education; Florida Atlantic University MS – Teaching and Learning Strategies, Nova Southeastern University Ed.S – Curriculum Instruction Management & Administration; Nova Southeastern University Certification: Elementary Education 1-6 ESOL Endorsement Reading Endorsement
Performance Record	Barton Elementary 2012 – 2013 Grade: Reading Mastery: 30% Math Mastery: 41% Writing Mastery: 36% Science Mastery: 49% Reading Learning Gains: 73% Math Learning Gains:61% Reading L25% Learning Gains:76% Math L25% Learning Gains:68% Lake Worth High School 2010 – 2011 Grade: B Reading Mastery: 32%Math Mastery: 71%Writing Mastery: 80%Science Mastery: 33%Reading Learning Gains: 43%Math Learning Gains: 74%Reading L25% Learning Gains: 50% Math L25% Learning Gains: 67% AYP: 69%: Not Met Acceleration Participation: 90% Acceleration Performance: 88% Readiness Reading: 93% Readiness Math: 67% Total Points Earned: 1,13

Michelle Marks		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Science
Credentials	Degrees: BS - Biology, Morgan State University; MS - Educational Leadership, Grand Canyon University Certifications: Biology 6-12 Educational Leadership K-12
Performance Record	Bear Lakes Middle School 2012 – 2013 Grade: C Reading Mastery: 39%Math Mastery: 32%Writing Mastery: 55%Science Mastery: 22%Reading Learning Gains: 70%Math Learning Gains: 60%Reading L25% Learning Gains: 76% Math L25% Learning Gains: 72% Bear Lakes Middle School 2011 – 2012 Grade: C Reading Mastery: 37%Math Mastery: 36%Writing Mastery: 74%Science Mastery: 27%Reading Learning Gains: 63%Math Learning Gains: 62%Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71%

Antonio Osborne		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	[none selected]
Credentials	Degrees: B.A.Ed – Mathematics; Florida Atlantic University MS – Educational Leadership, Lynn University Certifications: Educational Leadership K-12 Mathematics 6-12
Performance Record	Palm Beach High School 2012 – 2013 - PENDING Grade: Reading Mastery:32% Math Mastery:39% Writing Mastery:71% Science Mastery: 52% Reading Learning Gains:57% Math Learning Gains: 58% Reading L25% Learning Gains:64% Math L25% Learning Gains:66%

Classroom Teachers

# of classroom teachers
50

receiving effective rating or higher
50, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
50, 100%

 # ESOL endorsed
9, 18%

 # reading endorsed
22, 44%

 # with advanced degrees
21, 42%

 # National Board Certified
1, 2%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
16, 32%

 # with 6-14 years of experience
21, 42%

 # with 15 or more years of experience
13, 26%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
1, 25%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Implementation of Systematic School-Wide Induction Program.
2. Pairing teachers who are new to the profession and new to the school with a departmental mentor that is
Clinical educator trained.
3. Provide professional development workshops to improve instructional practice.

4. Weekly Meetings with new instructors
5. Monthly ESP meetings

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 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 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)
School Base TeamLeader will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; in addition the school's Leadership Team 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
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
BLMS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject and grade intervention.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 Student Support Team
BLMS Leadership Team and parent/guardian make up the Tier 3 Student Support Team (SST) Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Tier 2 document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4-step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad

Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• SRI
• CORE K-12
• Fluency Probes
• Read 180
• Palm Beach Writes
• Diagnostic Assessments
• FCAT 2.0 Summative Assessments
• Weekly Common Mini-Assessments
• EOCs
• Florida Achieves
• Examview Pro
• Pearson Success
• Skills Tutor
• CELLA
• Progress Reports
• Student grades
• Weekly grade level common assessments
Behavior
• Office referrals per day per month
• Team climate surveys
• Attendance
• Detentions
• Discipline Referrals
• Suspensions/expulsions
• Retentions
• Student Case Management System
• EDW Discipline Summary Reports
• Functional Behavior Assessments
• PBSD 1550 Observation Report

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will receive continuous Professional Development in areas that support student achievement and aid in the placement into RtI. These PD opportunities will be available during a school wide PD time and during PDD days and during Learning Team Meetings. Data will be disaggregated and individual students who are struggling will be discussed.
A plan of action for beginning RtI will be put in place once a problem is identified.
• Problem Solving Model • Consensus Building • Positive Behavioral Intervention and Support (PBIS) • Data-based decision-making to drive instruction • Progress monitoring • Selection and availability of research-based interventions • Tools utilized to identify specific discrepancies in reading
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize Open House night and initial SAC Meeting to present MTSS to parents and hand out parent MTSS brochures.
A description of MTSS and MTSS parent resources will be available on the BLMS school web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 10,200

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

• Afterschool Director
• Afterschool Teacher Lead
• Teachers
• Assistant Principal over Afterschool Program

Strategy: Weekend Program

Minutes added to school year: 23,400

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

• Afterschool Director
• Afterschool Teacher Lead
• Teachers
• Assistant Principal over Afterschool Program

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kirk Howell	Principal
Michelle Reyes	Assistant Principal
Veneise Harrell	Assistant Principal
Jeremiah Stewart	Assistant Principal
Marcy Wallace	Reading Coach
Christine Henderson-Gainwell	Reading Department Chair
Michelle Marks	Science Resource Teacher
Gillian Smart	ESE Coordinator
Judith French Cowans	Learning Team Facilitator
Denesha Kitchen	Language Arts Department Chair
Faith Green-Hall	Language Arts Department Chair
Dr. Robert Baker	Social Studies Department Chair
Patreka Mckelton	Social Studies Department Chair
Jennifer English	Electives Department Chair
Cynthia Jackson	Electives Department Chair
Antonio Osborne	Math Coach

Name	Title
Kesha Blair-Thorpe	Math Department Chair
Julie Ahearn	Media Specialist
Taneesha Fauntleroy	Science Department Chair
Austin Sudnykovch	Science Department Chair

How the school-based LLT functions

The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT will meet monthly (1st Monday of every month). The reading coach and Department Chair will head the team. There will be an agenda set and follow up will be reviewed at each meeting. Topics of discussion include but not limited to: eBooks, fluency rates, integration of literacy in all curricular activities, appropriate scheduling of students, grades, incentives, push-in/pull-outs, and data chats.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

• Bear Lakes Middle School will incorporate research based reading strategies that are structured, focused
and centered around the learning needs of individual students.
• FCAT 2.0 and CCSS question stems are infused across all disciplines during daily instructional delivery student assignments and assessments.
• Two school-wide CRISS strategies: Selective Underlining, and summarizing will be used school-wide in all
content areas. The effectiveness of these strategies will be assessed by classroom observations via reading coaches' and administrators' classroom walkthroughs.
• A series of professional development workshops will be provided across all disciplines, presented by the
reading coach, built into the school day that will promote lasting, positive changes in teacher knowledge of the Florida Educator Accomplished Practices (FEAPs) and Marzano Teacher Evaluation System alignment.
• Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Content area teachers will be trained by reading coach to use and to teach reading strategies that are effective for their subject area.
• To increase student's vocabulary, an exercise using root-words, pre-fixes or suffixes will be introduced each week through the school's closed circuit television broadcast. These words will be used throughout the week in each content area classroom as part of the regular lesson, thus, incorporating these words across the curriculum. This strategy will deepen word associations for students by showing them how everyday vocabulary is related to knowledge of the world and will support ELL students learning by

emphasizing words that may be common to both English and the student's home language. As a result, content area teachers will teach their subject area vocabulary, while infusing vocabulary development at the same time.
• Every teacher has access to EDW, which outlines levels of achievement on standardized testing, and will be expected to utilize this tool to positively affect student achievement in reading. With this information in hand, teachers can plan group lessons, individual conferences regarding reading goals and
achievements, and concentrate on applicable remediation for reading difficulties found in all subject areas. We will also continue to expand the Reading Counts program this year by purchasing more books attached to Reading Counts quizzes.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

• 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.

Strategies for improving student readiness for the public postsecondary level

• Elementary Choice Program Open House
• High School Fair
• School-Wide Career Fair
• High School Credit Course Offerings on school-site

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	39%	No	54%
American Indian				
Asian				
Black/African American	47%	36%	No	52%
Hispanic	45%	45%	Yes	51%
White	64%	67%	Yes	68%
English language learners	30%	22%	No	37%
Students with disabilities	33%	27%	No	39%
Economically disadvantaged	48%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	24%	26%
Students scoring at or above Achievement Level 4	82	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	448	70%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	105	76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	32%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	18%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	14%	45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	105	52%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		52%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	32%	No	56%
American Indian				
Asian				
Black/African American	48%	30%	No	54%
Hispanic	55%	33%	No	60%
White	68%	46%	No	71%
English language learners	42%	19%	No	48%
Students with disabilities	35%	18%	No	42%
Economically disadvantaged	52%	31%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	18%	20%
Students scoring at or above Achievement Level 4	62	9%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	76%	78%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		9%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	384	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	109	72%	74%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	80	100%	100%
Middle school performance on high school EOC and industry certifications	73	94%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	72%	74%
Students scoring at or above Achievement Level 4	13	21%	23%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		33%
Students scoring at or above Achievement Level 4	11	68%	70%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	15%	17%
Students scoring at or above Achievement Level 4	13	6%	8%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		52%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		52%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	20		50
Participation in STEM-related experiences provided for students	20	2%	6%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	21	2%	4%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	21	2%	4%
Completion rate (%) for CTE students enrolled in *accelerated* courses		2%	4%
Students taking CTE industry certification exams	16	2%	4%
Passing rate (%) for students who take CTE industry certification exams		6%	8%
CTE program concentrators	1		
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	2%	1%
Students who fail a mathematics course	15	2%	1%
Students who fail an English Language Arts course	16	2%	1%
Students who fail two or more courses in any subject	19	2%	1%
Students who receive two or more behavior referrals	227	34%	32%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	220	33%	31%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase Parental Involvement in FY14 by 2% compared to FY13 Parent Participation Rate.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Participation in SAC Meetings	5	50%	75%%
Increase amount of Parent Volunteers	2	50%	75%%
Increase the amount of Parent Participation during School Events	100	66%	75%%

Area 10: Additional Targets

Additional targets for the school

BLMS 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, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Social Studies instructors infuse the content required by state statute 1003.42 (2).	745	100%	100%

Goals Summary

G1. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Reading assessment will increase by 2% or above compared to the previous school year.

G2. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Writes assessment will increase by 2% or above compared to the previous school year.

G3. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Mathematics assessment will increase by 2% or above compared to the previous school year.

G4. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Science assessment will increase by 2% or above compared to the previous school year.

G5. In 2014, the expected level of participation and performance for students completing the CTE assessment will increase by 2% or above compared to the previous school year.

G6. In 2014, to increase parental involvement and participation in school-wide activites and events compared to the previous school year.

G7. In 2014, the amount of suspensions will decrease by at least 2% or higher for the 2013 - 2014 school year compared to the previous school year.

Goals Detail

G1. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Reading assessment will increase by 2% or above compared to the previous school year.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- 1. Daily Common Planning 2. Departmental Unit Plans 3. Technology Stations 4. eBook Data Base 5. Scholastic Suite for "Reading Counts Challenge" 6. Reading Coach

- eBook Database subscription and eBooks purchase

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

- Daily common Unit planning per grade level Daily grade level comprehension check/Exit Ticket Unit Learning Scales per grade level Weekly Common Assessment

Targeted Barriers to Achieving the Goal
- *Consistent Exposure to Common Core Standards *Consistent Exposure to the CCSS Question Stems *Initial Year sixth graders are completing FCAT 2.0 computer-based assessment

- *High-cost per eBook

- *Cost class set white-boards

- Instructional delivery does not correlate to the level of rigor that will be assessed on FY14 FCAT 2.0 assessment.

Plan to Monitor Progress Toward the Goal

Increased capacity in: * Planning and Preparation * Classroom Behaviors and Strategies * Reflection of Teaching* Planning and Preparation * Classroom Behaviors and Strategies * Reflection of Teaching

Person or Persons Responsible
*Reading Coach *Administration *Learning Team Facilitator

Target Dates or Schedule:
* Daily

Evidence of Completion:
* Explicit Instruction * Text-Dependent Questions utilized during instructional delivery and on assessments * Effective Instructional Strategy implementation * Student improvement on Writing performance "Summaries" * Increase in student performance on weekly common assessments

G2. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Writes assessment will increase by 2% or above compared to the previous school year.

Targets Supported

- Writing

Resources Available to Support the Goal

- 1. Daily Common Planning 2. Writers Workshop Format for Specific Student Strengths and Areas of Improvement 3. BLMS Writes 4. Push-In/Pull-Out Support 5. PBSD PD Training 5. PBSD Writing Specialist Monthly Support

Targeted Barriers to Achieving the Goal

- 1. Consistent Exposure to Expository and Persuasive writing Elements 2. Discrepancy with scoring

Plan to Monitor Progress Toward the Goal

1. Student Writing Samples 2. Writing Learning Scales 3. Anchor Paper Examples Posted 4. Performance Task Rubrics 5. Writers Workshop - Student Grouping 6. Classroom Walkthroughs

Person or Persons Responsible

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration

Target Dates or Schedule:

One-year Plan

Evidence of Completion:

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

G3. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Mathematics assessment will increase by 2% or above compared to the previous school year.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- 1. Daily Common Planning 2. Departmental Unit Plans 3. Technology Stations 4. Math Coach 5. Fact Fluency Charts

Targeted Barriers to Achieving the Goal

- 1. Ineffective implementation of manipulatives. 2. [OBJ][OBJ][OBJ][OBJ]Low Complexity Level questions throughout instructional delivery. 3. Exposure to Word Problems on a daily basis. 4. Test-Taking Strategy Exposure on a daily basis. 5. Instructional delivery does not correlate to the level of rigor that will be assessed on FCAT 2.0 Mathematics Exam.

Plan to Monitor Progress Toward the Goal

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Item * Professional Development on Marzano Teacher Evaluation System

Person or Persons Responsible
*Math Coach *Learning Team Facilitator *Professional Development Team *Administration

Target Dates or Schedule:
One-Year Plan

Evidence of Completion:
* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

G4. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Science assessment will increase by 2% or above compared to the previous school year.

Targets Supported
- Science

- Science - Elementary School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal
- 1. Science Resource Teacher

- 2. Common Planning

Targeted Barriers to Achieving the Goal
- 1. The inability of students to relate scientific inquiry principals to real- world scenarios. 2. Adapting a traditional curriculum to incorporate technology to stimulate a technology savvy audience. 3. Science Background Knowledge and Overall Schema 4. Science Vocabulary and Terminology

Plan to Monitor Progress Toward the Goal

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items * Professional Development on Marzano Teacher Evaluation System * Interactive Student Response System

Person or Persons Responsible
* Science Coach * Science Department Chairs * Learning Team Facilitator * Administration

Target Dates or Schedule:
One-Year Plan

Evidence of Completion:
* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

G5. In 2014, the expected level of participation and performance for students completing the CTE assessment will increase by 2% or above compared to the previous school year.

Targets Supported
- CTE

Resources Available to Support the Goal
- 1. Certified Instructor 2. Computer Lab Setting 3. Web-Based Program 4. Students have access to program on-campus and off-campus.

Targeted Barriers to Achieving the Goal
- Students not prepared to meet the certification exam requirements in a timely manner.

Plan to Monitor Progress Toward the Goal

1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible
*CTE Teacher * Electives Dept. Chair * Administration*CTE Teacher * Electives Dept. Chair * Administration

Target Dates or Schedule:
One-Year Plan

Evidence of Completion:
1. Progress Reports 2. Successful completion of course 3. Student Usage Reports 4. Formative Assessment Results 5. Classroom Observations

G6. In 2014, to increase parental involvement and participation in school-wide activites and events compared to the previous school year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops

Targeted Barriers to Achieving the Goal
- 1. Parent not being properly informed of activities and events 2. Parents not being fully aware of how their contribution impacts and drive school decisions. OBJOBJOBJOBJOBJOBJOBJOBJOBJOBJOBJOBJOBJOBJOBJ3. Parents not aware of the connection between school life and home life as it relates to student success.

Plan to Monitor Progress Toward the Goal

Participation and Feedback from the following communication methods for Parental Support: 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Person or Persons Responsible
*Title I Family Involvement Coordinator * Parent Liaison * SAC Chair * Administration

Target Dates or Schedule:
One-Year Plan

Evidence of Completion:
Parent Participation Rate

G7. In 2014, the amount of suspensions will decrease by at least 2% or higher for the 2013 - 2014 school year compared to the previous school year.

Targets Supported
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- 1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Targeted Barriers to Achieving the Goal
- 1. Students not being aware of expected behaviors on campus. 2. Teachers not implementing Progressive Discipline. 3. Lack of Grade Level intervention plan 4. Implementation of intervention strategies 5. Parent Communication

Plan to Monitor Progress Toward the Goal

1. Code of Conduct Assemblies 2. School-Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Discipline Plan

Person or Persons Responsible
1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Target Dates or Schedule:
One-Year Plan

Evidence of Completion:
1. Observation of Student Conduct 2. Discipline plan

Action Plan for Improvement

Problem Solving Key

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

G1. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Reading assessment will increase by 2% or above compared to the previous school year.

G1.B1 *Consistent Exposure to Common Core Standards *Consistent Exposure to the CCSS Question Stems *Initial Year sixth graders are completing FCAT 2.0 computer-based assessment

G1.B1.S1 * Professional Development on Unit Planning * Professional Development on Marzano Teacher Evaluation System * Learning Team Meetings * Daily Common Planning with department and grade level * Unit Planning and Mini-Lesson development * Grade Level Learning Scales * Construction of CCSS question stems

Action Step 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Construction of Text-Dependent Questions * Professional Development on Marzano Teacher Evaluation System * Learning Team Meetings

Person or Persons Responsible

*Reading Coach *Administration *Learning Team Facilitator *Professional Development Team

Target Dates or Schedule

One-Year Plan

Evidence of Completion

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

Action Step 2

*Utilization of eBook database across all disciplines.

Person or Persons Responsible

*Reading Coach *Administration *Learning Team Facilitator

Target Dates or Schedule

One-Year Plan

Evidence of Completion

*Classroom Observation *Computer Lab Walkthroughs * Student Usage rate reports

Facilitator:

Marcy Wallace

Participants:

*Reading Coach *Administration *Learning Team Facilitator

Action Step 3

*Utilization of White-boards during instructional delivery and facilitation

Person or Persons Responsible

*Reading Coach *Administration *Learning Team Facilitator

Target Dates or Schedule

One-Year Plan

Evidence of Completion

*Classroom Observation *Computer Lab Walkthroughs * Student Usage rate reports

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

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

Person or Persons Responsible

*Reading Coach *Administration *Learning Team Facilitator

Target Dates or Schedule

* Daily

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

*Reading Coach *Administration *Learning Team Facilitator

Target Dates or Schedule

* Daily

Evidence of Completion

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

G1.B2 *High-cost per eBook

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

Action Step 1

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

Person or Persons Responsible

Reading and ELA Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs Formative and Summative Assessments

Facilitator:

Reading Coach

Participants:

Reading and ELA Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 *Cost class set white-boards

G1.B3.S1 Purchase of class set whiteboard to increase student engagement and assist as an immediate data feedback tool.

Action Step 1

Student Response Boards

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Purchase of class set whiteboard to increase student engagement and assist as an immediate data feedback tool.

Facilitator:

Academic Coaches LTF

Participants:

Classroom Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Instructional delivery does not correlate to the level of rigor that will be assessed on FY14 FCAT 2.0 assessment.

G1.B4.S1 Co-Teaching with Academic Coach

Action Step 1

Effective Teaching Practices

Person or Persons Responsible

Teacher Academic Coach Area Support

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk throughs Formative and Summative Assessment Results

Facilitator:

Academic Coaches LTF

Participants:

Classroom Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Writes assessment will increase by 2% or above compared to the previous school year.

G2.B1 1. Consistent Exposure to Expository and Persuasive writing Elements 2. Discrepancy with scoring

G2.B1.S1 1. Learning Scales Performance Task Rubrics for Expository Writing Performance Task Rubrics for Persuasive Writing 2. Scoring Meetings LTM SIP Tool

Action Step 1

1. Student Writing Samples 2. Writing Learning Scales 3. Anchor Paper Examples Posted 4. Performance Task Rubrics 5. Writers Workshop - Student Grouping 6. Classroom Walkthroughs

Person or Persons Responsible

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration

Target Dates or Schedule

One-year Plan

Evidence of Completion

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

Facilitator:

PBSD Writing Specialist Faith Green-Hall - ELA Chair Denesha Kitchen - ELA Chair Marcy Wallace - Reading Coach Judith French-Cowans -LTF

Participants:

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration

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

1. Student Writing Samples 2. Writing Learning Scales 3. Anchor Paper Examples Posted 4. Performance Task Rubrics 5. Writers Workshop - Student Grouping 6. Classroom Walkthroughs

Person or Persons Responsible

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration

Target Dates or Schedule

One-year Plan

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

1. Student Writing Samples 2. Writing Learning Scales 3. Anchor Paper Examples Posted 4. Performance Task Rubrics 5. Writers Workshop - Student Grouping 6. Classroom Walkthroughs

Person or Persons Responsible

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration

Target Dates or Schedule

One-year Plan

Evidence of Completion

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

G3. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Mathematics assessment will increase by 2% or above compared to the previous school year.

G3.B1 1. Ineffective implementation of manipulatives. 2. ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷Low Complexity Level questions throughout instructional delivery. 3. Exposure to Word Problems on a daily basis. 4. Test-Taking Strategy Exposure on a daily basis. 5. Instructional delivery does not correlate to the level of rigor that will be assessed on FCAT 2.0 Mathematics Exam.

G3.B1.S1 1. Development of rigorous and relevant lessons and implementation of these lessons in the classroom with focus on math concepts. 2. Use manipulatives when learning and practicing new math concept. 3. Daily Common Planning 4. Daily Common Lesson Planning to ensure that instruction aligns with CCSS/NGSS standards at the appropriate level of rigor. 5. Weekly Common Assessment 6. Progress Monitoring Tool 7. Re-teach and Reassess students that have not mastered assessed benchmark. 8. Student Work Folders 9. Interactive White-Boards

Action Step 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Item * Professional Development on Marzano Teacher Evaluation System

Person or Persons Responsible

*Math Coach *Learning Team Facilitator *Professional Development Team *Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

Facilitator:

Math Coach Area 4 Support

Participants:

*Math Coach *Learning Team Facilitator *Professional Development Team *Administration

Action Step 2

Math Coach

Person or Persons Responsible

Antonio Osborne

Target Dates or Schedule

2013 - 2014 Academic School Year

Evidence of Completion

Formative and Summative Assessments Professional Development

Action Step 6

After School Tutorial

Person or Persons Responsible

Instructors and Students

Target Dates or Schedule

September - May

Evidence of Completion

Formative and Summative Results

Action Step 6

Clickers

Person or Persons Responsible

School-Wide Classroom Instructors

Target Dates or Schedule

During Instructional Delivery

Evidence of Completion

Classroom Walkthroughs

Action Step 6

Mobi -mobile interactive whiteboard

Person or Persons Responsible

Math Instructors

Target Dates or Schedule

During Instructional Delivery

Evidence of Completion

Classroom Walkthroughs

Action Step 6

FCAT 2.0 Coach Workbooks - Class Set (10)

Person or Persons Responsible

Math Instructors

Target Dates or Schedule

September - May

Evidence of Completion

Formative and Summative Assessment

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Unit Planning with CCSS Standards * Development of Unit Learning Scales * Construction of Text-Dependent Questions * Professional Development on Marzano Teacher Evaluation System * Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task-Items * Professional Development on Marzano Teacher Evaluation System

Person or Persons Responsible

*Math Coach *Learning Team Facilitator *Professional Development Team *Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

Plan to Monitor Effectiveness of G3.B1.S1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items
* Professional Development on Marzano Teacher Evaluation System

Person or Persons Responsible

Math Coach *Learning Team Facilitator *Professional Development Team *Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative
assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming
focus and monitor implementation through classroom walkthroughs

G4. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Science assessment will increase by 2% or above compared to the previous school year.

G4.B1 1. The inability of students to relate scientific inquiry principals to real- world scenarios. 2. Adapting a traditional curriculum to incorporate technology to stimulate a technology savvy audience. 3. Science Background Knowledge and Overall Schema 4. Science Vocabulary and Terminology

G4.B1.S1 1. Interactive Word Walls; Vocabulary Journals; FCAT Science Glossary 2. Essential Labs 3. Focus Benchmark Calendar 4. FCIM Focus Lessons 5. Interactive Science Notebooks 6. Rotational model strategies to include: - 5 E Model use of Reference Materials including Science magazines. 7. Progress Monitoring Tool 8. Student Work Folders 9. Interactive White-Boards

Action Step 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items * Professional Development on Marzano Teacher Evaluation System * Interactive Student Response System

Person or Persons Responsible

* Science Coach * Science Department Chairs * Learning Team Facilitator * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

Facilitator:

Science Resource Teacher Learning Team Facilitator

Participants:

* Science Coach * Science Department Chairs * Learning Team Facilitator * Administration

Action Step 3

Science Resource Teacher

Person or Persons Responsible

Michelle Marks

Target Dates or Schedule

2013 - 2014

Evidence of Completion

Classroom Walkthroughs

Action Step 3

Mobi- Mobile interactive whiteboard

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Instructional Facilitation

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B1.S1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items
* Professional Development on Marzano Teacher Evaluation System * Interactive Student Response
System

Person or Persons Responsible

* Science Coach * Science Department Chairs * Learning Team Facilitator * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative
assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming
focus and monitor implementation through classroom walkthroughs

Plan to Monitor Effectiveness of G4.B1.S1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items
* Professional Development on Marzano Teacher Evaluation System * Interactive Student Response
System

Person or Persons Responsible

*Science Coach * Science Department Chairs * Learning Team Facilitator * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative
assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming
focus and monitor implementation through classroom walkthroughs

G5. In 2014, the expected level of participation and performance for students completing the CTE assessment will increase by 2% or above compared to the previous school year.

G5.B1 Students not prepared to meet the certification exam requirements in a timely manner.

G5.B1.S1 1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Action Step 1

1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible

*CTE Teacher * Electives Dept. Chair * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Progress Reports 2. Successful completion of course 3. Student Usage Reports 4. Formative Assessment Results 5. Classroom Observations

Plan to Monitor Fidelity of Implementation of G5.B1.S1

1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible

*CTE Teacher * Electives Dept. Chair * Administration*CTE Teacher * Electives Dept. Chair * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Progress Reports 2. Successful completion of course 3. Student Usage Reports 4. Formative Assessment Results 5. Classroom Observations1. Progress Reports

Plan to Monitor Effectiveness of G5.B1.S1

1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible

*CTE Teacher * Electives Dept. Chair * Administration*CTE Teacher * Electives Dept. Chair * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Progress Reports 2. Successful completion of course 3. Student Usage Reports 4. Formative Assessment Results 5. Classroom Observations

G6. In 2014, to increase parental involvement and participation in school-wide activites and events compared to the previous school year.

G6.B1 1. Parent not being properly informed of activities and events 2. Parents not being fully aware of how their contribution impacts and drive school decisions. ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷3. Parents not aware of the connection between school life and home life as it relates to student success.

G6.B1.S1 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Action Step 1

1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Person or Persons Responsible

*Title I Family Involvement Coordinator * Parent Liaison * SAC Chair * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Parent Participation Rate

Facilitator:

* Reading Coach * Math Coach *Department Chairs * Learning Team Facilitator

Participants:

*Title I Family Involvement Coordinator * Parent Liaison * SAC Chair * Administration

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Participation and Feedback from the following communication methods for Parental Support: 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Person or Persons Responsible

*Title I Family Involvement Coordinator * Parent Liaison * SAC Chair * Administration * Reading Coach * Math Coach * Department Chairs * Learning Team Facilitator

Target Dates or Schedule

One-Year Plan

Evidence of Completion

Parent Participation Rate

Plan to Monitor Effectiveness of G6.B1.S1

Participation and Feedback from the following communication methods for Parental Support: 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Person or Persons Responsible

*Title I Family Involvement Coordinator * Parent Liaison * SAC Chair * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

Parent Participation Rate

G7. In 2014, the amount of suspensions will decrease by at least 2% or higher for the 2013 - 2014 school year compared to the previous school year.

G7.B1 1. Students not being aware of expected behaviors on campus. 2. Teachers not implementing Progressive Discipline. 3. Lack of Grade Level intervention plan 4. Implementation of intervention strategies 5. Parent Communication

G7.B1.S1 1. Code of Conduct Assemblies 2. School Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Intervention Plan

Action Step 1

1. Code of Conduct Assemblies 2. School-Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Discipline Plan

Person or Persons Responsible

1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Observation of Student Conduct 2. Discipline plan

Facilitator:

SwPBS Internal Coach

Participants:

1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Plan to Monitor Fidelity of Implementation of G7.B1.S1

1. Code of Conduct Assemblies 2. School-Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Discipline Plan

Person or Persons Responsible

1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Observation of Student Conduct 2. Discipline plan

Plan to Monitor Effectiveness of G7.B1.S1

1. Code of Conduct Assemblies 2. School-Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Discipline Plan

Person or Persons Responsible

1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Observation of Student Conduct 2. Discipline plan

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program.
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, math, and science) conduct professional development for instructional staff, model lessons, develop FCIM focus calendars, attend LTMs with teachers, organize team planning for teachers and facilitate these planning times, assist with school-wide initiatives and coach instructors on effective instructional practices for targeted benchmarks.
Family involvement activities are supported with this funding source. Funds were utilized to provide a school-wide: professional development workshops, and community involvement activities.
Additional instructional supplies will be purchased to assist with the above school-wide initiatives: industrial certification software license, supplemental instructional resources, student workbooks, manipulatives, classroom libraries, and consumable materials.
Title I, Part C - Migrant
⌷OBJ⌷OBJ⌷Provided through district personnel.
Title I, Part D
⌷OBJ⌷OBJ⌷Provided through district personnel.
Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and instructional software will enhance literacy and math skills of struggling students.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Violence Prevention Programs
Bear Lakes offers a non-violence and anti-drug grant funded program (Project Success) to students on campus. This program incorporates field trips, community service, drug tests, and counseling. The school is also implementing a school-wide Character Counts Program and Random Act of Kindness Program.
Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.
This is district-supported and funded. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. We at BLMS foster a community in which all individuals feel valued and integral to its success. We welcome and celebrate the differences of our students and strive to be a place where all are truly included. Our goal is for everyone to feel at home with his or her true nature and create an environment of mutual respect and shared empowerment.
Nutrition Programs
Bear Lakes Middle School faculty and staff supports the goals and objectives of the School District Palm Beach County's Wellness Program; which encourages positive and pro-active approach to impact students' health and their school environment.
Every student at Bear Lakes Middle School is entitled to a free breakfast.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Reading assessment will increase by 2% or above compared to the previous school year.

G1.B1 *Consistent Exposure to Common Core Standards *Consistent Exposure to the CCSS Question Stems *Initial Year sixth graders are completing FCAT 2.0 computer-based assessment

G1.B1.S1 * Professional Development on Unit Planning * Professional Development on Marzano Teacher Evaluation System * Learning Team Meetings * Daily Common Planning with department and grade level * Unit Planning and Mini-Lesson development * Grade Level Learning Scales * Construction of CCSS question stems

PD Opportunity 1

*Utilization of eBook database across all disciplines.

Facilitator

Marcy Wallace

Participants

*Reading Coach *Administration *Learning Team Facilitator

Target Dates or Schedule

One-Year Plan

Evidence of Completion

*Classroom Observation *Computer Lab Walkthroughs * Student Usage rate reports

G1.B2 *High-cost per eBook

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

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Reading and ELA Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs Formative and Summative Assessments

G1.B3 *Cost class set white-boards

G1.B3.S1 Purchase of class set whiteboard to increase student engagement and assist as an immediate data feedback tool.

PD Opportunity 1

Student Response Boards

Facilitator

Academic Coaches LTF

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Purchase of class set whiteboard to increase student engagement and assist as an immediate data feedback tool.

G1.B4 Instructional delivery does not correlate to the level of rigor that will be assessed on FY14 FCAT 2.0 assessment.

G1.B4.S1 Co-Teaching with Academic Coach

PD Opportunity 1

Effective Teaching Practices

Facilitator

Academic Coaches LTF

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk throughs Formative and Summative Assessment Results

G2. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Writes assessment will increase by 2% or above compared to the previous school year.

G2.B1 1. Consistent Exposure to Expository and Persuasive writing Elements 2. Discrepancy with scoring

G2.B1.S1 1. Learning Scales Performance Task Rubrics for Expository Writing Performance Task Rubrics for Persuasive Writing 2. Scoring Meetings LTM SIP Tool

PD Opportunity 1

1. Student Writing Samples 2. Writing Learning Scales 3. Anchor Paper Examples Posted 4. Performance Task Rubrics 5. Writers Workshop - Student Grouping 6. Classroom Walkthroughs

Facilitator

PBSD Writing Specialist Faith Green-Hall - ELA Chair Denesha Kitchen - ELA Chair Marcy Wallace - Reading Coach Judith French-Cowans -LTF

Participants

1. ELA Department Chairs 2. Reading Coach 3. Learning Team Facilitator 4. ELA Administrator 5. Administration

Target Dates or Schedule

One-year Plan

Evidence of Completion

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

G3. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Mathematics assessment will increase by 2% or above compared to the previous school year.

G3.B1 1. Ineffective implementation of manipulatives. 2. ⌷⌷⌷⌷Low Complexity Level questions throughout instructional delivery. 3. Exposure to Word Problems on a daily basis. 4. Test-Taking Strategy Exposure on a daily basis. 5. Instructional delivery does not correlate to the level of rigor that will be assessed on FCAT 2.0 Mathematics Exam.

G3.B1.S1 1. Development of rigorous and relevant lessons and implementation of these lessons in the classroom with focus on math concepts. 2. Use manipulatives when learning and practicing new math concept. 3. Daily Common Planning 4. Daily Common Lesson Planning to ensure that instruction aligns with CCSS/NGSS standards at the appropriate level of rigor. 5. Weekly Common Assessment 6. Progress Monitoring Tool 7. Re-teach and Reassess students that have not mastered assessed benchmark. 8. Student Work Folders 9. Interactive White-Boards

PD Opportunity 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Item * Professional Development on Marzano Teacher Evaluation System

Facilitator

Math Coach Area 4 Support

Participants

*Math Coach *Learning Team Facilitator *Professional Development Team *Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

G4. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Science assessment will increase by 2% or above compared to the previous school year.

G4.B1 1. The inability of students to relate scientific inquiry principals to real- world scenarios. 2. Adapting a traditional curriculum to incorporate technology to stimulate a technology savvy audience. 3. Science Background Knowledge and Overall Schema 4. Science Vocabulary and Terminology

G4.B1.S1 1. Interactive Word Walls; Vocabulary Journals; FCAT Science Glossary 2. Essential Labs 3. Focus Benchmark Calendar 4. FCIM Focus Lessons 5. Interactive Science Notebooks 6. Rotational model strategies to include: - 5 E Model use of Reference Materials including Science magazines. 7. Progress Monitoring Tool 8. Student Work Folders 9. Interactive White-Boards

PD Opportunity 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items * Professional Development on Marzano Teacher Evaluation System * Interactive Student Response System

Facilitator

Science Resource Teacher Learning Team Facilitator

Participants

* Science Coach * Science Department Chairs * Learning Team Facilitator * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Unit Plans * Mini-lessons * Learning Scales * Classroom Observations * Formative and Summative assessment results * Performance Task Rubric * Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs

G6. In 2014, to increase parental involvement and participation in school-wide activites and events compared to the previous school year.

G6.B1 1. Parent not being properly informed of activities and events 2. Parents not being fully aware of how their contribution impacts and drive school decisions. ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷OBJ⌷3. Parents not aware of the connection between school life and home life as it relates to student success.

G6.B1.S1 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

PD Opportunity 1

1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Facilitator

* Reading Coach * Math Coach *Department Chairs * Learning Team Facilitator

Participants

*Title I Family Involvement Coordinator * Parent Liaison * SAC Chair * Administration

Target Dates or Schedule

One-Year Plan

Evidence of Completion

* Parent Participation Rate

G7. In 2014, the amount of suspensions will decrease by at least 2% or higher for the 2013 - 2014 school year compared to the previous school year.

G7.B1 1. Students not being aware of expected behaviors on campus. 2. Teachers not implementing Progressive Discipline. 3. Lack of Grade Level intervention plan 4. Implementation of intervention strategies 5. Parent Communication

G7.B1.S1 1. Code of Conduct Assemblies 2. School Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Intervention Plan

PD Opportunity 1

1. Code of Conduct Assemblies 2. School-Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Discipline Plan

Facilitator

SwPBS Internal Coach

Participants

1. SwPBS internal Coach 2. Behavior Interventionist 3. Dean of Students

Target Dates or Schedule

One-Year Plan

Evidence of Completion

1. Observation of Student Conduct 2. Discipline plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Reading assessment will increase by 2% or above compared to the previous school year.	$19,500
G2.	In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Writes assessment will increase by 2% or above compared to the previous school year.	$2,000
G3.	In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Mathematics assessment will increase by 2% or above compared to the previous school year.	$78,000
G4.	In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Science assessment will increase by 2% or above compared to the previous school year.	$52,000
G5.	In 2014, the expected level of participation and performance for students completing the CTE assessment will increase by 2% or above compared to the previous school year.	$2,000
G6.	In 2014, to increase parental involvement and participation in school-wide activites and events compared to the previous school year.	$2,000
G7.	In 2014, the amount of suspensions will decrease by at least 2% or higher for the 2013 - 2014 school year compared to the previous school year.	$2,000
	Total	$157,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Technology	Personnel	Evidence-Based Materials	Total
Title I	$10,000	$25,000	$15,000	$102,000	$3,500	$155,500
2000	$2,000	$0	$0	$0	$0	$2,000
	$0	$0	$0	$0	$0	$0
Total	$12,000	$25,000	$15,000	$102,000	$3,500	$157,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Reading assessment will increase by 2% or above compared to the previous school year.

G1.B1 *Consistent Exposure to Common Core Standards *Consistent Exposure to the CCSS Question Stems *Initial Year sixth graders are completing FCAT 2.0 computer-based assessment

G1.B1.S1 * Professional Development on Unit Planning * Professional Development on Marzano Teacher Evaluation System * Learning Team Meetings * Daily Common Planning with department and grade level * Unit Planning and Mini-Lesson development * Grade Level Learning Scales * Construction of CCSS question stems

Action Step 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Construction of Text-Dependent Questions * Professional Development on Marzano Teacher Evaluation System * Learning Team Meetings

Resource Type

Other

Resource

Consumables

Funding Source

Title I

Amount Needed

$2,000

Action Step 2

*Utilization of eBook database across all disciplines.

Resource Type

Technology

Resource

eBooks

Funding Source

Title I

Amount Needed

$8,000

Action Step 3

*Utilization of White-boards during instructional delivery and facilitation

Resource Type

Evidence-Based Materials

Resource

Student Response Rate System

Funding Source

Title I

Amount Needed

$1,500

G1.B2 *High-cost per eBook

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

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

eBooks

Funding Source

Title I

Amount Needed

$8,000

G1.B3 *Cost class set white-boards

G1.B3.S1 Purchase of class set whiteboard to increase student engagement and assist as an immediate data feedback tool.

Action Step 1

Student Response Boards

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Writes assessment will increase by 2% or above compared to the previous school year.

G2.B1 1. Consistent Exposure to Expository and Persuasive writing Elements 2. Discrepancy with scoring

G2.B1.S1 1. Learning Scales Performance Task Rubrics for Expository Writing Performance Task Rubrics for Persuasive Writing 2. Scoring Meetings LTM SIP Tool

Action Step 1

1. Student Writing Samples 2. Writing Learning Scales 3. Anchor Paper Examples Posted 4. Performance Task Rubrics 5. Writers Workshop - Student Grouping 6. Classroom Walkthroughs

Resource Type

Other

Resource

Consumables

Funding Source

Title I

Amount Needed

$2,000

G3. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Mathematics assessment will increase by 2% or above compared to the previous school year.

G3.B1 1. Ineffective implementation of manipulatives. 2. ⌗⌗⌗⌗Low Complexity Level questions throughout instructional delivery. 3. Exposure to Word Problems on a daily basis. 4. Test-Taking Strategy Exposure on a daily basis. 5. Instructional delivery does not correlate to the level of rigor that will be assessed on FCAT 2.0 Mathematics Exam.

G3.B1.S1 1. Development of rigorous and relevant lessons and implementation of these lessons in the classroom with focus on math concepts. 2. Use manipulatives when learning and practicing new math concept. 3. Daily Common Planning 4. Daily Common Lesson Planning to ensure that instruction aligns with CCSS/NGSS standards at the appropriate level of rigor. 5. Weekly Common Assessment 6. Progress Monitoring Tool 7. Re-teach and Reassess students that have not mastered assessed benchmark. 8. Student Work Folders 9. Interactive White-Boards

Action Step 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Item * Professional Development on Marzano Teacher Evaluation System

Resource Type

Other

Resource

Consumables

Funding Source

Title I

Amount Needed

$2,000

Action Step 2

Math Coach

Resource Type

Personnel

Resource

Academic Support Staff

Funding Source

Title I

Amount Needed

$55,000

Action Step 6

After School Tutorial

Resource Type

Evidence-Based Program

Resource

Extended Learning Time to reinforce concepts taught throughout school day.

Funding Source

Title I

Amount Needed

$15,000

Action Step 6

Clickers

Resource Type

Technology

Resource

Instructional FacilitationTool

Funding Source

Title I

Amount Needed

$1,000

Action Step 6

Mobi -mobile interactive whiteboard

Resource Type

Technology

Resource

Instructional Facilitation Tool

Funding Source

Title I

Amount Needed

$3,000

Action Step 6

FCAT 2.0 Coach Workbooks - Class Set (10)

Resource Type

Evidence-Based Materials

Resource

Supplemental Material

Funding Source

Title I

Amount Needed

$2,000

G4. In 2014, the expected level of performance for students scoring high standards and learning gains on the FCAT 2.0 Science assessment will increase by 2% or above compared to the previous school year.

G4.B1 1. The inability of students to relate scientific inquiry principals to real- world scenarios. 2. Adapting a traditional curriculum to incorporate technology to stimulate a technology savvy audience. 3. Science Background Knowledge and Overall Schema 4. Science Vocabulary and Terminology

G4.B1.S1 1. Interactive Word Walls; Vocabulary Journals; FCAT Science Glossary 2. Essential Labs 3. Focus Benchmark Calendar 4. FCIM Focus Lessons 5. Interactive Science Notebooks 6. Rotational model strategies to include: - 5 E Model use of Reference Materials including Science magazines. 7. Progress Monitoring Tool 8. Student Work Folders 9. Interactive White-Boards

Action Step 1

* Unit Planning with CCSS Standards * Development of Unit Learning Scales * Performance Task Items * Professional Development on Marzano Teacher Evaluation System * Interactive Student Response System

Resource Type

Other

Resource

Consumables

Funding Source

Title I

Amount Needed

$2,000

Action Step 3

Science Resource Teacher

Resource Type

Personnel

Resource

Science Resource Teacher

Funding Source

Title I

Amount Needed

$47,000

Action Step 3

Mobi- Mobile interactive whiteboard

Resource Type

Technology

Resource

Instructional Delivery Tool

Funding Source

Title I

Amount Needed

$3,000

G5. In 2014, the expected level of participation and performance for students completing the CTE assessment will increase by 2% or above compared to the previous school year.

G5.B1 Students not prepared to meet the certification exam requirements in a timely manner.

G5.B1.S1 1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Action Step 1

1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. 2. CTE teachers integrate industry certification preparation strategies at every level of program courses. 3. Promote student development of certification goals and student awareness of industry certification timelines. 4. Encourage articulation of high school feeder pattern programs through school visits, recruitment activities or combined projects.

Resource Type

Other

Resource

Consumables

Funding Source

Title I

Amount Needed

$2,000

G6. In 2014, to increase parental involvement and participation in school-wide activites and events compared to the previous school year.

G6.B1 1. Parent not being properly informed of activities and events 2. Parents not being fully aware of how their contribution impacts and drive school decisions. ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ3. Parents not aware of the connection between school life and home life as it relates to student success.

G6.B1.S1 1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Action Step 1

1. Parent Liaison 2. SAC Meetings 3. ParentLink 4. Academic Nights 5. Parent Workshops 6. School Website with Upcoming School Events 7. School Newsletter

Resource Type

Other

Resource

Consumables

Funding Source

2000

Amount Needed

$2,000

G7. In 2014, the amount of suspensions will decrease by at least 2% or higher for the 2013 - 2014 school year compared to the previous school year.

G7.B1 1. Students not being aware of expected behaviors on campus. 2. Teachers not implementing Progressive Discipline. 3. Lack of Grade Level intervention plan 4. Implementation of intervention strategies 5. Parent Communication

G7.B1.S1 1. Code of Conduct Assemblies 2. School Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Intervention Plan

Action Step 1

1. Code of Conduct Assemblies 2. School-Wide Positive Behavior Support Program 3. Grade Level Team Meetings 4. Grade Level Discipline Plan

Resource Type

Evidence-Based Program

Resource

Consumables

Funding Source

Title I

Amount Needed

$2,000