

The School District of Palm Beach County

Bear Lakes Middle School



2019-20 Schoolwide Improvement Plan

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Bear Lakes Middle School

3505 SHENANDOAH BLVD, West Palm Beach, FL 33409

<https://blms.palmbeachschools.org>

Demographics

Principal: K IR K Howell

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: C (45%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Bear Lakes Middle School envisions a dynamic, collaborative and multi-cultural community where education and life-long learning are valued, supported and all learners reach their highest potential of success in the global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hytower, Lathan	Assistant Principal	Provide insight/input on academic achievement, discipline data, and work as liaisons with classroom teachers. Assistant Principals each are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, Principal/Assistant Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
Marks, Michelle	Assistant Principal	Provide insight/input on academic achievement, discipline data, and work as liaisons with classroom teachers. Assistant Principals each are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, Principal/Assistant Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
English, Jennifer	Instructional Coach	Provide insight/input on academic achievement, analyze and aggregate data, and work as liaisons with classroom teachers. Academic Coaches are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, they attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
Riveccio, Andrea	Teacher, ESE	Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based decision making activities.
Nesbitt, Maudeline	School Counselor	Provide individual, group and classroom counseling for students; serve as liaisons to community, county, state and federal agencies and programs; assist students and parents with course selection and scheduling; provide career, vocational, academic and attendance support to students.
Williams, Sparkle	Teacher, K-12	Provide insight/input on academic achievement, analyze and aggregate data, and work as liaisons with classroom teachers. Academic Coaches are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, they attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
Hathaway, Anthony	Teacher, ESE	Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation;

Name	Title	Job Duties and Responsibilities
		facilitate data-based decision making activities.
Parise, Victoria	Instructional Coach	Provide insight/input on academic achievement, analyze and aggregate data, and work as liaisons with classroom teachers. Academic Coaches are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, they attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
Baker, Robert	Teacher, ESE	Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based decision making activities.
Tufts, Daniel	Teacher, ESE	Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based decision making activities.
Howell, Kirk	Principal	Provide insight/input on academic achievement, discipline data, and work as liaisons with classroom teachers. Assistant Principals each are designated liaisons to certain departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, Principal/Assistant Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	225	277	231	0	0	0	0	733	
Attendance below 90 percent	0	0	0	0	0	0	5	7	10	0	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2	
Course failure in ELA or Math	0	0	0	0	0	0	12	11	29	0	0	0	0	52	
Level 1 on statewide assessment	0	0	0	0	0	0	60	89	99	0	0	0	0	248	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	52	38	0	0	0	0	139

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	15	26	19	0	0	0	0	60

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Friday 8/2/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	6	11	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	23	15	30	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	7	30	28	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	97	151	114	0	0	0	0	362

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	30	40	0	0	0	0	87

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	6	11	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	23	15	30	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	7	30	28	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	97	151	114	0	0	0	0	362

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	17	30	40	0	0	0	0	87	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	58%	54%	38%	56%	52%
ELA Learning Gains	48%	56%	54%	53%	57%	54%
ELA Lowest 25th Percentile	45%	49%	47%	46%	48%	44%
Math Achievement	35%	62%	58%	40%	61%	56%
Math Learning Gains	46%	60%	57%	54%	61%	57%
Math Lowest 25th Percentile	49%	53%	51%	50%	52%	50%
Science Achievement	24%	52%	51%	29%	53%	50%
Social Studies Achievement	61%	75%	72%	59%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	225 (0)	277 (0)	231 (0)	733 (0)
Attendance below 90 percent	5 (3)	7 (6)	10 (11)	22 (20)
One or more suspensions	0 (23)	0 (15)	2 (30)	2 (68)
Course failure in ELA or Math	12 (7)	11 (30)	29 (28)	52 (65)
Level 1 on statewide assessment	60 (97)	89 (151)	99 (114)	248 (362)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	58%	-26%	54%	-22%
	2018	29%	53%	-24%	52%	-23%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	28%	53%	-25%	52%	-24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	54%	-26%	51%	-23%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
08	2019	30%	58%	-28%	56%	-26%
	2018	40%	60%	-20%	58%	-18%
Same Grade Comparison		-10%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	60%	-28%	55%	-23%
	2018	37%	56%	-19%	52%	-15%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	9%	35%	-26%	54%	-45%
	2018	9%	39%	-30%	54%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-28%				
08	2019	33%	64%	-31%	46%	-13%
	2018	28%	65%	-37%	45%	-17%
Same Grade Comparison		5%				
Cohort Comparison		24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	22%	51%	-29%	48%	-26%
	2018	40%	54%	-14%	50%	-10%
Same Grade Comparison		-18%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	72%	-15%	71%	-14%
2018	58%	72%	-14%	71%	-13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	64%	5%	61%	8%
2018	50%	62%	-12%	62%	-12%
Compare		19%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	60%	33%	57%	36%
2018	92%	57%	35%	56%	36%
Compare		1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	35	35	23	37	33	12	49			
ELL	22	53	59	29	42	52	15	48	69		
ASN	50			60							
BLK	32	47	46	34	47	50	20	63	87		
HSP	31	50	45	37	41	45	26	54	68		
MUL	62	54		50	43						
WHT	35	40		41	60		45				
FRL	32	48	47	35	46	50	23	61	84		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	45	43	17	45	41	19	48			
ELL	21	49	51	26	45	61	25	36	33		
BLK	33	50	53	33	46	50	39	62	61		
HSP	37	53	51	36	42	47	44	68	68		
MUL	25	70		18	40						
WHT	52	54		33	39		50		77		
FRL	34	50	51	34	45	51	41	65	57		

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science demonstrated the lowest level of Performances for 2018-2019. There is currently little evidence of trends. The data displays a significant reduction in Science since 2017-2018. Also, there was a slight decline in 7th grade Civics from a 58% in 2017-2018 to 57% in 2018-2019 with this learning group. ELL showed a decline from 40% during 2017-2018 to 30% in 2018-2019 as well.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science demonstrated the lowest level of Performances for 2018-2019. There are currently no trends. The data displays a reduction since 2017-2018 and the same tested group demonstrated a decline in ELA for the testing period in the presence of prior or historical indicators. A need for consistent collaboration among instructional staff, effective lesson planning and lack of effective progress monitoring by instructional staff likely attributed to declines in Science.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science scores experienced the greatest decline in percentages from 2017-2018 to 2018-2019 from 40% to 22% which is below District and State averages. These declines are likely in part attributed to lesson planning, preparation and a need for more collaboration and professional development in order to address specific classroom dynamics and implementation of strategies.

Which data component showed the most improvement? What new actions did your school take in this area?

During 2017-2018 6th grade Mathematics scored 37% while in 2018-2019 students scored 43%. These increases are largely attributed to Common Planning, Co-Teaching, Tutors being used to offer Small Group Instruction and support as well as Push-In Instructional Support as well as a Modified Review Schedule.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern exist within our community of learners.:

- a) One learning group missed the learning target as outlined within the ESSA Index.
 - b) Only 51 of the ELL tested subgroup acquired progress towards English proficiency.
- Some disparities exist in learning among various subgroups based upon the ESSA Index which will be addressed through data monitoring and collaboration.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. The promotion of acceleration and High School Readiness.
2. To increase lower quartile Math and ELA scores.
3. To increase ELA and Math learning gains across all grade levels.
4. To increase ELL progress and English achievement and Learning Gains for students with ESE designations in accordance to District and State ESSA Indices.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	In going forward with the District's Strategic Plan, our goal is to attain Proficiency In Science and High School Readiness.
Rationale	Science levels were below the District and State averages within all subgroups. Furthermore; there was a significant decline of 18% from 2017/2018 to 2018/19 as scores dropped from 40% to 22% during last year's testing cycle on the Florida State Assessment.
State the measurable outcome the school plans to achieve	Science scores on the Florida State Assessment will increase by 2% or more due to collaboration and school-wide implementation of our Strategic Plan at Bear Lakes Middle
Person responsible for monitoring outcome	Andrea Daniels (andrea.daniels@palmbeachschools.org)
Evidence-based Strategy	8th grade performed below the the District and the State Norm in Science, as their was a 18% decline on the FSA. In order to move forward in our efforts to attain progress in Science, our instruction and strategies are in alignment with the District's Strategic Plan in Science. We will consistently implement Goal setting/Self-Monitoring and the promotion of A Growth Mindset as well as Differentiated Instruction to meet diverse learner needs and styles of all students.
Rationale for Evidence-based Strategy	8th grade performed below the the District and the State Norm in Science, as their was a 19% decline. In order to move forward in our efforts to attain progress in Science, our instruction is in alignment with the District's Strategic Plan in Science.
Action Step	
Description	<ol style="list-style-type: none"> 1. Formal and Informal Assessments will be conducted in order monitor student progress and to assess students deficits. 2. Common Planning will be implemented in order to provide Teachers with a modality to collaborate and discuss strategies. 3. Data Chats will be implemented to communicate with students on their progress and to address specific areas of concern in alignment with agreed upon objectives. 4. Utilization of Co-Teaching Model will provide support to students demonstrating deficiencies within the classroom. 5. Academic Tutors will provide Small Group Differentiated Instruction to students in need or those performing below the norm. <p>Monitoring will occur through classroom fidelity walks and data analysis.</p>
Person Responsible	Andrea Daniels (andrea.daniels@palmbeachschools.org)

#2	
Title	Increasing Classroom Instructional Support through the use of Academic Tutors to support LTO 3, increase HS graduation rate.
Rationale	A strong correlation exists between students who fall into our lowest quartile and students in need of support. All grades performed below the the District and the State Norm in Mathematics, as 7th scores on the F.S.A. remained stagnated at 9% and minimal successes in other grades. In order to move forward and in our efforts to attain progress in Mathematics, our instruction is in alignment with the District's Strategic Plan in Science.
State the measurable outcome the school plans to achieve	Bear Lakes Middle will increase Math gains by 2% or more as a result of instructional support and intervention by staff. This will be globally observable with assessment data.
Person responsible for monitoring outcome	Victoria Parise (victoria.parise@palmbeachschools.org)
Evidence-based Strategy	The Team will meet regularly to guide and support Professional Learning Community Activities. During the meetings, the Team will review, discuss and determine curriculum design as well as the implementation. Also the Team will meet to discuss strategies for enhancing rigor and attainment of attainable goals. Data and its review is a strong component of this year's team vision, as we plan how to assist teachers in meeting the diverse needs of all stakeholders.
Rationale for Evidence-based Strategy	Due to percentiles in Mathematics for 2017-2018 in comparison to 2018 and 2019 6th graders performed at at 37% in 2018 and 43% in 2019. 7th graders performed at 9% in 2018 as well as 2019% demonstrating no gains. 8th grade students performed at 28% in 2018 and 33% in 2019. These scores are below the state average and represent a need for intervention.
Action Step	
Description	<p>The Team will meet regularly to guide and support Professional Learning Community Activities. During the meetings, the Team will review, discuss and determine curriculum design as well as implementation. Also the Team will meet to discuss strategies for enhancing rigor and attainment of attainable goals. Data and its review is a strong component of this year's team vision, as we plan how to assist teachers in meeting the diverse needs of all stakeholders through the following:</p> <ol style="list-style-type: none"> 1. Co- Teaching Model in order to provide support for students with deficiencies in Math. 2. Tutorial support in small group to address students demonstrating academic challenges in the classroom. 3. Common Planning so that teachers are able to collaborate with each on strategies with a laser focus. 4. Item Specification training so that teachers are able to teach the strategies that align with the curriculum. 5. Staff Push-ins in order to provide support for students in need or demonstrating academic challenges in . <p>Monitoring will occur through classroom fidelity walks and data analysis.</p>
Person Responsible	Victoria Parise (victoria.parise@palmbeachschools.org)

#3	
Title	The area of focus is for the ESSA identified subgroups to make learning gains and get at least 41% to achieve proficient levels on the F.S.A.
Rationale	Students scored 32% on the ESSA Index in 2018/2019 which is below the District and State index OF 41% for the Florida State Assessment.
State the measurable outcome the school plans to achieve	Bear Lakes Middle students will increase their ESSA index to from 32% to 41% proficiency and demonstrate Learning Gains of 2% or higher on the Florida State Assessment.
Person responsible for monitoring outcome	Robert Baker (robert.baker@palmbeachschools.org)
Evidence-based Strategy	Implementation of Reading and Critical Thinking Strategies in English/Language Arts, Math, and Science. Diversification of teaching methodologies in order to accommodate individual learning styles/preferences, utilization of Higher Order Thinking Skills, Scaffolding and Depth of Knowledge.
Rationale for Evidence-based Strategy	Differentiated Instruction touches a plethora of learning styles and modalities. Numerous research studies by Gardner, Sternberg, McCarthy, and Dunn and Dunn suggest that 'students have greater successes and make greater learning gains when they have the opportunity to work within their preferred learning style'.
Action Step	
Description	<ol style="list-style-type: none"> 1. Data charts and chats in order to monitor and review student performance. 2. Small group instruction and tutorial support. 3. Classroom Push-ins for support. 4. Common Planning via departmental Professional Learning Communities. 5. Co-Teaching and tutorial support. Monitoring will occur through classroom fidelity walks and data analysis.
Person Responsible	Robert Baker (robert.baker@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

All grade levels performed below the the District and the State Norm in Science, as their was a decline from 40% to 22%. In order to move forward in our efforts to attain progress in Science, our instruction is in alignment with the District's Strategic Plan in Science. Professional Learning Communities will be utilized within the improvement plan in order to help teachers leverage and identify areas of weakness as needed to develop lessons based on best-practices. The Science Department will use a specific protocol to analyze data, research best-practice strategies, develop lessons and activities and reflect on the results from the teaching and learning.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Bear Lakes Middle will continue to build positive relations with parents through collaborating in accordance to ESSA statutes in regards to all aspects of the educational process. These levels of involvement will increase by 2% in comparison to last year's Parental Participation Rate. We will continue to promote Parental Engagement through our Parental Compact, the scheduling of Title I Annual Meetings in order to comply with dissemination. requirements. Additionally, we will schedule informal meetings, workshops, schedule Parent Night as well as provide surveys to solicit parental involvement and sharing.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

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PFEP Link

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

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

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

-Meetings and school visits are scheduled for students, parents, and teachers with the receiving schools.

-The school counselor regularly communicates with students and parents to address academic, personal and social aspects of the students.

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


Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs. Tutorial Programs, Academic Coaches and Family Involvement Nights are all services provided using Title I, A monies. Academic Coaches (reading and science) conduct professional development for instructional staff, model lessons, develop FCIM focus calendars, attend Professional Learning Communities with teachers and organize team planning for teachers.

Family involvement activities are supported with this funding source. Funds were utilized to provide a school-wide: professional development workshops, and community involvement activities.

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

Title I, Part C - Migrant

 Provided through district personnel.

Title I, Part D - Homeless/Neglected

These students are monitored weekly. We make sure clothes and school supplies are purchased and given to students if needed.

Nutrition Programs

Bear Lakes supports the goals and objectives of the School District Palm Beach County's Wellness

Program; which encourages positive and pro-active approach to impact students' health and their school environment.

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

The MTSS Team uses Tier 1 Problem Solving to set Tier 1 goals and monitor academic/behavioral data at least three times yearly by:

1. Team meetings to promote problem solving.
2. Using four-step problem solving as the basis for goal setting.
3. Team will respond when critical areas have not shown success.
4. Grade Level teams have developed a plan to respond when students are demonstrating a positive progress towards proficiency.
5. Team will gather/analyze data.

Tier 2

Consists of supplemental instruction, interventions with effective core and targeted behavioral supports to groups that need additional instructional or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups .
2. Support intervention to needy groups.
3. Select students for Tier 3 intervention.

Our Annual goals are translated into progress monitoring (3 times per year) that can reliably be tracked based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or at risk.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year.

Our school integrates Single School Culture by sharing Universals for success, Expected Behaviors, Communication and monitoring Sw-PBS. Action Plans are updated during Learning Team Meetings promote appreciation for diversity through our anti-bullying campaign and use of Sw-PBS.

Title III

Services are provided through the district for education and ELL support.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week and Mentors at Middle Schools that support violence prevention..

Implementation of Sw-PBS and Appreciation of Multicultural Diversity. BLMS fosters a community which individuals feel valued. We strive to be an inclusive. Our goal is for everyone to feel at home and to create a community of empowerment.

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

Career and Technical Education

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

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

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

Bear Lakes Middle provides 8 high school credit courses to 6th, 7th and 8th grade students in preparation for high school which are offered with rigor and in promotion of high school readiness. Additionally, acceleration is provided through Florida Virtual and Palm Beach Virtual. Career Fairs are organized through our Guidance Department for all students. High School Tours and reviews of course offerings are also coordinated through our Guidance Department and many neighboring schools actively participate. We are always receptive to leasing and partnerships with other reputable entities which support our community of stakeholders.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: In going forward with the District's Strategic Plan, our goal is to attain Proficiency In Science and High School Readiness.				\$2,919.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6000	120-Classroom Teachers	1981 - Bear Lakes Middle School	School Improvement Funds	782.68	\$2,919.00
2	III.A.	Areas of Focus: Increasing Classroom Instructional Support through the use of Academic Tutors to support LTO 3, increase HS graduation rate.				\$0.00
3	III.A.	Areas of Focus: The area of focus is for the ESSA identified subgroups to make learning gains and get at least 41% to achieve proficient levels on the F.S.A.				\$0.00
Total:						\$2,919.00