

The School District of Palm Beach County

Bear Lakes Middle School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Bear Lakes Middle School

3505 SHENANDOAH BLVD, West Palm Beach, FL 33409

<https://blms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	95%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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. Much of this will be accomplished through a Virtual Platform due to the Covid-19 Pandemic.

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 in alignment with our Acceleration ideals.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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. Much of this will be accomplished through our Virtual Platform due to Covid-19.
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.
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.
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

Name	Title	Job Duties and Responsibilities
		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.
Miller-Anderson, KaShamba	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.
Alexander, Terry	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 departments. Additionally, the math coach will attend designated Common Planning meetings to provide insight and leadership for curriculum.
Tabuteau, Carline	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.

Demographic Information

Principal start date

Tuesday 7/23/2019, K IR K Howell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

66

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	230	222	240	0	0	0	0	692	
Attendance below 90 percent	0	0	0	0	0	0	101	3	14	0	0	0	0	118	
One or more suspensions	0	0	0	0	0	0	28	22	29	0	0	0	0	79	
Course failure in ELA	0	0	0	0	0	0	124	0	0	0	0	0	0	124	
Course failure in Math	0	0	0	0	0	0	0	4	9	0	0	0	0	13	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	5	54	86	0	0	0	0	145	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	65	58	87	0	0	0	0	210	

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	137	45	36	0	0	0	0	218	

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	0	2	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Wednesday 10/7/2020

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		
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

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	
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	101	3	14	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	28	22	29	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	0	13	15	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	65	54	96	0	0	0	0	215

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	137	45	76	0	0	0	0	258

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	0	0	0	0	0	0	0	0

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	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	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%
	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
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		

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
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 Performance 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 58% in 2017-2018 to 57% in 2018-2019 with the learning group. ELL showed a decline from 40% during the 2017-2019 as well. As a result of the COVID-19 Pandemic, no FSA was administered for 2020.

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 Performance for 2018-2019. There are currently no trends. The data displays a reduction since 2017-2018 and the same test 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 likely attributed to declines in Science. No FSA administered during 2020 due to COVID-19.

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. Some key staffing changes were made during the FY. No FSA was administered during 2020 due to COVID-19.

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

During the 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. No FSA available for 2020 due COVID-19.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Potential areas of concern exist within our community of learners:

- a. One learning group missed the learning target as outlined within the ESSA Index. ESE students will acquire Face-to Face support as well as Virtual Support through Progress Monitoring, use of paraprofessionals, Co-Teaching, access to Morning and Afternoon Programing, Student Pullouts, Push-Ins as well as access to technology in the home based upon student needs. Our ESE Coordinator is actively involved in accessing students and ensuring that accommodations are in place to support student skill acquisition and learning gains.
- 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. Students with ELA designations will be provided optimal support by our ESL Guidance Counselor through Peer Counseling and Enrichment activities which target student needs based upon their LEPs and observational data. ELL families will be provided technology support as needed in order to bridge learning gaps.
- c. No FSA administered during 2020 due to COVID-19. Students will continue learning from online platform and Face-to-Face. Students will receive Direct Instruction, Support Facilitation and Native Language Supports through the Virtual Platform through Administration of FSQs, USAs, use of reading Plus and Fall Diagnostics.

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

1. The promotion of acceleration and High School Readiness and provide opportunities to achieve for all learners. This will be accomplished through Guidance collaboration, monitoring and open communication among stakeholders. Acceleration and High school readiness is freely available to all students Guidance Staff are routinely reviewing student records academically in order to determine student needs and to make adjustments in scheduling which promote student growth.
2. To bridge and increase ELA and Math learning gains across all grade levels due to current deficits and/ or disparities.. Extra periods are being used to address student needs. Morning and After school Tutorials are offered to assist students in both ELA and Math. Common Planning, Co-Teaching and Collaborating is helpful in promoting uniformity and Single School Culture.. Academic Tutors are available to support Whole Group and Small Group Instruction within the continuum for both ELA as well as Math.
3. To increase in ELL progress, English achievement and learning gains for students within the ELLL population through the promotion of support and rigor. This will be accomplished through the use of Paraprofessionals, Academic Tutors and modeling of Resource Teachers. Our ELL Counselor and ELL Coordinators are actively reviewing ESSA data, meeting with students and updating LEPs in order to accurately capture student needs. Baseline data is being acquired through Fall Diagnostics, student work samples and general assessments both Face -to-Face and Virtually. ESL Facilitators are available to bridge Language barriers.
4. To increase learning gains in Math and ELA for students with ESE designations. in accordance to district and State ESSA Indices through the collaboration of Support Facilitators, teachers and families.. We have observed some declines in Math during the prior two years (NO FSA DURING 2019/ 20). As a result, through Title I funding, we have acquired an experienced Math Coach and Math Resource Teacher who will model for students, work to build capacity and promote consistency throughout our Math Department. Our expectation will be learning gains for students and greater levels of confidence among staff.
5. To promote awareness, growth in family engagement which ties to student readiness and

preparedness. Our Family Engagement Team will actively engage families in the planning process by mailing out updates, providing written and electronic notifications. Families will find information pertinent to the success of their children on the school website. All stakeholders are invited to be a part of the Bear Lakes bruin Compact as well as the bruin Family Engagement Plan. Our Annual Meeting will provide stakeholders an opportunity to share, advocate as well as collaborate. All documents and communications made to families are shared through multiple languages and modalities. Families are provided a unique opportunity to participate in parental trainings being offered by campus specialists. these trainings are designed to help families navigate the Google classroom as well as SIS. Use of these tools helps families to understand the resources which are available to them and their student learners to achieve.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: A strong correlation exists between students who fall into our lowest quartile and students in need of support. All grades performed below the District and the state norm in Mathematics, as 7th scores on the F.S.A. remained stagnated at 9% and minimal success in other grades in Mathematics, our instruction is aligned with the District's Strategic Plan in Science. No FSA info available for 2020 due to COVID-19.

Measurable Outcome: Bear Lakes Middle will increase Math gains by 2% or more as a result of instructional support and staff intervention. This will be globally observable through Assessment Data. Much of this will be accomplished through a Virtual Platform due to COVID-19.

Person responsible for monitoring outcome: Terry Alexander (terry.alexander@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 Steps to Implement

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 continue to provide Small Group Differentiated Instruction to students in need or those performing below the norm.
- Monitoring will occur through classroom fidelity walks and data analysis.

Person Responsible: Terry Alexander (terry.alexander@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increasing Classroom instructional Support through the use of AcademicTutors to support learning, increases graduation rates. A strong correlation exists between students who fall into our lowest quartile and students in need of support. in order to move forward and in our efforts to attain progress in ELA, our instruction is in alignment with the District's Strategic Plan. Much of this will be attained from a Virtual Platform in lieu of COVID-19.

Measurable Outcome: Bear Lakes Middle will increase in ELA gains by 2% or more as a result of instructional support and staff intervention. This will be observable through Assessment Data. Much of this will be accomplished through a Virtual Platform due to the COVID-19 Pandemic.

Person responsible for monitoring outcome: Jennifer English (jennifer.english@palmbeachschools.org)

Evidence-based Strategy: Implementation of the tutors, push-in, pull outs, and common planning are essential in focusing on the needs of all students. To this end, Differentiated instruction through small groups and support help to ensure that ESSA populations have equitable access to learn at all levels.

Rationale for Evidence-based Strategy: To increase student engagement through the use of Tutors in the promotion of the standards based instructional cycle in various settings. Through the use of technology, students will be enriched and provided a venue to access blended learning opportunities.

Action Steps to Implement

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 continue to provide Small Group Differentiated Instruction to students in need or those performing below the norm.
- Monitoring will occur through classroom fidelity walks and data analysis.

Person Responsible Jennifer English (jennifer.english@palmbeachschools.org)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and 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.
Measurable Outcome:	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:	Daquoria Milton (daquoria.milton@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:	Eighth 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 for Science.

Action Steps to Implement

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 continue to provide Small Group Differentiated Instruction to students in need or those performing below the norm.
- Monitoring will occur through classroom fidelity walks and data analysis.

Person Responsible Daquoria Milton (daquoria.milton@palmbeachschools.org)

Students will receive Differentiated instruction by teachers, paraprofessionals and tutors with the aim of Double Down Instruction. Single School Culture procedures will be utilized to promote attendance as well as achievement.

Person Responsible Daquoria Milton (daquoria.milton@palmbeachschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Resource Teacher will provide support for at risk students n grades 6-8 in in literacy grades 6-8 through push-in and pullout model of support. Individualized attention, collaboration and scaffolding techniques will be implement for students with marginal successes.

Measurable Outcome: Students will demonstrate learning gains of 2% or more through ELA and literacy through Resource Teacher implementation of strategies and support.

Person responsible for monitoring outcome: Angela Higgs (angela.higgs@palmbeachschools.org)

Evidence-based Strategy: ELA Resource Teacher will provide support for at risk students n grades 6-8 in in literacy grades 6-8 through push-in and pullout model of support.

Rationale for Evidence-based Strategy: Through small and whole group support, students failing below the state's ESSA indices can acquire much needed support and guidance as needed to attain meaningful learning gains.

Action Steps to Implement

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Extra period tutorial- teachers will provide extra support for students struggling in Math, Science, Social Studies and ELA in grades 6-8.

Measurable Outcome: Students will demonstrate Learning Gains of 2% or more in grades 6-8 through the use of tutorial assistance and extra learning opportunities.

Person responsible for monitoring outcome: Daniel Tufts (daniel.tufts@palmbeachschools.org)

Evidence-based Strategy: Extra learning opportunities, collaboration, push-in and pullouts and data driven assessments will provide an opportunity to attain Learning Gains for struggling students.

Rationale for Evidence-based Strategy: Common Planning, adding of extra learning periods, technology support and enrichment activities promote learning for stakeholders in Math, Science, Social studies and ELA.

Action Steps to Implement

No action steps were entered for this area of focus

#6. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	The Resource Teacher will engage in Common Planning, support small and whole group instruction, data analysis, assessments and the use of best-practices while supporting students and promoting engagement.
Measurable Outcome:	Students will demonstrate Learning Gains of 2% or more as a result of Resource Teacher support and implementation of strategies.
Person responsible for monitoring outcome:	Sparkle Williams (sparkle.williams@palmbeachschools.org)
Evidence-based Strategy:	Student push-ins and pull-outs Collaboration in Common Planning Technology assistance and Progress Monitoring Delivery of standards based instruction Differentiated instruction in small and whole groups
Rationale for Evidence-based Strategy:	Push-ins, pullouts, Common Planning and differentiated instruction are designed to discuss and reach all students. As a result, students are empowered and confident is built.

Action Steps to Implement*No description entered*

Person Responsible [no one identified]

#7. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Social Studies was not tested due to COVID-19. Through the use of Social Studies intervention, we can promote literacy across curriculums and bridge learning gaps which have emerged.
Measurable Outcome:	Students will demonstrate Learning gains of 2% or higher in Social Studies as a result of the interventions of the Resource Teacher and related support.
Person responsible for monitoring outcome:	Sparkle Williams (sparkle.williams@palmbeachschools.org)
Evidence-based Strategy:	Common Planning Pull-outs and Push-ins Promotion of Single School Culture Differentiated Instruction Technology Assisted Remediation
Rationale for Evidence-based Strategy:	Through collaborating, small and whole group instruction, administration of meaningful assessments and remediation, we can acquire baselines and promote learning gains for struggling students.

Action Steps to Implement*No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Bear Lakes Middle will increase ELA gains by 2% or more as a result of instructional support and intervention by staff. This will be globally observable through assessment data. Much of this will be accomplished from a Virtual Platform in lieu of COVID-19. Bear Lakes Middle will continue to promote student achievement and inclusion of all students through Parent/ Family engagement which includes invites to Parent Night to discuss issues which impact student learning, the facilitation of multi-cultural awareness and communication to families on the availability of services, CLF's are made available to translate for families in their native languages as well as offer support within the classroom. Campus resources will be utilized to offer tutoring and support to ELL students as well as the availability of technology support for students on campus as well as remotely. Communication is made to families from the school in various languages. Celebration of Multi-cultural month and the acknowledgement of the successes of other cultures radiates as visitors, students and staff are able to observe the accomplishment of other cultures. Our ELL Coordinator is actively involved in promoting diversity and this is seen through our Multi-cultural Parent Night which addresses the needs of our ELL families. Bear Lakes Middle is also a feeding site for all families in need during the COVID 19 season. Virtual Learning is offered to all students and extra effort is made to ensure that no students are left behind.

Pillars of Effective Instruction: Students are immersed in rigorous tasks 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

School X has Holocaust survivors speak to our students annually. This year our students highlighted a survivor. They wrote a biography, conducted an oral presentation and we created a Recognition Wall called "Never Forget".

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. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

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 through in class learning and through the various clubs offered at our school.

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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Bear Lakes Middle School is committed to building positive relations with parents and all stakeholders through collaborating in accordance to ESSA statutes in regards to all aspects of the educational process. As a result, 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. Many of these sharing experiences will continue through a Virtual Platform in lieu of COVID-19.

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. Additionally, students and staff members are chosen as Student and Staff Members of the Month. Students receive Positive Phone Calls Home during Terrific Thursdays for random displays of kindness and 'Doing the Right Thing'. Character Counts is being taught to students in the promotion of integration of positive norms. All students look forward to participation in Jeans Fridays which spotlights global positive student behaviors throughout the campus. Students are encouraged to participate in Chess Club, Track and Field, Girls and Boys Track, Softball, Baseball and other extra-curricular activities which promote team work, fair-play and character development. Our School-wide Positive Behavioral Support team is actively involved in providing incentives and promotion of a positive culture which includes all stakeholders.

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.

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.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$35,380.48
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	School Improvement Funds	0.5	\$35,380.48
<i>Notes: Staff salary for Math Resource Teacher.</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$70,760.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	UniSIG	0.5	\$35,380.48
<i>Notes: Pay staff salary for Reading Resource Teacher.</i>						
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	UniSIG	0.5	\$35,380.48
<i>Notes: Pay Math Resource Teacher.</i>						
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$70,760.95
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	100-Salaries	1981 - Bear Lakes Middle School	Title, I Part A	1.0	\$70,760.95
<i>Notes: Staff salary for Math Resource Teacher.</i>						
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$70,760.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	Title, I Part A	1.0	\$70,760.96
<i>Notes: ELA Resource/ Literacy Teacher.</i>						

5	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$70,760.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	Title, I Part A	1.0	\$70,760.96
			<i>Notes: Salary for Social Studies Teacher.</i>			
6	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$70,760.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	Title, I Part A	1.0	\$70,760.96
			<i>Notes: Social Studies Resource Salary</i>			
7	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$15,365.37
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	Title, I Part A	0.0	\$10,630.13
			<i>Notes: Extra periods for tutorial.</i>			
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School	Title, I Part A	0.0	\$2,319.30
			<i>Notes: Teachers will train parents</i>			
	5000	120-Classroom Teachers	1981 - Bear Lakes Middle School		0.0	\$2,415.94
			<i>Notes: Extended learning opportunities to provide support for the lowest 30%.</i>			
Total:						\$404,550.64