

The School District of Palm Beach County

Bear Lakes Middle School



2021-22 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: 7/14/2011

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

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	91%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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.

The mission of Bear Lakes Middle School is to educate, affirm, and inspire each student in an equity-embedded school environment.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Howell, Kirk	Principal	Provides oversight on academic achievement, discipline data. Attends designated Common Planning meetings to provide insight and leadership for curriculum decisions. Oversees personnel and progress monitoring for the school.
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 specific departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, 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 specific departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, 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 specific departments to maintain a close connection to the curriculum and decision-making process of the specified department(s). Additionally, Assistant Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
English, Jennifer	Reading 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.
Alexander, Terry	Math 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.
Sermons-Lee, Wanza	Curriculum Resource Teacher	Math Resource Teacher will provide support to all students in grades 6-8 through a push-in/pull-out model.
Williams, Miesha	Curriculum Resource Teacher	Reading Resource Teacher will provide support for at risk students in grades 6-8 in ELA and Literacy through a push-in/pull-out model of support.

Name	Position Title	Job Duties and Responsibilities
Williams, Sparkle	Curriculum Resource Teacher	Social Studies Resource Teacher will provide support to all students in reading and civics for students in grades 6-8 through through a push-in/pull-out model of instruction for targeted students
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.
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.
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.
Brown, Leigh	Other	Provides professional development for teachers and supports teaching and learning. Builds teachers' capacity.
Makris, Maria	ELL Compliance Specialist	Support of ELL students and families. Academic support of ELL students.
Crespo, Jennifer	Other	Provides academic support for ESE students

Demographic Information

Principal start date

Thursday 7/14/2011, 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.*

2

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.*

16

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

851

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data
Early Warning Systems
2021-22
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	303	295	253	0	0	0	0	851
Attendance below 90 percent	0	0	0	0	0	0	86	19	17	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	11	3	5	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	54	37	0	0	0	0	91
Course failure in Math	0	0	0	0	0	0	0	50	51	0	0	0	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	96	56	65	0	0	0	0	217
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	134	110	136	0	0	0	0	380
Number of students with a substantial reading deficiency	0	0	0	0	0	0	53	67	86	0	0	0	0	206
FY21 ELA Winter Diag Lev 1 & 2	0	0	0	0	0	0	127	120	141	0	0	0	0	388
FY21 Math Winter Diag Lev 1 & 2	0	0	0	0	0	0	129	59	286	0	0	0	0	474
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	166	47	45	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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	5	0	0	0	0	0	6

Date this data was collected or last updated

Monday 6/14/2021

2020-21 - 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	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	

2020-21 - 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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	58%	54%	35%	56%	53%
ELA Learning Gains				48%	56%	54%	51%	57%	54%
ELA Lowest 25th Percentile				45%	49%	47%	51%	49%	47%
Math Achievement				35%	62%	58%	34%	61%	58%
Math Learning Gains				46%	60%	57%	45%	61%	57%
Math Lowest 25th Percentile				49%	53%	51%	52%	54%	51%
Science Achievement				24%	52%	51%	42%	55%	52%
Social Studies Achievement				61%	75%	72%	64%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	32%	58%	-26%	54%	-22%
Cohort Comparison						
07	2021					
	2019	28%	53%	-25%	52%	-24%
Cohort Comparison		-32%				
08	2021					
	2019	30%	58%	-28%	56%	-26%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	32%	60%	-28%	55%	-23%
Cohort Comparison						
07	2021					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison		-32%				
08	2021					
	2019	33%	64%	-31%	46%	-13%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	22%	51%	-29%	48%	-26%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	72%	-15%	71%	-14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	64%	5%	61%	8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	60%	33%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used to compile the data below were the Fall USA data, Winter diagnostics, and the Spring FSA.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.6	36.1	36.4
	Economically Disadvantaged	36.1	34.8	36.1
	Students With Disabilities	6.9	10.8	14
	English Language Learners	27.8	23.8	21.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	22.5	26.6
	Economically Disadvantaged	28.9	22	26
	Students With Disabilities	15.2	6.7	11.8
	English Language Learners	25	21.3	17

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.8	21.9	26.5
	Economically Disadvantaged	26.7	20.7	26.5
	Students With Disabilities	11.5	8.3	10.3
	English Language Learners	7.7	10.5	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.5	12.1	8.6
	Economically Disadvantaged	15.7	12.9	9.3
	Students With Disabilities	7.1	2.9	0
	English Language Learners	7.9	6.5	2
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		64.4	66.7
	Economically Disadvantaged		64.8	66.5
	Students With Disabilities		50	59.6
	English Language Learners		52.4	59.6

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.9	49.7	34.8
	Economically Disadvantaged	44.7	49.7	34.8
	Students With Disabilities	32.3	42.1	25.5
	English Language Learners	21.1	8	10.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.5	31	25.8
	Economically Disadvantaged	21.4	29.4	23.4
	Students With Disabilities	12.1	15.4	13
	English Language Learners	8	15.6	11.1
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.7	53.2	54.5
	Economically Disadvantaged	40.4	51.9	53.3
	Students With Disabilities	31.9	35.3	40
	English Language Learners	21.9	44.4	40.9

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	32	36	14	10	8	15	43	65		
ELL	32	40	44	17	14	23	7	41	64		
BLK	32	38	46	18	16	20	20	50	67		
HSP	36	45	37	21	14	24	18	38	71		
MUL	60	20									
WHT	35	55		24	18				80		
FRL	32	39	44	19	16	22	20	48	70		
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							

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	10
Percent Tested	79%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	42
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

6th and 8th grade math proficiency decreased by approximately 20% from 2019 to 2021, with Students with Disabilities proficiency falling by 10% to 5.3% and LF proficiency decreasing by 15% to 21.9% and LY proficiency dropping 4% to 4.5%. 8th grade ELA scores decreased by 2% from 2019 to 2021. All scores are still below 40%. ELA proficiency for both SWD and LY & FL increased from 2019 to 2021, but both are still below 41%. LF is 40.1%, while LY is at 6% proficient, which shows continued improvement across all years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2019 state assessments, the greatest areas of need are: 6th and 7th grade mathematics (all sub groups) 7th grade math in particular had 0% of SWD proficient when comparing progress made from Fall 2020 to Spring 2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include a lack of student engagement. New actions that need to be addressed are small group instruction, co-teaching and learning labs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 and 2021 FSA assessments, the most improvement was seen in 7th Grade ELA, with a gain of 5% to 32.97% proficient. The sub-groups that showed the greatest improvement were ELA LF and SWD students, both with 5% increases to 40.6% and 14% respectively.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors included co-teaching and the incorporation of collaborative groups in the instructional framework with small group instruction support from tutors and academic resource teachers. ELL and SWD students were pulled out during the day for additional small group support in ELA.

What strategies will need to be implemented in order to accelerate learning?

Strategies that need to be implemented include increased student collaboration, small group instruction, co-teaching, learning labs, learning team meetings and standards based planning with continuous progress monitoring through Learning Team Meetings.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Through common planning and learning team meetings, teachers will plan standards-based lessons collaboratively, disaggregate student data and share successful instructional strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Out of system tutors and resource teachers for Math, ELA and Reading will provide small group instruction for students identified as needing additional support. Support facilitators will work with SWD who need additional assistance outside of the classroom. The ELL coordinator and CLFs will provide additional small group support to ELL students in need of additional support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	In reviewing the data from 2019 and 2021, our SWD and ELL subgroups both had significant decreases in Math in 6th and 7th grade. 8th grade SWD and ELL students also showed significant decreases in proficiency. The overall ELA proficiency in 2021 for SWD was 14.2%, Significantly below ESSA threshold. In Math, the overall proficiency for SWD in 2021 was 5.3%, also significantly below ESSA threshold. Overall Math proficiency for 2021 was below 20% across all grade levels and across all except one subgroup (LF at 21.9%).
Measurable Outcome:	We expect our data to increase by at least 2% across all sub-groups in Math, with particular focus on SWD and ELL. We expect our data to increase across all sub-groups in ELA, with particular focus on SWD to move toward the ESSA threshold of 41%.
Monitoring:	USA data and diagnostic data will be continuously monitored throughout the year until the FSA.
Person responsible for monitoring outcome:	Michelle Marks (michelle.marks@palmbeachschools.org)
Evidence-based Strategy:	<p>We will be utilizing tutors to provide small group strategic differentiated instruction. Professional development and professional learning communities through collaborative planning.</p> <p>Data analysis to strengthen standards based instruction.</p> <p>Teachers will facilitate tutorials for high needs students during the instructional school day (pull outs during teachers' planning periods) to provide additional targeted and strategic instruction.</p> <p>Instructional coaches will model, coach and build teacher capacity.</p>
Rationale for Evidence-based Strategy:	Small group differentiated instruction will allow students to have their specific needs addressed to help them master the concept that they are having difficulty with during the course of a lesson. Data analysis will identify students who are struggling with concepts taught in class. Coaches will support teachers and provide professional development to improve effective and engaging instruction.

Action Steps to Implement

1. Instructional tutors - identify student needing strategic support and create schedules. Tutors will push into classrooms to provide differentiated instruction.
2. Professional development/professional learning communities to focus on data analysis and effective instruction. Teachers will collaborate to plan and develop lessons aligned to the standards.
3. Coaching - coaches will build the capacity of teachers.

Person Responsible Lathan Hytower (lathan.hytower@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Bear Lakes Middle School discipline data falls into the "Very Low" category and is ranked 110 out of 553 middle schools statewide and 7 out of 36 middle schools in the county. Our incident rank and suspension rates are also low. The school will continue to monitor and implement our School Wide Positive Behavior Support and Single School Culture initiatives in an effort to maintain low incidents and implement safety measures such as mandatory identification badge display for staff and students on our campus and a single point of entry for all students and personnel.

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.

Bear Lakes Middle School is committed to building positive relations with parents and all stakeholders. We will continue to promote Family Engagement through our Parent/School Compact and the scheduling of Title I family events.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students 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 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political

conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

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. Students are encouraged to participate in Chess Club, SECME, Track and Field, 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 and content areas. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Meetings and school visits are scheduled for new students and their parents.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers - provide a quality, standards based education to our students and a positive, safe, equitable learning environment.

Guidance Counselors - provide support and guidance to any student in need or crisis. Schedule parent-teacher conferences. Monitor & update 504 plans.

Families - attend scheduled parent trainings and conferences. Support students at home with schoolwork.

Community - actively attend and support the school through SAC meetings and campus activities. Serve as partners investing in students.

Administration - provide a quality, standards based education to our students and a positive, safe, equitable learning environment. Provide support to our teachers and serve as a liaison between the school and the

community. Ensure equity for all students.

Academic Coaches & Resource Teachers - provide support for teachers and students through lesson planning, professional development, monitoring and capacity building and small group instruction. Ensure the curriculum aligns with the promotion of multicultural inclusion.

SWPBS Coach - support the school through the implementation of the Single School Culture Model and work with administration to reduce discipline issues and improve student and staff morale.

ELL Coordinator - serve as a liaison between ELL students, families and teachers. Provide support to ELL students and families. Monitor & update LEPs. Facilitate multicultural activities.

ESE Coordinator - serve as a liaison between ESE students, families and teachers. Provide support to ESE students and families. Monitor & update IEPs.

LTF - builds teacher capacity to improve standards-based classroom instruction.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000		1981 - Bear Lakes Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: Purchase of an ID badge machine and supplies for campus safety and the identification of Bear Lakes students while on campus.</i>			
Total:						\$2,000.00