

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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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 | | |

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 |