Bak Middle School Of The Arts

2022-23 Schoolwide Improvement Plan

Table of Contents

Bak Middle School Of The Arts

1725 ECHO LAKE DR, West Palm Beach, FL 33407

https://msoa.palmbeachschools.org

Demographics

Principal: Sally Rozanski

Start Date for this Principal: 3/13/2013

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (88%) 2018-19: A (87%) 2017-18: A (88%)
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	N/A
* 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.

Table of Contents

<div style="background:#1a2a5e;color:white;text-align:center;font-size:28px;font-weight:bold;padding:10px">

Bak Middle School Of The Arts

</div>

<div style="background:#c9a34e;text-align:center;padding:8px">

1725 ECHO LAKE DR, West Palm Beach, FL 33407

</div>

<div style="background:#e0cf9a;text-align:center;padding:8px">

https://msoa.palmbeachschools.org

</div>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	38%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Empowering students to have the knowledge, skills, and self-confidence to reach their potential in the arts, academics, and in life.

Provide the school's vision statement.

Creating a unique and diverse arts community designed to foster growth and creativity in order to reach each child's potential.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Rozanski, Sally	Principal	There are many subcommittees to the Bak MSOA Leadership Team. The School-based MTSS/RtI Leadership Team (SBT), which meets twice a month, is comprised of the following permanent members: Pam Jackson - Leader, Kelly Clohessy, Kathy Tyler (counselor), Sonia Parikh (counselor). Jaimee Stamile (ESE teachers), Laurie McCormick (ESE Coordinator), Alicia Chatterton (Mental Health Professional) and school psychologist (Gabriella Dahlin) and the Administrative Team (Rozanski, Clark, Connelly, and Stechschulte). The aforementioned members are involved based on the student's classified (e.g., ELL, 504, I.E.P.), grade level, schedule, and particular needs. School counselors, assistant principals, teachers, ESE Coordinator and ELL Contact (Sonia Parikh),mental health professional, school psychologist, and principal - provide specific data and input, including, but not limited to, probes, CBIR Forms, information regarding parent and student conferences, and classroom performance & behavior, counseling, social-emotional well-being. The aforementioned people will collaborate to design and oversee the implementation of the RtI process. The team will conduct progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 2- 3 interventions (academic and behavior), and off professional development and technical assistance. Students will be provided the needed services and support to be successful both in academics and/or behavior. The School-based MTSS/ RtI Leadership Team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identify a student's specific areas of defi and appropriate research-based interventions to address these defined need and support. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, ESE teachers, school counselor) and report back on all data collected for further discussion at future meetings. The four steps of the Problem Solving Process are: 1. Problem Identification that entails identifying the problem and the desired behavior for the student. 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. 4. Evaluating is also termed as Response-to-Intervention. In this step, the effectiveness of a students' or group of students' response to the

Name	Position Title	Job Duties and Responsibilities
		implemented intervention is evaluated and measured. All staff members will be part of the process and overall updates and professional development will be provided to staff to ensure that their knowledge and skills are up-to-date and are commensurate for effective implementation of RtI as a multi-tiered system of support. The aforementioned people, along with Mr. Glaze(Magnet Coordinator) meet on a bi-monthly basis as part of our Student-Centered Sessions. This is where we share data (achievement, behavior, attendance) and discuss the students that might need additional interventions, students currently are on probation, and students that may need assistance that have presented some struggles in the arts, academic, or behavior. A facet of this team's responsibility is to inform parents about their child's progress in school and refer the student to School Based Team or mentoring if appropriate. The Department Instructional Leaders (DILs) meet monthly with Principal Rozanski (participants: all people listed as K-12 teachers, Rozanski, McCormick, De La Roche, and Tyler) represent each art and academic area, ESE, and counseling. These representatives are the voice for their department and serve as a direct line of communication between administration and faculty/staff. The Department Instructional Leaders are an integral part of the decision-making process and disseminate information to their team members in regards to academic, arts, school-wide positive behavior support, and community involvement. They also gather information, lead team meetings, and attend district professional development for Department Instructional Leaders.
Connelly, Misty	Assistant Principal	
Clark, Crystal	Assistant Principal	
Stamile, Jaimee	Teacher, ESE	
Glaze, Lee	Magnet Coordinator	
Clohessy, Kelly	School Counselor	
Parikh, Sonia	School Counselor	
Jackson, Pamela	School Counselor	
McCormick, Laurie	Other	
Chatterton, Alicia	Behavior Specialist	
Moore, Shakendra	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Dahlin, gabriela	Psychologist	
Tyler, Kathy	School Counselor	
De La Roche, Rossana	Administrative Support	
Martinez, Carmen	Teacher, K-12	Intensive Reading Teacher - Member of LIteracy team
Kossove, Micah	Instructional Media	Member of Literacy Team as well

Demographic Information

Principal start date

Wednesday 3/13/2013, Sally Rozanski

Number of teachers with a 2022 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.*

11

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,265

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	418	406	441	0	0	0	0	1265
Attendance below 90 percent	0	0	0	0	0	0	14	24	28	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	5	10	11	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	1	4	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	4	5	1	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	3	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	4	7	0	0	0	0	18

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	2	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	2	0	0	0	0	0	2

Date this data was collected or last updated

Sunday 8/28/2022

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	376	447	439	0	0	0	0	1262
Attendance below 90 percent	0	0	0	0	0	0	10	0	1	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	1	9	4	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	6	4	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	4	7	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	1	1	0	0	0	0	3
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	37	50	55	0	0	0	0	142
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	42	55	37	0	0	0	0	134

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	5	1	7	0	0	0	0	13

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	6	6	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	376	447	439	0	0	0	0	1262
Attendance below 90 percent	0	0	0	0	0	0	10	0	1	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	1	9	4	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	6	4	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	4	7	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	1	1	0	0	0	0	3
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	37	50	55	0	0	0	0	142
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	42	55	37	0	0	0	0	134

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	5	1	7	0	0	0	0	13

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	6	6	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	95%	53%	50%				96%	58%	54%
ELA Learning Gains	78%						76%	56%	54%
ELA Lowest 25th Percentile	73%						77%	49%	47%
Math Achievement	95%	35%	36%				95%	62%	58%
Math Learning Gains	91%						88%	60%	57%
Math Lowest 25th Percentile	88%						77%	53%	51%
Science Achievement	90%	56%	53%				91%	52%	51%
Social Studies Achievement	97%	64%	58%				97%	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	2022					
	2019	94%	58%	36%	54%	40%
Cohort Comparison						
07	2022					
	2019	96%	53%	43%	52%	44%
Cohort Comparison		-94%				
08	2022					
	2019	97%	58%	39%	56%	41%
Cohort Comparison		-96%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	93%	60%	33%	55%	38%
Cohort Comparison						
07	2022					
	2019	80%	35%	45%	54%	26%
Cohort Comparison		-93%				
08	2022					
	2019	97%	64%	33%	46%	51%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	91%	51%	40%	48%	43%
Cohort Comparison		0%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	72%	25%	71%	26%

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	73	69	56	78	81	74	67	85	80		
ELL	82	70	73	90	82	75	67	80	70		
ASN	99	85	83	100	96	94	98	100	99		
BLK	89	72	71	84	87	82	80	94	72		
HSP	94	75	70	93	90	88	90	95	88		
MUL	93	83	83	95	90	81	95	92	96		
WHT	96	79	73	98	92	92	91	99	86		
FRL	91	77	74	91	89	84	87	93	82		

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	65	60	55	60	54	47	53	69	44		
ELL	76	77	71	72	58	27	73	96	72		

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
ASN	99	91	100	96	87	54	98	98	95		
BLK	88	76	74	75	58	48	71	90	57		
HSP	90	78	72	86	64	53	86	96	71		
MUL	91	83	88	92	79	81	81	100	81		
WHT	96	86	87	92	77	68	91	96	86		
FRL	86	78	72	78	58	51	74	90	62		
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	73	75	73	60	72	62	36	64			
ELL	85	75	79	87	83	75	91	77			
ASN	99	86	88	100	97	91	100	100	96		
BLK	88	71	74	89	78	73	73	91	64		
HSP	94	74	75	93	83	72	95	95	77		
MUL	97	76	82	99	90	100	91	100	100		
WHT	98	77	78	97	91	79	92	99	81		
FRL	89	73	75	88	79	68	78	92	72		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	88
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	794
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	74
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	77
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	95
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	81
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	87
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	90
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 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	90
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	85
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across grade levels, subgroups, and content areas, there was substantial improvement in achievement, learning gains, and lowest 25% learning gains in math. Achievement in Science and Civics improved across the board. There was an increase in ELA achievement, but a drop in learning gains (83% to to 78%) and ELA Lowest 25% Learning Gains (80% to 73%). We have far exceeded the ESSA standards of 41% - no subgroup was below the following percentage:
- 72% for ELA Achievement
- 78% for math
- 67% for science
- 80% for civics

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

As previously identified, there was drop in learning gains (83% to to 78%) and ELA Lowest 25% Learning Gains (80% to 73%). However, in achievement every subgroup improved. Based on the 2019 and 2021 Learning Gains scores, we will concentrate on improving ELA Lowest 25% Learning Gains.

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

We believe the reason for the drop in Learning Gains is the over-inflated SY21 Learning Gain scores. The SY21 Learning Gains were the highest scores ever earned by the school and this is when 40% of the school did not attend in-person school. We were happy to get these Learning Gains, but were suspicious of the reading and especially the writing scores our students received on the state-assessment. Many of our students, based on PBPA writing prompts completed throughout the year, were not predicted to earn the writing scores that were given by the state. The same is true for out highly reliable diagnostics. Based on the 2019 LG scores, we improved in overall Learning Gains, but dropped a few point in ELA Lowest 25% Learning Gains. Therefore, we will concentrate on improving our Lowest 25% Learning Gains. We are providing a 90 minute intensive reading class for all out level 1 and level 2 students, but because we have Level 3 and Level 4 students in our lowest 25% it is essential that all our students receive extra support when needed. The district provides 24 hour tutoring support and the school ensures all students have access to this resource.
Due to the new ELA B.E.S.T. Standards, new textbook, and new state-wide PM1/PM2 and FAST assessments - including a new writing rubric, it will be necessary for the teachers to receive as much professional development, resources and time to collegially plan so to increase each teacher's knowledge, skills, and expertise.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The greatest improvement based off progress monitoring and 2022 state assessments was math (grades 6-8, Algebra I and Geometry) in regards to Learning Gains (72% to 91%) and Lowest 25% Learning Gains (58% to 88%). These are remarkable Learning Gains in one school year.

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

To address the drop in Math Learning Gains and Math Lowest 25% Learning Gains in SY21, the school did the following:
1. Concentrated on thoughtful and strategic scheduling.
2. Identified struggling math students and place in appropriate math courses with specific teachers..
3. Identified struggling math students placed in regular, accelerated, and honors courses, and placed these students in intensive math courses or a course where advanced math students could get assistance in Algebra and 7th grade accelerated math during he school day.
4. Ensured sick students had technology and support to complete their assignments at home.
5. Ensured students received high quality instruction with high rigor and expectations.
6. Ensured students who failed a quarter math course, attended course recovery and remediated the failing grade.
7. Provided after school tutoring via technology, so all students could join the Google Meet to get group or individualized instructional support..

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

Similar strategies and actions need to be implemented in SY23 as well.
1. Concentrated on thoughtful and strategic scheduling.
2. Identified struggling math students and place in appropriate math courses with specific teachers..
3. Identified struggling math students placed in regular, accelerated, and honors courses, and placed these students in intensive math courses or a course where advanced math students could get assistance in Algebra and 7th grade accelerated math during he school day.
4. Ensured sick students had technology and support to complete their assignments at home.
5. Ensured students received high quality instruction with high rigor and expectations.
6. Ensured students who failed a quarter math course, attended course recovery and remediated the failing grade.

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.

Due to the new B.E.S.T. Standards, new textbooks, and new progress monitoring and state assessment system (FAST), professional development was taken over the summer and during pre-school (provided by the district). Teachers are provided SMART/Lumio professional development to promote continual use and expertise in technology. Teacher leaders attend professional development (math cohorts on B.E.S.T. standards and provide pd to their colleagues during faculty meetings and professional development days. Teachers are provided instructional materials/resources to to support the intensive math classes.

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

The math Learning Gains from 72% to 91% and the Math Lowest 25% Learning Gains from 58% to 88% are remarkable growth in one school year. The SY22 of 91% and 88% are the best learning gains the school has ever earned in math. We will continue to implement the same services and support as in

previous years.

Due to the new Math B.E.S.T. Standards, new textbook, and new state-wide PM1/PM2 and FAST assessments, it will be necessary for the teachers to receive as much professional development, resources, and time to collegially plan so to increase each teacher's knowledge, skills, and expertise.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In alignment with the District's strategic plans for Academic Excellence and Growth -We must ensure that all children attain the required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations. Objectives: 1. Ensure all students engage in teaching and learning that results in academic excellence 2. Accelerate student learning using innovative and differentiated approaches. 3. Improve equitable participation in programs and resources. To ensure students attain the required skills and knowledge for future success, it is imperative that teachers provide targeted standards-aligned instruction in all content areas. If teachers provide effective student-based instruction, students will be successful in school-based courses and achieve a level 3 or higher in state-wide assessments (ELA, Math, 8th Science, & Civics)
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	- By April of 2023, 100% of the teachers will provide targeted standards-based instruction in their respective content area as documented by walkthroughs, and informal and formal observations. - By July 1, 2023, 85% of students who take the mandatory state assessments (e.g, ELA /Math, EOCs, FSAT, 8th Science, Civics) will will score a Level 3 or higher on the mandatory assessments taken as documented by the FLDOE School Grade Accountability Report.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	There will be multiple monitoring techniques: - Provide professional development and support (at school or via district) - Review of lesson plans and resources (e.g., Blender, CPalms) - Review and Analyze Data - PM1, PM2, FSQ, USAs, PBPA, IXL, Reading Plus - Review of SIS gradebook (assignments/assessments) - Conduct classroom walkthroughs and informal & formal observations (Connelly, Clark, Rozanski, Stechschulte) - Conduct Pretest and post test conferences.
Person responsible for monitoring outcome:	Sally Rozanski (sally.rozanski@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Utilizing a Continuous Improvement Model based on standards based instruction (Plan-Do-Study-Act) is the basic framework for ensuring quality planning, instruction, and follow-up through problem-solving, analysis, planning, and action based on student progress. It is used in designing curriculum and delivering classroom instruction, in providing student support services, staff goal setting and evaluation, developing any new program, product or process design, planning strategically and starting a new improvement project or implementing any change.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Research shows that to make effective change, a Continuous Improvement Model must be used. Plan-Do-Study-Act, is a proven, research-based way to identify a goal or purpose, formulate a theory, definite success metrics and then put a "Plan" into action. The "Do" is the implementation portion with monitoring, followed by the "Study" step. This is where outcomes are discussed and analyzed for progress toward the goal. The "Act" step closes the cycle, integrating the learning generated by the entire process. This is where the needed adjustments are made, and individualized services and support are provided. These four steps can be repeated over and over as part of a never- ending cycle of continual learning and improvement. We have been very successful using this research-based method. It is the goal of every teacher to provide effective and relevant standards-based instruction to meet the needs of all students. Following a standards-based model for classroom assessment and instruction is an approach that teachers use to track student performance and plan and implement focused instruction. By focusing on the standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher,level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Overall, standards-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards-based instruction to ensure that their students meet the demands targeted and implement assessments based on these standards. It is with all this in mind, we are able to utilize a Continuous Improvement Model (Plan-Do-Study-Act) within this standards aligned instruction

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Organize and oversee meetings and professional development (both in content , attendance, and follow-up). Ensure teachers understand and are supported in the Continuous Improvement Model (Plan-Do-Study-Act).

Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)

Review of lesson plans and resources (e.g., Blender, CPalms) and SIS gradebook (assignments/ assessments) (also includes - Clark, Connelly, and Stechschulte).

Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)

Review and Analyze Data - PM1, PM2, FSQ, USAs, PBPA, IXL Reading Plus - Teachers make adjustments as necessary (also includes - Clark, Rozanski, and Stechschulte).

Person Responsible	Misty Connelly (misty.connelly@palmbeachschools.org)

Conduct classroom walkthroughs and informal & formal observations. Part of this process is pre and post conferences (also includes - Clark, Rozanski, and Stechschulte).

Person Responsible	Misty Connelly (misty.connelly@palmbeachschools.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In alignment with the District's strategic plans for Academic Excellence and Growth -We must ensure that all children attain the required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations. Objectives: 1. Ensure all students engage in teaching and learning that results in academic excellence 2. Accelerate student learning using innovative and differentiated approaches. 3. Improve equitable participation in programs and resources. Due to the new ELA B.E.S.T. standards (including a new writing rubric,) and the new Math B.E.S.T. standards, new textbooks, and new state-wide PM1/PM2 and FAST assessments, it is necessary for the teachers to receive as much professional development, resources, and time to collegially plan in order to increase each teacher's knowledge, skills, and expertise, while utilizing the Continuous Improvement Model.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	- By May of 2023, 100% of the math and ELA teachers will attend B.E.S.T. standards and textbook professional development, participate in all faculty meeting and professional development days, complete the targeted actions and follow-up, and develop targeted standards-based lessons as documented by Google Classroom, lesson plan, and e-Learning/sign-in sheets for professional development.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	- Review eLearning documents - Review Sign-in sheets at all meeting/professional development opportunities. - Assign and review follow-up activities - Review of lesson plans and resources (e.g., Blender, CPalms) - Review of SIS gradebook (assignments/assessments) - Conduct classroom walkthroughs and informal & formal observations.
Person responsible for monitoring outcome:	Misty Connelly (misty.connelly@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Utilizing a Continuous Improvement Model based on standards-based instruction (Plan-Do-Study-Act) is the basic framework for ensuring quality planning, instruction, and follow-up through problem-solving, analysis, planning, and action based on student progress. It is used in designing curriculum and delivering classroom instruction, in providing student support services, staff goal setting and evaluation, developing any new program, product or process design, planning strategically and starting a new improvement project or implementing any change.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Research shows that to make effective change, a Continuous Improvement Model must be used. Plan-Do-Study-Act, is a proven, research-based way to identify a goal or purpose, formulate a theory, definite success metrics and then put a "Plan" into action. The "Do" is the implementation portion with monitoring, followed by the "Study" step. This is where outcomes are discussed and analyzed for progress toward the goal. The "Act" step closes the cycle, integrating the learning generated by the entire process. This is where the needed adjustments are made, and individualized services and support are provided. These four steps can be repeated over and over as part of a never- ending cycle of continual learning and improvement. We have been very successful using this research-based method. It is the goal of every teacher to provide effective and relevant standards-based instruction to meet the needs of all students. Following a standards-based model for classroom assessment and instruction is an approach that teachers use to track student performance and plan and implement focused instruction. By focusing on the standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher, level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Overall, standards-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards-based instruction to ensure that their students meet the demands targeted and implement assessments based on these standards. It is with all this in mind, we are able to utilize a Continuous Improvement Model (Plan-Do-Study-Act) within this standards-aligned instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

June 2022 - Send summer pd schedule to all teachers and direct teachers to attend wither the summer sessions or the sessions during pre-school. Ensure teachers have attend the professional development.

Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)

Organize and oversee meetings and professional development (both in content, attendance, and follow-up). Ensure teachers understand and are supported in the implementation of Continuous Improvement Model (Plan-Do-Study-Act).

Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)

Organize and oversee meetings and professional development (both in content, attendance, and follow-up). Ensure teachers understand and are supported in the implementation of Continuous Improvement Model (Plan-Do-Study-Act).

Person Responsible	Misty Connelly (misty.connelly@palmbeachschools.org)

Review of lesson plans and resources (e.g., Blender, CPalms) and SIS gradebook (assignments/ assessments).

Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)

Review of lesson plans and resources (e.g., Blender, CPalms) and SIS gradebook (assignments/assessments).

Person Responsible	Misty Connelly (misty.connelly@palmbeachschools.org)

Conduct classroom walkthroughs and informal & formal observations conduct pre-test and post tests.

Person Responsible	Misty Connelly (misty.connelly@palmbeachschools.org)

Conduct classroom walkthroughs and informal & formal observations conduct pre-test and post tests.

Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Bak MSOA is a one-of-a-kind, performing arts choice school with a very diverse student body (55% minority). The student population are from all over the county, which is a challenge. Bak provides multiple opportunities for the parents to get involved in the decision-making process and attend night performances. All facet of communication are used, so parents can stay informed, volunteer, and be an active member in their child's education. Over 94% of students remain at Bak through 8th grade. Consequently, we are able to build strong relationships with our students and parents. Counselors and assistant principals are assigned students by the students' last names, and follow students throughout their time at Bak.. This enables them to "get to know" the students and parents and develop deep and meaningful relationships with them. We work very closely with the Bak SAC, Bak PTO, and MSOA Foundation to hold the following activities that promote a welcoming environment for all stakeholders: New Student Registration; Incoming Parent Orientation (Foundation); school performances (many of which have been or will be virtual). To ensure we remain a strong and unified arts and academic community, Bak MSOA implements a Single School Culture that promotes and solidifies agreed upon norms, beliefs, values, and goals and results. These are put in place to promote success in the arts, academics, and social-emotional growth and behavior.

Part of our Single School Culture is our School-wide Positive Behavior System (S.T.A.R). Our S.T.A.R. Artizens are expected to be Safe, Trustworthy, Accepting, and Respectful. Faculty, students, and parents (SAC - see previous section) collaborated to create a set of expectations for student behavior. Services, support, and programs are provided to reach these goals that include, but are not limited, to the following:

• Conduct parent and students presentation on the importance of proper use of technology in and out of

school, bullying, cyber-bullying, and being kind to others.
• Provide all stakeholders with an understanding of SDPBC Student Code of Conduct, and Bak's Standards of Excellence*, Statement of Commitment, and SwPBS Universal Guidelines (S.T.A.R.).
• Provide training on social-emotional learning and its relationship to creating a positive, caring and supportive school community.
• Develop and implement a differentiated system of school counseling services with dedicated time for individual and small group instruction based on students' needs (e.g., mentoring)
• Provide activities and academic support during Curtain Calls, which is the after school program for approximately 150 to 250 students.
. Analyze data from the Student, Teacher, Staff and Parent Effective Questionnaires (SEQ) that are completed by all stakeholders.
. Create Committee and develop or revise policies, procedures, lessons and activities based on the data from the SEQs.
Bak PTO and MSOA Foundation are integral organizations that promote and support the diverse students population and their families. Without the volunteerism and financial support, Bak would not be able to foster and nurture the talents and individualism of our students!

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

Bak Middle School of the Arts is a very diverse arts community. Our Single School Culture celebrates differences and both art and academics focus on teacher collaboration and student empowerment. Teachers regularly meet to plan, analyze data, and attend professional development. Student involvement in the academic processes is key. Students learn to articulate their academic targets, analyze their own data, provide feedback, and develop a plan for learning. Teachers provide students with highly effective and rigorous instruction, unparalleled opportunities in the arts, and services and support that cultivates an environment where students feel safe, respected, and part of a community.
Part of the academic process that build community, knowledge, and appreciation of diversity, is the assurance that through arts and academics, the content required by Florida Statute 1003.42(2) is addressed and taught with fidelity.
a) History of Holocaust,
b) History of Africans and African Americans,
c) Hispanic Contributions,
d) Women's Contributions,
e) Sacrifices of Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.
In addition to classroom instruction, where teachers use resources provided by the district. We promote and utilize teacher created lessons and activities, that include, but are not limited to: multicultural literature, after school program (when permitted), guest speakers, MSOA Today daily News Broadcasts and feature stories, and topical and diverse stories, picture and feature in our school Portfolio Newspaper (Communications). Our music department selects a wide- range of music that represents cultures from around the world. Before students learn the piece(s), they are provided with the history of the people and place and the origins of the song. The Theatre and Dance Departments follow the same philosophy when choosing plays to or choreography and music. Visual Arts studies art from around the world and students are given the opportunity and are encouraged to express their beliefs, perspectives, culture, ethnicity (or those of others) through their art work.
We also complete Best Practices for Inclusive Education and infuse, as applicable, the content required by Florida Statutes 1003.4205. We ensure that all students, including SWDs, are given equal consideration for recognition through honors, awards and other designations. SWD have the same opportunities, as students without disabilities, to participate in age appropriate activities, events, electives, sports, dances, clubs, field trip, and community service activities.
Bak's single school culture is designed to also promote an appreciation for multicultural diversity and the experiences and contributions that each group brings to make up the Bak Community. The Statement of Commitment was developed, in conjunction with SAC to foster collaboration and establish the commitment

needed from students, parents, and school throughout the school year. The Standards of Excellence sets clear academic, arts, and behavior expectations. By having common goals and setting clear expectations, students are empowered to thrive in their art education and are well- prepared for high school. We build a family atmosphere, so all stakeholders feel valued and included in the process. The Bak School Advisory Council (SAC) is an integral part of the school community. The members, both voting and non-voting members represent the diversity of Bak MSOA (PTO, community and business members).