Bear Lakes Middle School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (46%) 2018-19: C (47%) 2017-18: C (49%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
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.
Daniels, Andrea	Curriculum Resource Teacher	Science Resource Teacher will provide support to all students in grades 6-8 through a push-in/pull-out model.

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
Makris, Maria	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.
Brown, Leigh	Curriculum Resource Teacher	Writing Resource Teacher will provide writing support to all students and establish and teach writing strategies in for students in grades 6-8 in all content areas through a push-in/pull-out model of instruction for targeted students.
Williams, Miesha	Other	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.

Demographic Information

Principal start date
Thursday 7/14/2011, K IR K Howell

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.*
2

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.*
16

Total number of teacher positions allocated to the school
74

Total number of students enrolled at the school
856

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

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	281	274	243	0	0	0	0	798
Attendance below 90 percent	0	0	0	0	0	0	14	19	11	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	27	35	20	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	5	15	18	0	0	0	0	38
Course failure in Math	0	0	0	0	0	0	10	34	5	0	0	0	0	49
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	135	108	0	0	0	0	352
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	131	155	104	0	0	0	0	390
Number of students with a substantial reading deficiency	0	0	0	0	0	0	109	135	108	0	0	0	0	352

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	100	126	81	0	0	0	0	307

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	4	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 8/16/2022

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	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	

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

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	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		

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

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	31%	53%	50%				33%	58%	54%
ELA Learning Gains	39%						48%	56%	54%
ELA Lowest 25th Percentile	39%						45%	49%	47%
Math Achievement	30%	35%	36%				35%	62%	58%
Math Learning Gains	53%						46%	60%	57%
Math Lowest 25th Percentile	55%						49%	53%	51%
Science Achievement	29%	56%	53%				24%	52%	51%
Social Studies Achievement	51%	64%	58%				61%	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	32%	58%	-26%	54%	-22%
Cohort Comparison						
07	2022					
	2019	28%	53%	-25%	52%	-24%
Cohort Comparison	-32%					
08	2022					
	2019	30%	58%	-28%	56%	-26%
Cohort Comparison	-28%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	60%	-28%	55%	-23%
Cohort Comparison						
07	2022					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison	-32%					
08	2022					
	2019	33%	64%	-31%	46%	-13%
Cohort Comparison	-9%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	22%	51%	-29%	48%	-26%
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	57%	72%	-15%	71%	-14%
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	69%	64%	5%	61%	8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	60%	33%	57%	36%

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	27	39	32	27	46	42	33	39			
ELL	26	39	34	31	55	51	19	45	75		

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
BLK	28	39	43	27	51	54	28	51	84		
HSP	35	38	36	37	60	62	27	49	90		
MUL	50	67		35	56						
WHT	36	37		43	57						
FRL	30	38	39	30	54	57	28	52	85		

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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		

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	16	35	35	23	37	33	12	49			
ELL	22	53	59	29	42	52	15	48	69		
ASN	50			60							
BLK	32	47	46	34	47	50	20	63	87		
HSP	31	50	45	37	41	45	26	54	68		
MUL	62	54		50	43						
WHT	35	40		41	60		45				
FRL	32	48	47	35	46	50	23	61	84		

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)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	43
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	45
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?

ELA achievement decreased approximately 3% from 2021-2022, with our ELL population showing ELA gains of almost 4%, and our SWD showing gains of ~ 7%.Math achievement increased 11% from 2021 - 2022 with learning gains of 37%, SWD gains of ~36% and ELL gains of 40%

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

Our ELA cells demonstrate the greatest need for improvement, as they showed regression from 2021 - 2022. Our SWD also show a great need for improvement, with an ESSA score of 34%, far below the state's designated 41%. We also need to monitor our ELL students to ensure that they continue to improve from 41%.

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 and fragile skill deficits. These will be addressed with small group instruction, co-teaching and academic labs.

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

Math showed the greatest improvement in learning gains; overall, ELL, SWD and for the lowest 25% of our students.

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

These improvements were a result of the Math learning labs planned and facilitated with our Math Resource teachers, co-teaching and rotations with small group instruction.

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.

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.

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 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.	ELA and Math are both going to be critical needs for 2022-2023 with the implementation of the BEST standards and state implemented progress monitoring throughout the year. In addition, with the decrease in proficiency in ELA by ~3%, special attention needs to be given to improve both the achievement levels and the growth of the lowest 25% of our students in ELA. Although Math showed an 11% improvement in achievement and over 30% learning gains and gains in the lowest 25%, the proficiency levels remain at 30% and have significant room for growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	Data will be continuously monitored via the three State Progress Monitoring assessments and district USAs.
Person responsible for monitoring outcome:	Miesha Williams (miesha.williams@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will have opportunities for professional development and professional learning communities through collaborative planning. Data analysis to strengthen standards based instruction. Resource teachers will work with small groups of targeted students to provide strategic, differentiated instruction. Instructional coaches will model, coach and build teacher capacity.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	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.

selecting this strategy.

1. Resource Teachers - identify students needing strategic support and create schedules and 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. Coaches - coaches will build the capacity of teachers.

Person Responsible   Michelle Marks (michelle.marks@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.

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 school culture and environment.

eachers - 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.