Bak Middle School Of The Arts School

2023-24

Schoolwide Improvement Plan (SIP)

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Bak Middle School Of The Arts

1725 ECHO LAKE DR, West Palm Beach, FL 33407

https://msoa.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rozanski, Sally	Principal	The Principal will monitor and work will all relevant stakeholders to ensure implementation of the multi-tiered system of supports (MTSS) framework and SIP support. A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide, support, and monitor instruction with the use of best practices and school district required resources/materials. It is the principal's role is to deepen the understanding of the standards and the expectation of mastery of those standards for all stakeholders: faculty, staff, students, parents, and the community members. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. Mrs. Rozanski also monitors and improves instruction by visiting/observing classrooms, completing informal and formal observations, and providing classrooms support and specific feedback to improve the effectiveness of instruction. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Rozanski must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Connelly, Misty	Assistant Principal	As assistant principal, Mrs. Connelly assists the principal by supporting implementation of the multi-tiered system of supports (MTSS) framework and is the case manager SBT for students A-F. She works with her assigned counselor for students A-F to monitor academic and art achievement,and social-emotional well-being of her assigned students. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interferes with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Mrs. Connelly monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting/observing classrooms, completing informal and formal observations, and providing classrooms support and feedback to improve the effectiveness of instruction.
Clark, Crystal	Assistant Principal	As assistant principal, Mrs. Clark assists the principal by supporting implementation of the multi-tiered system of supports (MTSS) framework and is the case manager SBT for students P-Z. She works with her assigned counselor for students P-Z to monitor academic and art achievement,and the social-emotional well-being of her assigned students. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning, and supports the principal in building a culture of pride, trust, and respect. She also monitors the implementation of cultural competence, equity, and

Name	Position Title	Job Duties and Responsibilities
		access within the instructional practices at the school center. Mrs. Clark also monitors and improves instruction by visiting/observing classrooms, completing informal and formal observations, and providing classrooms support and feedback to improve the effectiveness of instruction.
Stechschulte, Daniel	Assistant Principal	As assistant principal, Mr. Stechschulte assists the principal by supporting implementation of the multi-tiered system of supports (MTSS) framework and is the case manager SBT for students G-O. He works with his assigned counselor for students G-O to monitor academic and art achievement, and social-emotional well-being of his assigned students. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning, and supports the principal in building a culture of pride, trust, and respect. Mr. Stechschulte monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Mr. Stechschulte also monitors and improves instruction by visiting/observing classrooms, completing informal and formal observations, and providing classrooms support and feedback to improve the effectiveness of instruction.
McCormick, Laurie	Other	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. She establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc. Additionally, Ms. McCormick is the School-based Team Coordinator that schedules and presides over all SBT meetings - ensuring that the rules, procedures, and intent of the SBT are met.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In addition to the people listed above, the School Behavior Health Professional (SBHP), along with the school counselors supports the behavioral and mental health of students.The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act. Our ESOL Contact (who is a school counselor) works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. If needed, awe work with the district to provide school and community support services for families of migrant students and homeless students. These supports are supplemental to school-wide supports for students and families. The Bak PTO and current SIP members have input, along with data from the date from the previous SEQ survey to develop the SIP plan. A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus. Additionally, the Centegix Badge system enables all district employees to activate a Code Red id there is danger on campus or activate an different alert if there is an injury or other situation that needs to be immediate addressed.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In grades 6-8, there are numerous ways to monitor students progress, achievement, and behavior throughout the school year. The informal and formative assessment help drive instruction and provide a clear picture of the individual progress of each student. Student assessments include the new Progress Monitoring which occur 3 times per year for Reading and Math, district diagnostics (USA, FSQ, PBPA, 8th grade Science, 7th grade Civics), state assessments for Science, EOC Civics, EOC Algebra I and EOC Geometry (also District Mid-Term exams), EdPlan for ESE, 504, and students at risk, ELL ACCESS, and the WIDA which is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.
Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement. We strategically plan for a variety of monitoring techniques: Review of Google Classrooms, Students grades, Data Analysis,Classroom walkthrough, informal and formal observations, student attendance, Power BI, EDW and Unify reports, discipline dashboard, Formative/Summative Assessments, and SBT notes/data.As this data is analyzed with a lens of the Florida Continuous Improvement Model (Plan, Do, Check, Act) adjustment will be made in all facets the impact students growth and achievement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	38%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	38	17	19	74
One or more suspensions	0	0	0	0	0	0	6	5	11	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	10	14	6	30
Level 1 on statewide Math assessment	0	0	0	0	0	0	17	7	2	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	10	14	6	30

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	17	8	6	31

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	14	24	28	66
One or more suspensions	0	0	0	0	0	0	5	10	11	26
Course failure in ELA	0	0	0	0	0	0	1	0	1	2
Course failure in Math	0	0	0	0	0	0	0	1	4	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	5	1	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	3	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	7	4	7	18

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	4	2	7

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	2	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	14	24	28	66
One or more suspensions	0	0	0	0	0	0	5	10	11	26
Course failure in ELA	0	0	0	0	0	0	1	0	1	2
Course failure in Math	0	0	0	0	0	0	0	1	4	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	5	1	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	3	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	7	4	7	18

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	4	2	7

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	2	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	90	51	49	95	53	50	93		
ELA Learning Gains				78			83		
ELA Lowest 25th Percentile				73			80		
Math Achievement*	96	59	56	95	35	36	89		
Math Learning Gains				91			72		
Math Lowest 25th Percentile				88			58		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	89	50	49	90	56	53	86		
Social Studies Achievement*	97	68	68	97	64	58	95		
Middle School Acceleration	81	76	73	87	52	49	79		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress		37	40		85	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	91
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	88
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	794
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	65			
ELL	79			
AMI				
ASN	98			
BLK	85			
HSP	88			
MUL	91			
PAC				
WHT	91			
FRL	87			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	74			
ELL	77			
AMI				
ASN	95			
BLK	81			
HSP	87			
MUL	90			
PAC				
WHT	90			
FRL	85			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	90			96			89	97	81			
SWD	67			82			59	79	36		5	
ELL	70			89			70	87			4	
AMI												
ASN	97			100			96	100	95		5	
BLK	84			93			80	100	66		5	
HSP	84			95			88	95	78		5	
MUL	94			93			91	89	86		5	
PAC												
WHT	92			97			89	98	81		5	
FRL	85			93			83	97	76		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	95	78	73	95	91	88	90	97	87			
SWD	73	69	56	78	81	74	67	85	80			
ELL	82	70	73	90	82	75	67	80	70			
AMI												
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			
PAC												
WHT	96	79	73	98	92	92	91	99	86			
FRL	91	77	74	91	89	84	87	93	82			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	93	83	80	89	72	58	86	95	79			
SWD	65	60	55	60	54	47	53	69	44			
ELL	76	77	71	72	58	27	73	96	72			

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
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			
PAC												
WHT	96	86	87	92	77	68	91	96	86			
FRL	86	78	72	78	58	51	74	90	62			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	92%	48%	44%	47%	45%
08	2023 - Spring	87%	47%	40%	47%	40%
06	2023 - Spring	87%	45%	42%	47%	40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	91%	54%	37%	54%	37%
07	2023 - Spring	96%	36%	60%	48%	48%
08	2023 - Spring	98%	65%	33%	55%	43%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	89%	46%	43%	44%	45%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	65%	32%	66%	31%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Bak MSOA is one of the highest achieving schools in the State of Florida, so our lowest performing cell for achievement, which was ELA at 88% ranks at the 12th best scores when compared to all middle schools in the State.We attribute the drop in Achievement percentage to the new F.A.S.T. ELA assessment (PM3). In previous years writing was factored in the ELA score. Writing was considered a high complexity "questions", so students who did well in writing received credit for this high complexity achievement. PM3 is now an adaptive test, and there is no practice for that assessment (PM1 and PM2 are not adaptive, and there is no clear picture from the state of how the adaptive testing impacts students score if they are unable to correctly answer a few questions. Additionally, the state is used last years achievement level scale scores that will be adjusted/scaled in November. Hence, we do not know if the scales were "too high" or "too low" and even if this new assessment is valid and reliable.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Bak's Level 3 or higher percentage for Achievement in ELA dropped from 95 % to 88% - a 7% decrease. We have consistently scored between 94 to 96 % in ELA Achievement. As previously explained, the main factor that contributed to this drop in Achievement is the new F.A.S.T. ELA assessment (PM3). In previous years writing was factored in the ELA score. Writing was considered a high complexity "questions", so students who did well in writing received credit for this high complexity achievement. PM3 is now an adaptive test, and there is no practice for that assessment (PM1 and PM2 are not adaptive, and there is no clear picture from the state of how the adaptive testing impacts students score if they are unable to correctly answer a few questions. Additionally, the state is used last years

achievement level scale scores that will be adjusted/scaled in November. Hence, we do not know if the scales were "too high" or "too low" and even if this new assessment is valid and reliable.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

None - We are above the state average in every category and sub-catergory.

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

Unlike the ELA Achievement scores, overall Math Achievement scores (grades 6 - 8, Algebra I , and Geometry) The 7th grade math Achievement percentage scores were unusually high. The percentage of Level 3 or higher was 84% in 2021-22 and in 2022-23 we raised 12 percentage points to 96% - the 4th highest score in the state! We did not take any new actions (just great teaching as it was the previous year), but the new math Assessment allowed students to use calculators for the entire assessment, including grade 6 who previously could not use calculators. This could be one contributing factors to the raise in percentage points.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The most concerning data from the Early Warning System is in the attendance category for incoming 6th grade students. The number of students with 10% or more absences during the school year is 38 students for our 6th grade students. That is more than our 7th and 8th grade students combined (17 & 19 = 36 students). We are a performing arts school and have a very rigorous academic schedule as well. Students who have chronic absences miss crucial instruction in the Arts and academics which in many instances can't be replicated. Students need to be on campus eac school day to reach their full potential.

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

- Improve the ELA Level 3 or higher percentage on PM3 by at least 2 percentage points.
- Reduce the number of students who missed 10% or more days absences from school.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on school-wide standards-based instruction in ELA , then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A- Goal 3, Academic Excellence and Growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. prepare students for high school and make them college and career ready. Therefore, 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 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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 31, 2024, 90% of the participating students in grades 6 - 8 will score a Level 3 or higher on the F.A.S.T ELA assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- Every two weeks the counselors, assistant principals, principal, ESE and ELL contact meet to discuss student progress and achievement based on observation, grades, and assessments (formal and informal).
-School-based teams meet bi-monthly to support those students be examining data and making changes to interventions to support the RtI process.
- Administration meet on a weekly basis to discuss trends in classroom instruction an adjustments needed to improve the standards-based instruction.

Person responsible for monitoring outcome:

Misty Connelly (misty.connelly@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilize a Continuous Improvement Model (Plan-Do-Study-Act). The PDSA Cycle is the basic framework for ensuring quality through problem-solving, analysis, planning, and action based on progress . It is used in delivering classroom instruction, in providing student support services, goal setting and evaluation, planning strategically and implementing any change. 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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/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. In this process, teachers provide standards-based instruction to ensure that their students meet the demands targeted and implement assessments based on these standards. Thus,we are able to utilize a Continuous Improvement Model based on standards aligned instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Review of lesson plans and resources (e.g., Blender, CPalms) and SIS gradebook (assignments/ assessments) (also includes - Clark, Connelly, Rozanski, and Stechschulte).
2. Conduct classroom walkthroughs and informal & formal observations. Part of this process is pre and post conferences (also includes - Connelly, Clark, Rozanski, and Stechschulte) to ensure teachers are providing. rigorous, engaging, differentiated, and targeted standards-based instruction.
3. Review and Analyze Data - PM1, PM2, FSQ, USAs, PBPA, IXL Reading Plus - Teachers make adjustments as necessary (also includes - Connelly, Clark, Rozanski, and Stechschulte).
4. Provide tutoring and interventions as needed based on data.
5. Provide extra support in the Intensive reading classes, for students in School-Based Team (SBT) and the RtI process.
6. Make time to collaborate and provide the needed professional development to build capacity.

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

By When: The actions above are on-going throughout the year, and mist be completed by May 1, 2024.

To support increased ELA achievement and in alignment to the District's Strategic plan our school ensures all students receive the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards in academics and the arts and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity which including but not limited to:History of Holocaust, Africans and African Americans, Hispanic Contributions, Women's Contributions: and Sacrifices of Veterans made in serving our country.These integrated concepts are integrated in: math, ELA, 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 lender. Students will also learn character development.

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

By When: By May 30, 2024, students will complete the full intent of the Florida State Standards in academics and the arts and content required by Florida State Statute 1003.42.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The incoming 6th grade students, which is comprised on 415 students, has 38 students who missed 10% or more days absences from school in 2022-23. The current 7th and 8th grade students, which is comprised of 812 students, only had 36 students who missed 10% or more days absences in the 2022-23 school year. It is very important that students arrive on time and attend school each school day. Bak is a performing arts school that has a choice contract. One of the requirements, in order to be successful and reach their potential, is consistent attendance during the school year. We must instill a sense of commitment in both 6th grade students and their parents to understand the importance and obligation that students have to attend school on time each school day.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 31, 2024, the number of 6th grade students who miss 10% or more days absent will be reduced by 20% as measured by the Student Information System (SIS).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Counselor and Assistant Principal teams, based on last names (A-F, G-0,P-Z) will run by monthly absence report and have teachers communicate with informing them of their students who have more than 3 absences during a nine week period. Students with excessive absences within a 45 days period will be placed on probations (per our choice contract) and be closely monitored over the next 45 days. Students are provided a mentor, must complete daly check-in, and complete a weekly reflection.

Person responsible for monitoring outcome:

Misty Connelly (misty.connelly@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Below are 7 high yield strategies to improve school attendance:
1. Create a culture in which all teachers and staff purposefully develop relationships with students.
2. Create/Implement a mentor program.
3. Monitor attendance and follow up on students with weak attendance.
4. Minimize obstacles to attendance.
5. Create opportunities for meaningful involvement.
6. Treat kids with dignity and respect—as if they were your own.
7. Teachers model excellent attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that by creating a culture in which all teachers and staff purposefully develop relationships with students helps decrease absenteeism. According to the Bureau of Labor Statistics, 17.7 percent of dropouts stated, "No one cared if I attended," which is an entirely preventable problem. Mentors create an ongoing positive effect as students realize that at least one adult really cares about them. Provide curriculum and learning that is interesting to students creating meaningful involvement. Monitoring attendance and meeting with students and their parents to encourage students to improve their attendance provides the encouragement and stresses the importance of attending school. The 2019 Civil Rights Data Collection compiled by the Department of Education demonstrates that the attendance of

teachers has a strong relationship to the attendance of students. "The data also show that chronic student absenteeism exists where the majority of teachers are also frequently absent.".

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Bak school culture is centered around building family and a community. Ninety-five percent of our students spend all three years of middle school at Bak MSOA. By building relationships, setting high standards, recognizing the talents of our students and staff, embracing the arts, and providing unique opportunities and experiences make students want to come to school. Providing students in grade 6, with some counseling, team building, and pride the school and self, will instill a sense of ownership in their education. We have a specific classes that all 6th grade students students are enrolled that focuses on creativity, teamwork, and art appreciation. This class helps students form relationships with classmates, teaches them how to work as a team, and helps them gain an appreciation for the arts. The School-Wide Positive Support System provides incentives and activities to get student involved and excited about coming to school.

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

By When: This is a continuous process of building relationship and making students feel connected to school.

Bak Middle School of the Arts is a very diverse arts community. Our Single School Culture celebrates differences, and both the arts and academics focus on teacher collaboration and student empowerment in a multicultural environment. Part of the process that builds 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. Instruction is provided to our students at appropriate grade levels including, but not limited to, the following:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) History of Asian Americans & Pacific Islanders
(d) Health Education, Life Skills & Social Media
(e) Hispanic Contributions
(f) Women's Contributions
(g) Civic & Character Education
(h) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: This instruction, celebration, and recognition happens throughout the school year. All instruction must be completed by May 31, 2024.