Bak Middle School Of The Arts

2014-15 School Improvement Plan

Bak Middle School Of The Arts

1725 ECHO LAKE DR, West Palm Beach, FL 33407

www.edline.net/pages/middle_school_of_the_arts

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	26%

Alternative/ESE Center	Charter School	Minority
No	No	46%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Bak MSOA is committed to provide all students with an exemplary academic and arts program that nurtures talents, increases academic achievement, develops creative thinking and analytical skills, and fosters
individualism and citizenship.

Provide the school's vision statement

Empowering students to have the knowledge, skills, and self-confidence to achieve their goals in the arts, academics, workforce, and in life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Bak MSOA has a diverse population (46% minority) that is representative of students from all over Palm Beach County, from both public and private schools. To ensure that incoming students get to know their fellow students and teachers, the following activities have been planned and have/or will be implemented during the school year.
- Incoming Parent Orientation - May
- New student orientation (includes Parents) - Summer
- 6th grade social the night of 6th grade Open House - August
- Half Day Socials (throughout the school year - PTO)
We have a Single School Culture that is supported by our school-wide policies and procedures, along with our School-wide Positive Support System, and out shared love of the arts. At Bak MSOA, we also ensure that through arts and academics, the content required by Florida Statute 1003.42(2), is addressed:
a) History of Holocaust,
b) History of Africans and African Americans,
c) Hispanic Contributions,
d) Women's Contributions, and
e) Sacrifices of Veterans.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Bak MSOA, we provide various services and support that cultivate an environment where students feel safe, respected, and part of a community. Some services and programs provided at Bak MSOA include, but are not limited, to the following:
- Provide professional development to parents and students on the importance of proper use of technology in and out of school, bullying, cyber-bullying, and being kind to the members of the Bak family.
- Provide professional development 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.
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's

SwPBS Universal Guidelines (S.T.A.R.) to students before/during/after school.
- Provide activities and academic support during Curtain Calls, which is the after school program for approximately 100 to 150 students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Bak MSOA has a School-wide Positive Behavior System called S.T.A.R. Our S.T.A.R. Artizens are expected to be Safe, Trustworthy, Accountable, and Respectful. A Student Handbook is provided to each student which contains the rules and procedures. Parents are expected to review the handbook as well. Additionally, before entering Bak MSOA parents and students receive and sign a Statement of Commitment and Standards of Excellence. The Statement of Commitment is a document that states the expectations that each stakeholder, School, Parent, and Student, agree to commit to and abide by while at Bak MSOA. To ensure all students are treated equitably, we have a school-wide policy that has clearly defined expectations and the manner in which staff members deal with infractions and violations (e.g., CBIR, student-teacher conferences, student-teacher-parent conferences, loss of privileges, detention). Parents are made aware of these procedures as well.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Bak MSOA, we provide various services and support that addresses the social-emotional needs of our students. Some services and programs provided at Bak MSOA include, but are not limited, to the following:
- Implement a School-Based Team that monitors students' academic and social needs.
- Provide mentoring by various staff members
- Provide professional development to parents and students on the importance of proper use of technology in and out of school, bullying, cyber-bullying, and being kind to the members of the Bak family.
- Provide professional development 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students attendance, grades, conduct, and standardized test scores are monitored by a variety of school personnel to ensure the safety, education, and well-being of our students. Administration, counselors, teachers, support staff, and parents work together, by a variety of methods, to communicate and monitor the needs of the students at Bak MSOA. Data is pulled and analyzed to identify students that have attendance or tardy issues (5 or more in a 9 week period). Students that have accumulated more than 3 CBIR forms and one or more suspensions are referred to SBT and/or counseling to address the reasoning behind the infractions. Students that have failures in their core academic classes are identified and course recovery is provided to remediate the grade. Level 1 and Level 2 students in reading or math are provided extra support and services through intensive courses and after-school tutorial.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	3	8	5	16
One or more suspensions	7	4	4	15
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	14	8	8	30

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	1	1	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At least twice a month counselors and administration come together to discuss and analyze data on all students. At that time, students who are in need of extra support and services are identified. Assistant principals work closely with the counselors to monitor the attendance and academic achievement of their student group.Course Recovery is provided and monitored to ensure that all students pass their core content courses. Suspensions are only given if a severe infraction has occurred. Once a student receives a suspension, they are referred to School Based Team so they can receive the needed services and support. Mentors are assigned to students for both behavioral and academic needs. Diagnostics and past FCAT scores are analyzed and students in grades 6 and 7, who scored a Level 1 in math are enrolled in an intensive math course during the school day. Students in grades 6-8 who are Level 1 (and Level 2) are placed in an intensive reading course during the school day.

The School-based MTSS/RtI Leadership Team will use 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 identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. 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, guidance 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 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. Below are additional intervention strategies employed by the school to help improve student achievement and behavior
- Secure time for staff to discuss and share data on at risk students
- Utilize data systems to identify students who have attendance, behavioral or academic concerns

- Have parents and students sign a Statement of Commitment and Standards of Excellence that outlines
expectations for success
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Establish and maintain communication
- Implement a Probation plan and procedures
- Secure support from outside agencies
- Assign School Mentors

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Bak MSOA is a Performing Arts and a Choice-only school. Consequently, we get students from all over the vast county and it is difficult for many parents to make the long trek to school. The challenge is to offer multiple opportunities for the parents and stakeholders to get involved in the decision-making process and event/performances that we offer at school. In response to all needs, we offer opportunities to meet with teachers and staff in a variety of formats - email, phone, and in-person. The performances are offered after-school, during the school day, at night, and during the weekends. Parents are informed and encouraged to attend all PTO and SAC Meetings. Different methods are used to get feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;New Student Orientation and two Open House events are offered so parents can come and meet the teachers and see the school. Additionally, the Bak MSOA Edline website includes updated and important information, and a newsletter, called Perspective, is produced to provide parents with the latest news. For those students that do not have internet access, a hard copy is sent home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school, Bak PTO, and the MSOA Foundation work together to make contact and build relationships and partnerships with local community members and businesses. The funds, services and support that we receive from these partnership enables Bak MSOA to provide our students with exceptional Arts education that supports the academic endeavors and achievement of our students. Some resources and manpower that have been obtained through these endeavors are as follows:
- Technology (e.g., laptops, iPads)
- Artist in Residence (theatre, communications, dance)
- Private vocal, band, and strings lessons
- Master classes in dance
- Field trips for extended learning opprotunites

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rozanski, Sally	Principal
Bauer, Robert	Assistant Principal
Henderson, Cynthia	Assistant Principal
Souder, Amie	Assistant Principal
Bendfelt, Summer	Guidance Counselor
Henderson, Shawn	Guidance Counselor
Jackson, Pamela	Guidance Counselor
Metzger, Anne	Guidance Counselor
Tyler, Kathy	Guidance Counselor
McCormick, Laurie	Teacher, ESE
Stamile, Jaimee	Teacher, ESE
Glaze, Lee	Other
Opera, Kyle	SAC Member
McCray, Barbara	Psychologist
De La Roche, Rossana	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

There are many subcommittees to the Bak MSOA Leadership Team. The School-based MTSS/RtI Leadership Team (SBT) is comprised of the following permanent members: Pam Jackson - Leader, Shawn Henderson, Anne Metzger, Kathy Tyler (counselors), Summer Bendfelt (ESE Contact), Laurie McCormick, Jaimee Stamile (ESE teachers), and Barbara McCray (school psychologist). The aforementioned members are involved based on the student's classification (e.g., ELL, 504), grade level, schedule, and particular needs. Guidance counselors, assistant principals, teachers, ELL contact, 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. 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 offer 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 Leadership Team (SLT) is comprised of the principal, assistant principals, magnet coordinator, guidance counselors, media specialist, and technology support personnel. This team meets on a monthly basis to review student progress, analyze data, and monitor those students who are put on probation. 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) represent each art and academic area throughout the

school. These representatives are the voice for their department and form a direct line of communication between administration and 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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School-based MTSS/RtI Leadership Team (SBT) will use 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 identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. 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, guidance 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.
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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 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 multitiered system of support.
Bak MSOA is not a Title I school. We get financial support from the district, PTO, and the MSOA Foundation. Resources are coordinated so each organization provides some kind of financial assistance so that all facets of school receives the necessary support and services. Bak is continuing to strengthen a Single School Culture that promotes consistency and equability in regards to policies and procedures, and the need to respect diversity and accept the differences and talents of all our students, staff, and community. Students in grades 6-8 are provided with a First Day of School Orientation that goes over all the rules and procedures, the rationale for these rules and procedures, cyber-bullying, the SWPBS, computer and internet safety, and general conversation about the BAK family and what is the expectation of being a S.T.A.R. Artizen. The School-Wide Positive Behavior System is called, S.T.A.R.. -safe, trustworthy, accountable, and respectful. Each classroom has the S.T.A.R. matrix in clear view of all students, and all stakeholders are responsible for strengthening and guiding the entire BAK family on the importance of working together to meet our goals. Incentives are given to promote S.T.A.R. Artizenship. The SBT, SLT, and DILs meet at least once a month to address concerns, evaluate policies and procedures, and analyze data that drives the decision making process.
Outside agencies that Bak MSOA works with or makes available to parents:
• Ocean Optics- eye exams for low income families
• Chrysalis Program- mental health services
• Youth Services- Mental health services (anger manager family)
• Family First- Mental health services
• Multicultural- Mental health services
• Hospice- Grief assistance
• South County Mental Health (crisis team)

• DCF (Medicaid assistance)
• WPB Family Shelter- assist with clothing/housing
The Health Care District of Palm Beach County supplies Bak two school nurses who provide a wide range of services to students and parents (medication, referrals, daily treatment and care of students). All student are offered a FREE - "Breakfast for All" each and every school day. Additionally, 26% of our students qualify and receive free and reduced lunch each school day.
Bak Middle School of the Arts is a unique school because students decide to audition and attend the school based on their personnel interests and aspirations in the arts. We foster these aspirations and nurture talents by providing specific art classes in their specific chosen field. The arts and academic teachers work together to blend and support the arts and academics in their classrooms. All 6th grade students complete an Arts/Career Exploration course so they can see the connection between the courses they are taking and their future aspirations for high school and college/career. Students see the relevance to the skills and knowledge gained, and how the experiences and activities prepare them for future learning and their lives.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kyle Opera	Teacher
Virginia Grant	Business/Community
Laura Hanley	Parent
Tracy Butler	Business/Community
Jan Porter	Business/Community
Delmarie Butler	Parent
Primrose Williams	Parent
Jaimee Stamile	Education Support Employee
Sally Rozanski	Principal
Ada Harris	Parent
Karine Evrard	Parent
Barbara Plansky	Parent
Student Government Officers	Student
Alice Randolph	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A review and evaluation of the 2013-14 SIP was conducted throughout the year and additions/ deletions occurred as necessary. The SAC members reviewed various portions of the SIP to evaluate the use of funds and the participation of the two tutorial programs in relation to student achievement on the student's Winter Diagnostics. During September's meeting, data will be presented to see if the goals set in the 2013-14 SIP were met.

Development of this school improvement plan

From the evaluation of the 2013-14 data and the 2013-14 SIP plan, a variety of staff and SAC members contributed to the plan. Discussions were conducted in May and June about information that would be included in the 2014-15 SIP. Because the new template and professional development were provided in August, various stakeholders were not available to participate in the initial SIP process. School-based personnel attended the SAC professional development and provided the updated information to stakeholders. The SIP is a living document, so constant revisions will be made to the document based on data, conversations, committee decisions, SAC member, parent, and teacher input. SAC Members reviewed the draft SIP in September and made suggestions for revisions.

Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds were used to support the Fall and Winter/Spring Tutorial program. The Fall Tutorial serviced over 100 Level 2 students in reading and/or mathematics based on their 2013-14 FCAT 2.0 scores. The Winter/Spring Tutorial program targeted those students in need of remediation based on the Winter Diagnostic scores. Five-Thousand dollars was allocated for the aforementioned tutorial programs.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Rozanski, Sally	Principal
Souder, Amie	Assistant Principal
Opera, Kyle	Teacher, K-12
Stamile, Jaimee	Teacher, ESE
Kossove, Micah	Instructional Media
Valentine, Richard	Teacher, K-12
Carlson, Nancy	Teacher, K-12
Vaknin, Alyssa	Teacher, K-12
Barefoot, Dyan	Teacher, K-12
Destito, Erin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) is a collaborative, decision making group that creates capacity of
reading knowledge within the school building and focuses on areas of literacy concerns across the school.
The principal, assistant principal, media specialist, mentor reading teachers, content area teachers and
other principal appointees serve on the team. The team meets every 6 to 8 weeks. Agenda topics include
the discussion of the team's goals and progress, as well as identification of new strategies and activities
to implement. The LLT meets to discuss the progress of students and analyze school trends, via data
analysis, and the successes and/or challenges teachers are facing during instruction. This is a
continuous process that is utilized to make changes and provide support as necessary. The LLT assists
with developing, implementing, and revising targeted and strategic reading instruction at all grade levels.
Needed professional development is discussed and a plan for implementation is formulated for the
2014-15 school year.
At Bak MSOA, students at each grade level are given a specific book, and a book of choice, to read
over the summer and have an assignment to complete. Student have to produce a visual
representation of the book which they must present during the first few weeks of school. The students
then participate in a book study once
school begins. To increase students' knowledge on how to increase reading skills and strategies, every
teacher attends and participates in NGSSS (science and social studies) and/or Florida Standards that
is focused on the promotion and support of content literacy. Content Literacy is promoted in the
academic classrooms, as well as in visual arts, music, vocal, piano, strings, dance, theater, and
communication classrooms, through vocabulary enrichment and writing. Rigorous assessments that
are both written and performance-based are given throughout the school year in all the classes/
courses. School-wide strategies and programs are implemented to ensure support of content literacy.
To support writing achievement, all teachers will participate in a school-wide writing activities that will
occur during half days or selected full school days. The writing lessons will be designed by the LLT in
order to facilitate the process and support teachers through all content areas.
Below are a list of activities, initiatives, and programs that are implemented during the 2014-15 school

year:
Sharing of Best Practices
Type to Learn
Book Clubs
Reading Plus
Professional Learning Communities
Professional development regarding targeted instruction via data analysis using FAIR, RRR,
Diagnostics Benchmark Assessments
Increased technology skills utilizing computer labs, desktops, and iPads
Enhance Reading curriculum instruction
Enhance vocabulary development instruction
Battle of the Books
Tutorial
Intensive Reading

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage positive working relationships and the professional growth of teachers, Professional Learning Communities were developed and implemented in 2014-15 school year. These communities are focused on increasing student achievement, while building the knowledge and skills of the educator. Professional development is provided based on needs, district requirements, and feedback from the stakeholders. Student improvement is monitored and instruction is modified as needed based on decisions made through these collaborative sessions.The master schedule was designed to provide teachers with the same lunch time in case they wanted the opportunity to chat and share their day. Faculty meetings were eliminated to make more time for the Professional Learning Communities. Information will be disseminated by the Department Instructional Leaders after they attend a monthly meeting with the principal. Social activities are planned by the social committee to promote collegiality and friendship outside of school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Below are the strategies that will be taken and the person responsible:
Principal - Work closely with the North Area District Human Resources Specialist to ensure that he is aware of the needs of the school and refers only HQ candidates; Interview and hire only highly qualified teachers; Provide or ensure evidence-based professional development opportunities that target increasing student achievement; Provide professional development opportunities that meet the professional growth of the staff and meets state and district mandates and initiatives; Inform and monitor the teachers' progress at obtaining ESOL endorsement;conduct observations and provide constructive feedback for improvement.
Assistant Principals - Partner new teachers with a mentor and a buddy veteran teacher; Place all first-year teachers in Educator Support Program and monitor progress throughout the school year;conduct observations and provide constructive feedback for improvement.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers are matched with seasoned teachers who teach in the same content and/or grade level as the teachers who are new to the staff. Teachers are assigned mentors regardless if they are new to teaching or new to the Bak MSOA campus. Teachers are also supported during key events such as the first day

of school, Open House, and testing. Administration meets with the new teachers on a regular basis to ensure the teacher's have acclimated to the school. Additionally, all first year teachers to Palm Beach County participate in the Educator Support Program (ESP). The Educator Support Program is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Additionally, teachers are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Bak MSOA ensures that the core instructional programs and materials are aligned to Florida's standards by implementing a four-tiered process. First, Bak MSOA uses the instructional materials (textbooks) that are adopted and provided by the School District of Palm Beach County. Supplemental materials are purchased that support the standards, provide enrichment, and support differentiated instruction that meet the needs of a diverse student population. Second, the school creates on-going opportunities through professional development and Professional Learning Communities for instructional personnel to unpack the Florida Standards and Next Generation Sunshine State Standards. Teachers work individually and in groups to plan and discuss ELA, math, science, social studies, world languages and the numerous art area electives lesson, activities, and assessments that aligns to the standards. Project-based activities and lessons that are focused on the arts, provide students with the enrichment needed to develop understanding and master the standards. These conversations and learning opportunities promote instructional growth in implementing instructional practice and developing lessons and activities that support the the standards. Third, the administration does the following: Provides professional development and secures professional development by district personnel to ensure that the appropriate learning opportunities are provided to instructional personnel; Monitors the actions and activities of Professional Learning Communities to ensure that Best Practices are being discussed, data is being analyzed,.and standards-based assessments are being created and administered; and monitors instruction in the classroom to ensure that instruction is focused on helping students master the appropriate benchmarks and standards. Finally, the various committees/groups (SBT, LTT, Grade-Level, Leadership) evaluate, using data from various sources, the effectiveness of the materials, learning opportunities, and classroom instruction in relation to student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Bak MSOA's staff and administration share in the following core beliefs, and promote and implement ideal educational conditions to ensure consistent movement toward maximizing student achievement:
- Highly effective personnel deliver scientific, research-based instruction, and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.

- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
• Screening Measures - Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
• Diagnostic Measures - Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
• Progress Monitoring Measures - Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
• Formative Measures - Ongoing assessment embedded within effective teaching to guide instructional decisions.
• Summative (Outcome) Measures - Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams, including parents and educators, from enrollment to graduation for all students to make decisions across a continuum of student needs.
Student response to instruction/intervention (RtI) data is used to guide meaningful decision making.
- Job embedded, on-going, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
- All students and their parent(s) are engaged in one proactive and seamless educational system.
With those behaviors and conditions in mind, Bak MSOA implements a variety of approaches to ensure that all students, regardless of their needs, learn and grow in their academic and social lives. In addition to the core curriculum, which is based on the NGSSS, LAFS or MAFS. Students are also exposed to a variety of electives in the Arts and academics that enriches and supports their academic growth. High school courses are provided for acceleration. Students who need additional support are provided services through ESE inclusion classes, speech and language services, and ELL support. Modifications and accommodations are made based on IEP, 504, EP, and school-based plans. Data is analyzed by a variety of individuals and small groups to ensure that a "global" approach is completed to meet the needs of the each students. The following groups analyze and share data: students, teachers, counselors, administrators, SBT/RTI members, Professional Learning Community Members, Student-Centered groups, Literacy Leadership Team, and the Bak MSOA Leadership Team. Our students share in the data analysis process by tracking their own progress in each class and having data chats with school-based personnel and their parents. After school tutorial is provided throughout the year in ELA/Reading and math. Students are selected based on the data from previous years and current diagnostics and teacher recommendation.
To help identify and support students, the School-based MTSS/RtI Leadership Team will use 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 identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. 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, guidance 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 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 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 School-based MTSS/RtI Leadership Team is comprised of the following members: Permanent Members: Pam Jackson - Leader; Summer Bendfelt, Laurie McCormick, and Jaimee Stamile - ESE specialists that will analyze data and provide strategies and interventions for implementation; and Barbara McCray - school psychologist. The following members are involved based on the student's classification (e.g., ELL, 504), grade level, schedule , and last name: guidance counselors, assistant principals, teachers, ELL contact, 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. 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 offer professional development and technical assistance. Students will be provided the needed services and support to be successful both in academics and/or behavior. Because at least one member of the Leadership Team will be involved in the SBT, LLT, tutoring, and SAC. All members of the Leadership Team are involved in the MTSS/SIP process. The members of the Leadership Team will monitor by pulling data, analyzing the data, ensuring implementation, conferencing with students, teachers and parents, and provide suggestions and insight to improve both the MTSS process and the SIP. Below are some of the documents and data that is used in the decision-making process.
Florida Comprehensive Assessment Test (FCAT)
Florida Standards Assessment
Florida Assessment for Instruction in Reading (FAIR)
SDPBC October Diagnostics
Palm Beach Performance Assessments
Running Reading Records
Mini-assessments
Comprehensive English Language Learning Assessment (CELLA)
Literacy Leadership Team (LLT)
Individualized behavior plans
CBIR Forms
Discipline Referrals (e.g., suspensions)
Retentions
Absences/Tardies
Educational Data Warehouse
SDPBC January Diagnostics
Reading and Math probes
TERMS

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 48

Bak MSOA will provide two After School Tutorial programs during the year. The purpose of tutorial is to provide additional targeted instruction to increase student achievement of our struggling or at-risk students with a smaller teacher to student ratio (1 to 10). The Fall Tutorial will provide 12 sessions that begin on September 8, 2014 and conclude on December 8, 2014. The Fall tutorial will meet the needs of students in grade 6 through 8th that scored a Level 2 on the 2014 Math 2.0 FCAT or reached proficiency in reading for the first time (based on the 2014 FY Reading FCAT). The second tutorial program will target those students in need of remediation based on the October Diagnostic scores and Palm Beach Assessments.

Strategy Rationale

Core Academic Instruction- To strengthen the reading and math skills of our students in need of remediation or extra support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rozanski, Sally, sally.rozanski@palmbeachschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students Fall diagnostics scores will be compared to their February Diagnostics scores to see if improvement was made and identify those areas of weaknesses that still need to be reviewed and remediated. Classroom assessments and student product will also be analyzed during PLCs to determine the progress and success of the tutorial program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Bak MSOA offers an 8 period day so students can participate in all their requested courses. Counselors, teachers, and administration meet with parents and students to provide guidance and support throughout the students three years at Bak MSOA. A 6th Grade and New Student Orientation is provided for parents and students where the courses are explained, they learn how to sign-up for courses, and the school collects ESE, 504, or Gifted paperwork turned in. The 7th and 8th grade students are provided with similar support from their teachers, counselors and administration.
Bak Middle School of the Arts is a unique school because students decide to audition and attend the school based on their personnel interests and aspirations in the arts. We foster these aspirations and nurture talents by providing specific art classes in their specific chosen field. The arts and academic teachers work together to blend and support the arts and academics in their classrooms. Students see the relevance to the skills and knowledge gained, and how the experiences and activities prepare them for future learning and their lives. All 6th grade students complete a Arts/Career Exploration course so they can see the connection between the courses they are taking and their future aspirations for high school and college/career. Seventh grade student complete a high school and college preparedness plan and share it with their parents.

BAK MSOA provides the following high school courses that provides students the opportunity to begin high school with some required credits. The courses are as follows: Honors Geometry, Honors Algebra, Spanish I, French 1, and a variety of FLVS and PBV courses. Students who need remediation are provided the needed services so they can be successful in high school and they have the necessary skills and knowledge to pursue their post-secondary aspirations.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

| 1 | = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Implement Professional Learning Communities, monitor instruction, and provide extended learning opportunities to students to ensure a rigorous, focused, and standards-based content literacy instruction, while providing the needed services and support.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement Professional Learning Communities, monitor instruction, and provide extended learning opportunities to students to ensure a rigorous, focused, and standards-based content literacy instruction, while providing the needed services and support. `1a`

🔍 G039803

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	95.0
Math Gains	95.0

Resources Available to Support the Goal `2`

- Professional Development Days and Inservice Days - Professional Development based on the needs of teachers, students, and district/state mandates

- Teacher Observations/Marzano

- Tutoring

- Intensive Courses

- EDW

- Performance Matters

- Diagnostics

- Teacher and student product

- Funds for tutoring

- Designated Faculty Meetings

Targeted Barriers to Achieving the Goal `3`

- Inability to have common planning during the day

- Funding for tutoring

Plan to Monitor Progress Toward G1. `8`

Teacher product, Observations- school and individual trends in teaching, Diagnostics and classroom data

Person Responsible

Sally Rozanski

Schedule

Quarterly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, teacher product, observations, tutorial and intensive data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Implement Professional Learning Communities, monitor instruction, and provide extended learning opportunities to students to ensure a rigorous, focused, and standards-based content literacy instruction, while providing the needed services and support. 1

🔑 G039803

G1.B1 Inability to have common planning during the day 2

🔑 B101190

G1.B1.S1 Eliminate Faculty Meetings so additonal time is given to Professional Learning Communities 4

🔑 S112423

Strategy Rationale

Create more time for teachers to share data, ideas, best practices, and increase their knowledge and skills.

Action Step 1 5

Eliminate faculty meetings and create a PLC schedule that increased the time that teachers could meet, collaborate, learn, analyze data, and share best practices.

Person Responsible

Sally Rozanski

Schedule

Every 6 Weeks, from 8/28/2014 to 3/2/2015

Evidence of Completion

PLC Schedule

Action Step 2 `5`

Develop activities and provide PDD to increase the skills and knowledge of teachers

Person Responsible

Sally Rozanski

Schedule

Every 6 Weeks, from 8/28/2014 to 5/29/2015

Evidence of Completion

Teachers product (e.g., data analysis, unpacking standards, scales, focus calendars)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will monitor the PLC sessions and ensure attendance and participation

Person Responsible

Sally Rozanski

Schedule

Every 6 Weeks, from 8/28/2014 to 3/2/2015

Evidence of Completion

Attendance sheets and participants will submit the "product" from each session

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Ensuring that sessions occur and participants attend and participate in the sessions

Person Responsible

Sally Rozanski

Schedule

Every 6 Weeks, from 8/28/2014 to 3/2/2015

Evidence of Completion

Attendance sheets

G1.B3 Funding for tutoring 2

B101192

G1.B3.S1 Secure funds through alternate methods that will support tutoring. 4

S112425

Strategy Rationale

If I get funding for materials and personnel, I can provide extended learning opportunities for students in need of extra support.

Action Step 1 5

Trade-off CSR allotments to secure funding

Person Responsible

Sally Rozanski

Schedule

On 9/26/2014

Evidence of Completion

Trade-off

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Develop and monitor budget for materials and personnel

Person Responsible

Sally Rozanski

Schedule

Biweekly, from 9/1/2014 to 3/2/2015

Evidence of Completion

Payroll, Receipts, Attendance sheets for teachers and stduents

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor funds to ensure there is enough money to continue to provide tutoring; seek other fund if needed

Person Responsible

Sally Rozanski

Schedule

Weekly, from 9/1/2014 to 3/2/2015

Evidence of Completion

Budget, moneys spent, student's participating, teachers need to instruct

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Eliminate faculty meetings and create a PLC schedule that increased the time that teachers could meet, collaborate, learn, analyze data, and share best practices.	Rozanski, Sally	8/28/2014	PLC Schedule	3/2/2015 every-6-weeks
G1.B3.S1.A1	Trade-off CSR allotments to secure funding	Rozanski, Sally	8/1/2014	Trade-off	9/26/2014 one-time
G1.B1.S1.A2	Develop activities and provide PDD to increase the skills and knowledge of teachers	Rozanski, Sally	8/28/2014	Teachers product (e.g., data analysis, unpacking standards, scales, focus calendars)	5/29/2015 every-6-weeks
G1.MA1	Teacher product, Observations- school and individual trends in teaching, Diagnostics and classroom data	Rozanski, Sally	8/28/2014	Attendance sheets, teacher product, observations, tutorial and intensive data	5/29/2015 quarterly
G1.B1.S1.MA1	Ensuring that sessions occur and participants attend and participate in the sessions	Rozanski, Sally	8/28/2014	Attendance sheets	3/2/2015 every-6-weeks
G1.B1.S1.MA1	Administration will monitor the PLC sessions and ensure attendance and participation	Rozanski, Sally	8/28/2014	Attendance sheets and participants will submit the "product" from each session	3/2/2015 every-6-weeks
G1.B3.S1.MA1	Monitor funds to ensure there is enough money to continue to provide tutoring; seek other fund if needed	Rozanski, Sally	9/1/2014	Budget, moneys spent, student's participating, teachers need to instruct	3/2/2015 weekly
G1.B3.S1.MA1	Develop and monitor budget for materials and personnel	Rozanski, Sally	9/1/2014	Payroll, Receipts, Attendance sheets for teachers and stduents	3/2/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Implement Professional Learning Communities, monitor instruction, and provide extended learning opportunities to students to ensure a rigorous, focused, and standards-based content literacy instruction, while providing the needed services and support.

G1.B1 Inability to have common planning during the day

G1.B1.S1 Eliminate Faculty Meetings so additonal time is given to Professional Learning Communities

PD Opportunity 1

Eliminate faculty meetings and create a PLC schedule that increased the time that teachers could meet, collaborate, learn, analyze data, and share best practices.

Facilitator

Administration, Teachers, District personnel

Participants

Instructional Personnel

Schedule

Every 6 Weeks, from 8/28/2014 to 3/2/2015

PD Opportunity 2

Develop activities and provide PDD to increase the skills and knowledge of teachers

Facilitator

Administration, Teachers, District personnel

Participants

Instructional Personnel

Schedule

Every 6 Weeks, from 8/28/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Implement Professional Learning Communities, monitor instruction, and provide extended learning opportunities to students to ensure a rigorous, focused, and standards-based content literacy instruction, while providing the needed services and support.	25,000
Grand Total	**25,000**

Goal 1: Implement Professional Learning Communities, monitor instruction, and provide extended learning opportunities to students to ensure a rigorous, focused, and standards-based content literacy instruction, while providing the needed services and support.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	0
B1.S1.A2 - Materials	General Fund	2,000
B3.S1.A1 - CSR allotments	General Fund	23,000
Total Goal 1		**25,000**