

The School District of Palm Beach County

Bak Middle School Of The Arts



2019-20 Schoolwide Improvement Plan

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Bak Middle School Of The Arts

1725 ECHO LAKE DR, West Palm Beach, FL 33407

<https://msoa.palmbeachschools.org>

Demographics

Principal: Sally Rozanski

Start Date for this Principal: 3/14/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (87%) 2017-18: A (88%) 2016-17: A (85%) 2015-16: A (83%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>27%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>52%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rozanski, Sally	Principal	<p>There are many subcommittees to the Bak MSOA Leadership Team. The School-based MTSS/Rtl Leadership Team (SBT), which meets twice a month, is comprised of the following permanent members: Pam Jackson - Leader, Shawn Henderson, Kathy Tyler (counselor), Sonia Parikh (counselor), Jaimee Stamile (ESE teachers), Laurie McCormick (ESE Coordinator), Alicia Chatterton (Mental Health Professional) and school psychologist (Gabiella Dalin) and the Administrative Team (Rozanski, Clark, Connelly, and Regula). The aforementioned members are involved based on the student's classification (e.g., ELL, 504, I.E.P.), grade level, schedule, and particular needs. School counselors, assistant principals, teachers, ESE Coordinator and ELL Contact (Shawn Henderson), mental health professional, school psychologist, and principal - provide specific data and input, including, but not limited to, probes, CBIR Forms, information regarding parent and student conferences, and classroom performance & behavior, counseling, social-emotional well-being. The aforementioned people will collaborate to design and oversee the implementation of the Rtl 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-based MTSS/Rtl Leadership Team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which 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, school counselor) and report back on all data collected for further discussion at future meetings. The four steps of the Problem Solving Process are:</p> <ol style="list-style-type: none"> 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. <p>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 Rtl as a multi-tiered system of support. The aforementioned people, along with Mr. Glaze (Magnet Coordinator) meet on a bi-monthly basis as part of our Student-Centered Sessions.</p>

Name	Title	Job Duties and Responsibilities
<p>This is where we share data (achievement, behavior, attendance) and discuss the students that might need additional interventions, students currently are on probation, and students that may need assistance that have presented some struggles in the arts, academic, or behavior. A facet of this team's responsibility is to inform parents about their child's progress in school and refer the student to School Based Team or mentoring if appropriate.</p> <p>The Department Instructional Leaders (DILs) meet monthly with Principal Rozanski (participants: all people listed as K-12 teachers, Rozanski, McCormick, De La Roche, and Tyler) represent each art and academic area, ESE, and counseling. These representatives are the voice for their department and serve as a direct line of communication between administration and faculty/staff. The Department Instructional Leaders are an integral part of the decision-making process and disseminate information to their team members in regards to academic, arts, school-wide positive behavior support, and community involvement. They also gather information, lead team meetings, and attend district professional development for DILs.</p>		
Henderson, Shawn	Guidance Counselor	
Jackson, Pamela	Guidance Counselor	
Tyler, Kathy	Guidance Counselor	
Glaze, Lee	Other	
De La Roche, Rossana	Administrative Support	
Connelly, Misty	Assistant Principal	
Stamile, Jaimee	Teacher, ESE	
McCormick, Laurie	Other	
Dahlin, gabriela	Psychologist	
Barefoot, Joseph	Teacher, K-12	
Clark, Crystal	Assistant Principal	
Regula, Timothy	Assistant Principal	
Amico, Erin	Teacher, K-12	

Name	Title	Job Duties and Responsibilities
Donnelly, Christina	Teacher, K-12	Department Instructional Leader and SAC Chairperson
Drosakis, Constance	Teacher, K-12	
Gardner, Jennifer	Teacher, K-12	
Moore, Shakendra	Teacher, K-12	
McCarthy, Bonnie	Teacher, K-12	
Riggs, Linda	Teacher, K-12	
Satinoff, Martha	Teacher, K-12	
Anderson, Brittany	Teacher, K-12	Department Instructional Leader
Parikh, Sonia	Guidance Counselor	SBT, 504, Guidance
Chatterton, Alicia	Other	Mental Health Professional

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	471	469	445	0	0	0	0	1385
Attendance below 90 percent	0	0	0	0	0	0	10	16	10	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	7	6	11	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	9	11	6	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	8	11	8	0	0	0	0	27

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	5	5	2	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	6	4	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

64

Date this data was collected or last updated

Sunday 8/18/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	14	24	19	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	1	10	2	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	3	5	2	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	6	12	2	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	5	0	0	0	0	0	7

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	14	24	19	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	1	10	2	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	9	12	8	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	8	9	7	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	5	2	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	96%	58%	54%	95%	56%	52%
ELA Learning Gains	76%	56%	54%	81%	57%	54%
ELA Lowest 25th Percentile	77%	49%	47%	80%	48%	44%
Math Achievement	95%	62%	58%	93%	61%	56%
Math Learning Gains	88%	60%	57%	84%	61%	57%
Math Lowest 25th Percentile	77%	53%	51%	74%	52%	50%
Science Achievement	91%	52%	51%	92%	53%	50%
Social Studies Achievement	97%	75%	72%	97%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	471 (0)	469 (0)	445 (0)	1385 (0)
Attendance below 90 percent	10 (14)	16 (24)	10 (19)	36 (57)
One or more suspensions	7 (1)	6 (10)	11 (2)	24 (13)
Course failure in ELA or Math	9 (3)	11 (5)	6 (2)	26 (10)
Level 1 on statewide assessment	8 (6)	11 (12)	8 (2)	27 (20)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	94%	58%	36%	54%	40%
	2018	93%	53%	40%	52%	41%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	96%	53%	43%	52%	44%
	2018	97%	54%	43%	51%	46%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
08	2019	97%	58%	39%	56%	41%
	2018	97%	60%	37%	58%	39%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	93%	60%	33%	55%	38%
	2018	90%	56%	34%	52%	38%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	80%	35%	45%	54%	26%
	2018	76%	39%	37%	54%	22%
Same Grade Comparison		4%				
Cohort Comparison		-10%				
08	2019	97%	64%	33%	46%	51%
	2018	96%	65%	31%	45%	51%
Same Grade Comparison		1%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	91%	51%	40%	48%	43%
	2018	94%	54%	40%	50%	44%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	72%	25%	71%	26%
2018	97%	72%	25%	71%	26%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	64%	36%	61%	39%
2018	100%	62%	38%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	73	75	73	60	72	62	36	64			
ELL	85	75	79	87	83	75	91	77			
ASN	99	86	88	100	97	91	100	100	96		
BLK	88	71	74	89	78	73	73	91	64		
HSP	94	74	75	93	83	72	95	95	77		
MUL	97	76	82	99	90	100	91	100	100		
WHT	98	77	78	97	91	79	92	99	81		
FRL	89	73	75	88	79	68	78	92	72		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	59	67	70	59	74	58	57	67	50		
ELL	80	95	100	75	80	77					
ASN	99	92	90	98	94	70	97	100	94		
BLK	86	78	81	82	80	70	84	95	49		
HSP	95	83	86	93	89	85	95	99	70		
MUL	99	79	80	92	90	81	89	96	95		
WHT	97	80	80	96	88	82	96	96	77		
FRL	90	82	82	88	86	80	87	94	63		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	64	61	62	68	73	64	43	71			
ELL	82	82		76	65						
ASN	99	87		99	95	75	100	98	93		
BLK	83	65	61	77	71	66	76	93	45		
HSP	96	81	81	92	81	75	89	96	59		
MUL	95	91	94	84	77	53	86	89	71		
WHT	97	83	87	97	87	81	95	100	70		
FRL	89	75	70	84	76	65	82	94	54		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	87
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	779
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	82
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	84
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	93
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Both Learning Gains and Lowest 25% in ELA each dropped 5 points from the previous year. Even though we increased Level 3 students by 1% from 95% to 96%, unlike in previous school years, there was a drop of Level 4 and 5 students across grade levels (especially in grade 6th and 8th). Additionally, the achievement of students in the lowest 25% in grade 8 dropped as compared to other years. In SY17 and SY18, ELA was consistent in the Learning Gains and Lowest 25% (81% and 80%), so the drop in SY19 is not a trend.

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

Both Learning Gains and Lowest 25% in ELA each dropped 5 points from the previous year. Even though we increased Level 3 students by 1% from 95% to 96%, unlike in previous school years, there was a drop of Level 4 and 5 students across grade levels (especially in grade 6th and 8th). Additionally, the achievement of students in the lowest 25% in grade 8 dropped as compared to other years.

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.

Bak MSOA is above the state average in every component and in every sub-group. This is a consistent trend every year and we are proud of our continuing achievement. Our students, parents, faculty and staff work together to be dedicated to excellence in the arts and academics. It is a combination that has proved successful and very rewarding for all stakeholders.

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

Middle School Acceleration had largest gain (5 points) as compared to the eight components. This is a fluctuating cell due to the math achievement of students in the previous year. We continue to provide students with the opportunity to accelerate their math over the summer, so they can take Algebra I Honors in the 8th grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our goal is to reduce the number of Level 1 students in Math and English Language Arts. Though this number is very low, we still make a concentrated effort to provide these students with the needed services and support to ensure that they make at least a year's worth of growth. Another goal, is always to reduce the number of suspensions through education and school-wide positive behavior.

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

1. Increase Learning Gains for ELA
2. Increase Lowest 25% for ELA
3. Increase Lowest 25% for Math
4. Increase Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1

Title

Ensure students are high school ready by providing effective and relevant instruction to meet the needs of all students.

Rationale

The academic indicator for students to be deemed high school ready, is a minimum Level 3 or higher on both the FSA ELA and FSA math/FSA EOC. For students to reach their potential in ELA and Math, teachers must provide rigorous, engaging, differentiated, and targeted standards-based instruction.

State the measureable outcome the school plans to achieve

By June of 2020, 92% of students in grades 6-8 will score a minimum Level 3 or higher on both the FSA ELA and FSA Math/FSA EOC as measured by the FSA statewide assessments taken in May of 2020.

Person responsible for monitoring outcome

Sally Rozanski (sally.rozanski@palmbeachschools.org)

Evidence-based Strategy

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 designing curriculum and delivering classroom instruction, in providing student support services, staff goal setting and evaluation, developing any new program, product or process design, planning strategically and starting a new improvement project or implementing any change.

Rationale for Evidence-based Strategy

Research shows that to make effective change, a Continuous Improvement Model must be used. Deming's/Shewhart cycle, Plan-Do-Study-Act, is a proven, research-based way to identify a goal or purpose, formulate a theory, define 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.

Action Step

Description

1. Gather and analyze data, schedule appropriately, and develop a plan for instruction per grade level/subjects.
2. Provide rigorous, engaging, differentiated, and targeted standards-based instruction.
3. Secure, update, and utilize technology to increase engagement and prepare students for 21st century skills.
4. Monitor classroom instruction, while utilizing district & classroom assessments.
5. Provide tutoring and arts education that meets the individual needs of students.
6. Make time to collaborate and provide the needed professional development to build capacity.
7. Evaluate progress of students using multiple indicators and revise plans as needed.

Person Responsible

Sally Rozanski (sally.rozanski@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Bak MSOA is a one-of-a-kind, performing arts choice school with a very diverse student body (55% minority). We get students from all over the county, so it is difficult for many parents to make the long trek to school. The challenge is to offer multiple opportunities for the parents to get involved in the decision-making process and attend night performances. All facet of communication are used and arrangements made so our parents can stay informed, volunteer, and be an active member in their child's education. We are fortunate that 94% of our incoming 6th grade students remain at Bak through 8th grade. Because of this, we are able to build relationships with our students and parents over the three years.. Counselors and assistant principals are assigned to students by the students' last names, and will follow students throughout their time at Bak.. This enables them to "get to know" the students and parents and develop deep and meaningful relations with them. To ensure that incoming students get to know their fellow students and teachers, the following activities are held during the school year: New Student Registration; Incoming Parent Orientation (Foundation); New Student Orientation (includes Parents); Open Houses; PTO Student/Parent Socials; and In-school and after school performances.

To ensure we remain a strong and unified arts and academic community, Bak MSOA implements a Single School Culture. Single School Culture promotes shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice in the arts, academics and social-emotional growth and behavior. Bak's single school culture is designed to also promote an appreciation for multicultural diversity and the experiences and contributions that each group brings to make up the Bak Community.

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

- Conduct parent and students presentation on the importance of proper use of technology in and out of school, bullying, cyber-bullying, and being kind to others.
- Provide all stakeholders with an understanding of SDPBC Student Code of Conduct, and Bak's Standards of Excellence*, Statement of Commitment, and SwPBS Universal Guidelines (S.T.A.R.).
- Provide training on social-emotional learning and its relationship to creating a positive, caring and supportive school community.
- Develop and implement a differentiated system of school counseling services with dedicated time for individual and small group instruction based on students' needs (e.g., on-going mentoring)
- Provide activities and academic support during Curtain Calls, which is the after school program for approximately 150 to 250 students.

The Statement of Commitment was developed to foster collaboration and establish the commitment needed from students, parents, and school throughout the school year. The Standards of Excellence sets clear academic, arts, and behavior expectations. By having common goals and setting clear expectations, students are empowered to thrive in their art education and are well- prepared for high school.

Academically, our Single School Culture is based on teacher collaboration and student empowerment. Teachers regularly meet to plan, analyze data, and attend professional development. Student involvement in the academic processes is key. Students learn to articulate their academic targets, analyze their own data, provide feedback, and develop a plan for learning. Teachers provide students with highly effective and rigorous instruction, unparalleled opportunities in the arts, and services and support that cultivates an environment where students feel safe, respected, and part of a community.

Part of the academic process that build community, knowledge, and appreciation of diversity, is the assurance that through arts and academics, the content required by Florida Statute 1003.42(2) is addressed and taught with fidelity.

- a) History of Holocaust,
- b) History of Africans and African Americans,
- c) Hispanic Contributions,
- d) Women's Contributions,
- e) Sacrifices of Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

We also complete Best Practices for Inclusive Education and infuse, as applicable, the content required by Florida Statutes 1003.4205. We ensure that all students, including SWDs, are given equal consideration for recognition through honors, awards and other designations. SWD have the same opportunities, as students without disabilities, to participate in age appropriate activities, events, electives, sports, dances, clubs, field trip, and community service activities.

Bak is truly a place "Where inspiration meets endless possibilities".

Part V: Budget						
1	III.A.	Areas of Focus: Ensure students are high school ready by providing effective and relevant instruction to meet the needs of all students.				\$90,000.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	644-Computer Hardware Non-Capitalized	2511 - Bak Middle School Of The Arts	General Fund			\$50,000.00
<i>Notes: 564440- 3080- Computer-Mobile Device</i>						
6400	160-Other Support Personnel	2511 - Bak Middle School Of The Arts	General Fund			\$7,000.00
<i>Notes: 518400 part time in system personnel Professional Development for teachers</i>						
5100	643-Capitalized Hardware and Technology-Related Infrastructure	2511 - Bak Middle School Of The Arts	General Fund			\$2,000.00
<i>Notes: 564430 - 3080 -Computer HDW - 999 or Less</i>						
		2511 - Bak Middle School Of The Arts	Other			\$14,500.00
<i>Notes: PTO purchases (not through district funding) IXL - Math and ELA program for each student in grades 6-8.</i>						
7300	239-Other	2511 - Bak Middle School Of The Arts	General Fund			\$9,000.00
<i>Notes: Supplies for tutorial and professional development</i>						
5100	130-Other Certified Instructional Personnel	2511 - Bak Middle School Of The Arts	General Fund			\$7,500.00
<i>Notes: Tutorial -518400 - 3080 - Part time in-system personnel</i>						
Total:						\$90,000.00