

The School District of Palm Beach County

Bak Middle School Of The Arts



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	24

Bak Middle School Of The Arts

1725 ECHO LAKE DR, West Palm Beach, FL 33407

<https://msoa.palmbeachschools.org>

Demographics

Principal: Sally Rozanski

Start Date for this Principal: 3/13/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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	[not available]

* 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.

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, position title, and job duties/responsibilities 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, Kelly Clohessy, Kathy Tyler (counselor), Sonia Parikh (counselor). Jaimee Stamile (ESE teachers), Laurie McCormick (ESE Coordinator), Alicia Chatterton (Mental Health Professional) and school psychologist (Gabriella Dahlin) and the Administrative Team (Rozanski, Clark, Connelly, and Regula). The aforementioned members are involved based on the student's classified (e.g., ELL, 504, I.E.P.), grade level, schedule, and particular needs. School counselors, assistant principals, teachers, ESE Coordinator and ELL Contact (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 off professional development and technical assistance. Students will be provided the needed services and support to be successful both in academics and/or behavior. The School-based MTSS/ 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 deficit and appropriate research-based interventions to address these deficits. 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

Name	Title	Job Duties and Responsibilities
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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 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. This is where we share data (achievement, behavior, attendance) and discuss the students that might need additional interventions, students currently are on probation, and students that may need assistance that have presented some struggles in the arts, academic, or behavior. A facet of this team's responsibility is to inform parents about their child's progress in school and refer the student to School Based Team or mentoring if appropriate.

The Department Instructional Leaders (DILs) meet monthly with Principal Rozanski (participants: all people listed as K-12 teachers, Rozanski, McCormick, De La Roche, and Tyler) represent each art and academic area, ESE, and counseling. These representatives are the voice for their department and serve as a direct line of communication between administration and faculty/staff. The Department Instructional Leaders are an integral part of the decision-making process and disseminate information to their team members in regards to academic, arts, school-wide positive behavior support, and community involvement. They also gather information, lead team meetings, and attend district professional development for Department Instructional Leaders.

Connelly, Misty	Assistant Principal
Clark, Crystal	Assistant Principal
Regula, Timothy	Assistant Principal

Name	Title	Job Duties and Responsibilities
Parikh, Sonia	Guidance Counselor	
Clohessy, Kelly	Guidance Counselor	
Jackson, Pamela	Guidance Counselor	
McCormick, Laurie	Teacher, ESE	
Glaze, Lee	Magnet Coordinator	
Stamile, Jaimee	Teacher, ESE	
Dahlin, gabriela	Psychologist	
De La Roche, Rossana	Administrative Support	
Chatterton, Alicia	Behavior Specialist	
Tyler, Kathy	Guidance Counselor	

Demographic Information

Principal start date

Wednesday 3/13/2013, Sally Rozanski

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

1,264

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

7

Demographic Data

Early Warning Systems

2021-22

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	1	7	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	6	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	463	461	457	0	0	0	0	1381
Attendance below 90 percent	0	0	0	0	0	0	10	4	5	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	2	2	8	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	11	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	6	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	6	4	5	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	7	4	0	0	0	0	15
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	30	30	45	0	0	0	0	105
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	41	39	48	0	0	0	0	128

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	7	1	3	0	0	0	0	11

The number of students identified as retainees:

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

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	463	461	457	0	0	0	0	1381
Attendance below 90 percent	0	0	0	0	0	0	10	4	5	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	2	2	8	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	6	4	5	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	7	4	0	0	0	0	15
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	30	30	45	0	0	0	0	105
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	41	39	48	0	0	0	0	128

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	

Students with two or more indicators 0 0 0 0 0 0 7 1 3 0 0 0 0 11

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 0 0 0 0 0 8 6 6 0 0 0 0 20

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	93%			96%	58%	54%	95%	56%	53%
ELA Learning Gains	83%			76%	56%	54%	81%	57%	54%
ELA Lowest 25th Percentile	80%			77%	49%	47%	82%	49%	47%
Math Achievement	89%			95%	62%	58%	94%	61%	58%
Math Learning Gains	72%			88%	60%	57%	88%	61%	57%
Math Lowest 25th Percentile	58%			77%	53%	51%	80%	54%	51%
Science Achievement	86%			91%	52%	51%	94%	55%	52%
Social Studies Achievement	95%			97%	75%	72%	97%	75%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	94%	58%	36%	54%	40%
Cohort Comparison						
07	2021					
	2019	96%	53%	43%	52%	44%
Cohort Comparison		-94%				
08	2021					
	2019	97%	58%	39%	56%	41%
Cohort Comparison		-96%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	93%	60%	33%	55%	38%
Cohort Comparison						
07	2021					
	2019	80%	35%	45%	54%	26%
Cohort Comparison		-93%				
08	2021					
	2019	97%	64%	33%	46%	51%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	91%	51%	40%	48%	43%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	72%	25%	71%	26%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- Performance Matter/Unify - houses the information and data
- Educational Data Warehouse (EDW) - houses the information and data
- SY21 Fall Diagnostics
- SY21 Winter Diagnostics
- SY21 Spring FSA Math and ELA, NGSSS, and FSA End of Course Exams
- FSQ and USA will be used to monitor across all grade levels.

This data between the Fall, Winter, and Spring is not really a true representation of a student's progress towards meeting the standards. This is because different assessments were used in various settings - Spring data was secure due to it being FSA data. However the fall and winter assessments could be done at home and therefore shows very low validity or reliability. Consequently, the fall and winter data is not being used/considered in the needs assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	95%	87%	91%
	Economically Disadvantaged	87%	89%	69%
	Students With Disabilities	87%	90%	45%
	English Language Learners	100%	100%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95%	81%	81%
	Economically Disadvantaged	57%	60%	60%
	Students With Disabilities	87%	40%	44%
	English Language Learners	100%	0%	25%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86%	86%	95%
	Economically Disadvantaged	81%	81%	83%
	Students With Disabilities	58%	72%	70%
	English Language Learners	50%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74%	53%	67%
	Economically Disadvantaged	67%	65%	63%
	Students With Disabilities	46%	73%	50%
	English Language Learners	50%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	87%	86%	95%
	Economically Disadvantaged	80%	78%	80%
	Students With Disabilities	46%	65%	97%
	English Language Learners	50%	50%	100%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	96%	91%	94%
	Economically Disadvantaged	90%	94%	97%
	Students With Disabilities	82%	62%	62%
	English Language Learners	33%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	89%	85	87%
	Economically Disadvantaged	83%	67%	70%
	Students With Disabilities	80%	43%	53%
	English Language Learners	N/A	33%	33%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	87%	86%	86%
	Economically Disadvantaged	74%	65%	67%
	Students With Disabilities	29%	41%	41%
	English Language Learners	0	33%	33%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	65	60	55	60	54	47	53	69	44		
ELL	76	77	71	72	58	27	73	96	72		
ASN	99	91	100	96	87	54	98	98	95		
BLK	88	76	74	75	58	48	71	90	57		
HSP	90	78	72	86	64	53	86	96	71		
MUL	91	83	88	92	79	81	81	100	81		
WHT	96	86	87	92	77	68	91	96	86		
FRL	86	78	72	78	58	51	74	90	62		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	73	75	73	60	72	62	36	64			
ELL	85	75	79	87	83	75	91	77			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	82
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	735
Total Components for the Federal Index	9
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	56
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	69
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	91
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	71
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	77
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	86
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	87
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	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Even though a third of the student population never attended class on campus, Bak Middle School of the Arts showed impressive achievement (Level 3) and Learning Gains as compared to the rest of the state. Only one student was retained due to non-attendance and one student conditionally promoted due to a lack of remediation of a failing math course. Our grade levels and subgroups across all grade levels outperformed all middle school in the District (Palm Beach) and were in the top 10 of "percentage earned" in ELA, Math, Civics, and Science as compared to all middle school in the State of Florida. The same is true for our Learning Gains in and Lowest 25% in ELA. Only Bak's Learning Gains in math and the Lowest 25% in math showed a significant drop compared to Bak's SY19 FSA scores. Even in these drops in Learning Gains for math, we still were the best in the district.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In SY21, FSA Math Learning Gains and Lowest 25% Learning Gains both had significant drops as compared to SY19. SY21 Learning Gain in math dropped from 88% in SY19 to 72% in SY21 by 16%. The most significant drop was in Lowest 25% Learning Gains in math, dropping from 77% in SY19 to 58% in SY21.

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

Math is unlike reading and writing because it is a content-specific content. Meaning, if you are a proficient reader and writer (the standards repeat), so chances are you will continue to be a strong reader and writer, even if you do not get the same in-person education. However, math is knowledge-specific. In the classroom, you have students show their work, rework problems, etc. Online it was virtually impossible to be able to teach with the same hand-on and fast-paced approach of "show-me". Additionally, because the state chose to compare math scores from two years ago to determine learning gains, students of all levels were at a terrible disadvantage. Just because you were proficient in 6th grade math, does not mean you will be proficient or master Algebra standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

SY21 Learning Gain and Lowest 25% in English Language Arts showed the most improvement in SY21 as compared to SY19. Overall, SY21 ELA Learning Gains improved by 7 percentage points from 76% in SY19 to 83% in SY21. SY21 ELA Lowest 25% Learning Gains improved by 3 percentage points from 77% in SY19 to 80% in SY21.

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

The data support that Bak students were provided strong reading and writing instruction in previous years. Even though a majority of the students were not in school for the first semester of school, ELA teachers and other content areas could still provide students with the need instruction to grow, Additionally, our writing scores were outstanding because the the FSA scores were scored as a comparison to other in the state. Many did not do well and our students' writing was superior to others. It is like the question...How fast do you have to run to avoid getting eaten by a bear? Faster than the people you are with! Bak students were deemed better writers than their counterparts in the rst of the state. We have never seen so many 8, 9, and 10 scores before in writing.

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

How do we accelerate learning? It began with scheduling. Struggling students were identified and place in appropriate math courses. Additionally, struggling math students placed in regular, accelerated, and honors courses, were placed in intensive math courses or a course where advanced math students could get assistance in Algebra and 7th grade accelerated math during he school day. We must get keep our students healthy so they do not miss school due to COVID and contact tracing, If students are at home due to mandatory quarantine, we will ensure they have the technology and support to complete their assignments at home. Students who are on campus will receive high quality instruction with high rigor and expectations. After school tutorial will be provided, as well as course recovery.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The teachers are highly skilled both in their craft and knowledge. The concentration of the year-long professional development was building relationship with your students and collogues and to rebuild the arts and academic culture and essences of the school. Of the 1264 students, almost half of the students have never been on the Bak campus and 400 students are new to the school. Our success is based on a common culture that is based on the arts and nurturing the talents of our students, while building strong academic achievement and social-emotional growth.

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

If allowed, we provide students with learning experiences and opportunities that enrich their arts and academic education, while building bonds with their teachers and classmates.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Implementing a unified standards-based (aligned) instruction is essential if we are to prepare students for high school and make them college and career ready. Therefore, it is the goal of every teacher to provide effective and relevant standards-based instruction to meet the needs of all students. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan and implement focused instruction. By focusing on the standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Overall, standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted and implement assessments based on these standards. It is with all this in mind, we are able to utilize a Continuous Improvement Model (Plan-Do-Study-Act) within this standards aligned instruction.

Measureable Outcome: By June of 2022, both FSA Math Learning Gains and Lowest 25% Learning Gains will be at least 80% as measured by the SY22 School Accountability report.

Monitoring: Monitor the growth of math students in their math education as follows:
 Classroom standards-based assessments
 FSQs and USAs
 SY21 FSA compared to SY22 Winter Diagnostics
 Mid-Term Progress reports, Report Cards
 IXL

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, definite success metrics and then put a "Plan" into action. The "Do" is the implementation portion with monitoring, followed by the "Study" step. This is where outcomes are discussed and analyzed for progress toward the goal. The "Act" step closes the cycle, integrating the learning generated by the entire process. This is where the needed adjustments are made, and individualized services and support are provided. These four steps can be repeated over and over as part of a never-ending cycle of continual learning and improvement. We have been very successful using this research-based method.

Action Steps to Implement

Identify struggling regular and advanced math students who dropped at least one achievement level on the SY21 Math FSA and place them in an intensive math course (or comparable course), so they can get extra support and be monitored for progress and homework completion.

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

We will monitor the growth of math students in their math education as follows:
Data Chats, Analysis of Data, Assignments of After School Tutorial, and MSCR Course Recovery
Data to be used:
Classroom standards-based assessments
FSQs and USAs
SY21 FSA compared to SY22 Winter Diagnostics
Mid-Term Progress reports, Report Cards

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

Monitor classroom standards-based instruction as follows:
Teacher Classroom Observations (formal and informal)

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

Communicate with parents throughout the year to ensure parent are not only informed, but are part of the team to help students. Student conferences will also be held. Teachers, Counselors and A.P. are part of this communication process.

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

Purchase IXL to ensure our students have the ability to:

- Remediate those math skills that should have been mastered in previous school years, but were not.
- Practice new math skills and knowledge
- Prepare for assessments
- Have access to individualized standards-based math problems

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Bak's overall rank is 22/553 - Very Low. We strive to improve and provide our students with the emotional support needed to be successful. It is imperative that we set set clear goals and expectations. Our counselors provide social-emotional support & character education through a systematic and targeted program. We continue to promote the importance of respecting yourself, classmates and school. We work with our students through counseling & education to stress the dangers of vaping and drug use. School-wide initiatives are implemented (Suite 360). By building a strong community and using progressive discipline (interventions and support) we strive to reduce the number of suspensions, while holding our students accountable to the SDPBC Student Code of Conduct.

Bak discipline data compared to state:

- 1. Violent Incidents: VERY LOW**
 - Statewide Rank: #43/553
 - County Rank: #3/36
 - 2. Property Incidents: VERY LOW**
 - Statewide Rank: #1/553
 - County Rank: #1/36
 - 3. Drug/Public Order: VERY LOW**
 - Statewide Rank: #81/553
 - County Rank: #2/36
 - 4. Suspension Incidents: VERY LOW**
 - Statewide Rank: #49/553
 - County Rank: #2/69
- Total Reported Suspensions: 24**

The Statement of Commitment was developed to foster collaboration and establish the commitment required from students, parents, and the school throughout the student's time at Bak Middle School of the Arts.

School – Bak's faculty/staff understands the importance of providing a positive school experience to every student and our responsibilities as educators. We will put forth the maximum effort to do the following:

- 1. Provide a safe, positive, and healthy learning environment.**
- 2. Develop and cultivate social and emotional learning.**
- 3. Provide all students with an exemplary academic and arts program that nurtures talents and helps students reach their potential in the arts and academics.**
- 4. Develop creative thinking and analytical skills that foster individualism and citizenship.**
- 5. Prepare students for the rigors of high school.**
- 6. Implement a School-wide Positive Behavior Support Plan – support the diverse Bak Community.**
- 7. Communicate the student's progress in the arts, academics, and behavior to stakeholders.**
- 8. Uphold the ethics and standards outlined by the SDPBC and the Florida Department of Education.**

Parent/Guardian - I understand that my participation in my child's education will benefit his/her behavior, achievement, and effort. Therefore, I will take an active role in my child's education by doing the following:

- 1. Ensure that my child regularly attends school, arrives to school on time, and is prepared for learning.**
- 2. Support my child's social and emotional learning.**
- 3. Discuss with my child the importance of striving to do his/her best in academics and in the arts.**
- 4. Support my child's academics and art area studies – Ensure that my child completes and submits homework assignments and remains dedicated to their art area major.**
- 5. Ensure my child attends school meetings, rehearsals, and recitals outside of regular school hours.**

6. Work with the administration and faculty to support my child's artistic and academic progress.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Bak MSOA is a one-of-a-kind, performing arts choice school with a very diverse student body (54% minority). The student population are from all over the county, which is a challenge. Bak provides multiple opportunities for the parents to get involved in the decision-making process and attend night performances. All facet of communication are used, so parents can stay informed, volunteer, and be an active member in their child's education. Over 94% of students remain at Bak through 8th grade. Consequently, we are able to build strong relationships with our students and parents. Counselors and assistant principals are assigned students by the students' last names, and follow students throughout their time at Bak.. This enables them to "get to know" the students and parents and develop deep and meaningful relationships with them. We work very closely with the Bak SAC, Bak PTO, and MSOA Foundation to hold the following activities that promote a welcoming environment for all stakeholders: New Student Registration; Incoming Parent Orientation (Foundation); school performances (many of which have been or will be virtual). To ensure we remain a strong and unified arts and academic community, Bak MSOA implements a Single School Culture that promotes and solidifies agreed upon norms, beliefs, values, and goals and results. These are put in place to promote success in the arts, academics, and social-emotional growth and behavior.

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

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

. Bak PTO and MSOA Foundation are integral organizations that promote and support the diverse students population and their families. Without the volunteerism and financial support, Bak would not be able to foster and nurture the talents and individualism of our students!

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

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

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

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

In addition to classroom instruction, where teachers use resources provided by the district. We promote and utilize teacher created lessons and activities, that include, but are not limited to: multicultural literature, after school program (when permitted), guest speakers, MSOA Today daily News Broadcasts and feature stories, and topical and diverse stories, picture and feature in our school Portfolio Newspaper (Communications). Our music department selects a wide- range of music that represents cultures from around the world. Before students learn the piece(s), they are provided with the history of the people and place and the origins of the song. The Theatre and Dance Departments follow the same philosophy when choosing plays to or choreography and music. Visual Arts studies art from around the world and students are given the opportunity and are encouraged to express their beliefs, perspectives, culture, ethnicity (or those of others) through their art work.

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

Bak's single school culture is designed to also promote an appreciation for multicultural diversity and the experiences and contributions that each group brings to make up the Bak Community. The Statement of Commitment was developed, in conjunction with SAC to foster collaboration and establish the commitment needed from students, parents, and school throughout the school year. The Standards of Excellence sets clear academic, arts, and behavior expectations. By having common goals and setting clear expectations, students are empowered to thrive in their art education and are well- prepared for high school. We build a family atmosphere, so all stakeholders feel valued and included in the process. The Bak School Advisory Council (SAC) is an integral part of the school community. The members, both voting and non-voting members represent the diversity of Bak MSOA (PTO, community and business members).

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$31,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			2511 - Bak Middle School Of The Arts	Other		\$14,492.00
			<i>Notes: IXL is purchased by the Bak MSOA PTO</i>			
	7300	120-Classroom Teachers	2511 - Bak Middle School Of The Arts	General Fund		\$15,000.00
			<i>Notes: Tutorial Needs materials or salary or extra periods.</i>			
	5100	510-Supplies	2511 - Bak Middle School Of The Arts	General Fund		\$2,000.00
			<i>Notes: Professional Development for teachers/staff</i>			
					Total:	\$31,492.00