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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>23</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (87%) 2017-18: A (88%) 2016-17: A (85%) 2015-16: A (83%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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, Shawn Henderson, Kathy Tyler (counselor), Sonia Parikh (counselor), Jaimee Stamile (ESE teachers), Laurie McCormick (ESE Coordinator), Alicia Chatterton (Mental Health Professional) and school psychologist (Gabriella 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 &amp; 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"> <li>1. Problem Identification that entails identifying the problem and the desired behavior for the student.</li> <li>2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.</li> <li>3. Intervention Design &amp; Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.</li> <li>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.</li> </ol> <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
Drosakis, Constance	Teacher, K-12	
Gardner, Jennifer	Teacher, K-12	
Moore, Shakendra	Teacher, K-12	
McCarthy, Bonnie	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

### 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.*

12

**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.*

12

**Total number of teacher positions allocated to the school**

65

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No



<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p>	<p><i>[Data Not Available]</i></p>
<p><b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)</p>	<p>Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students</p>
<p><b>School Grades History</b></p>	<p>2018-19: A (87%) 2017-18: A (88%) 2016-17: A (85%) 2015-16: A (83%)</p>
<p><b>2019-20 School Improvement (SI) Information*</b></p>	
<p><b>SI Region</b></p>	<p>Southeast</p>
<p><b>Regional Executive Director</b></p>	<p><a href="#">LaShawn Russ-Porterfield</a></p>
<p><b>Turnaround Option/Cycle</b></p>	<p>N/A</p>
<p><b>Year</b></p>	
<p><b>Support Tier</b></p>	
<p><b>ESSA Status</b></p>	<p>N/A</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a>.</p>	

**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	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

**Date this data was collected or last updated**

Monday 8/31/2020

**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	
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

**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	
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	0	5	5	2	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

**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	
	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**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	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%
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			

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
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

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	9
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
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. In looking at the SY20 Diagnostics Data, we were on target to achieve 79% to 81% for Learning Gains. If we measure ELA, we see an upward trend. In October of 2019, 433 Bak students took the PSAT 8/9. The mean score at Bak MSOA was 1023, the SDPBC average was 835 and the state of Florida’s average was 825. Even more impressive, only 3% of the students at Bak MSOA did not meet the English and math benchmarks as compared to the school district (36%) and state (38%). This is a staggering statistic that demonstrates the level of knowledge and skills the students at Bak MSOA possess in ELA and Math.

**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. While this was the greatest decline for Bak MSOA, when compared to the district and state, we are a leader in the state.

Bak is ranked 1st in English Language Arts (ELA) Learning Gains in the district of all secondary schools, Bak MSOA is ranked 3rd in the state of Florida amongst all schools (elementary, middle, and high) in student English Language Arts Achievement (ELA) and 8th in ELA Learning Gains. Sometimes it is difficult to maintain a percentage when that percentage is so high.

**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 - by a great margin. .This is a consistent trend every year and we are proud of our continuing achievement. Our students, parents, faculty and staff work together to are 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. We did not take any new actions. Students are provided the same opportunity each year for acceleration, so it is dependent on the skill level, motivation, and maturity of each student. Because our focus at BAK MSOA is the arts and not career education, the ability to earn extra point in the Middle School Acceleration cell is very limited. We are offering two of these courses this year, but the inability for students to complete this course on a Chromebook and the district's inability to get laptops to the students that are not coming to school is a barrier that we have no control over. We are at the mercy of the district to get Bak MSOA the technology needed for our students to be able to complete the course. We will not get this resources until early 2021, so this hampers our students' achievement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Our concern each year is to ensure that our 6th grade students are successful are Bak MSOA. Because our school is very rigorous, students have 8 classes, classes are 90 minutes, and our coursework and expectations far exceed those of the elementary public or private school they came from, we work hard to ensure they and their families are fully aware of the expectation and communication is constant and consistent. The number of Level 1 and Level 2 students in ELA are greater in grade 6, proportionally, than those in grades 7th and 8th. The same is true with the other EWS indicators. Traditionally, we are able to provide 6th grade students with the needed services and support to ensure their success. Due to distance learning, with parents choosing to keep their children at home, many of our 6th grade students are struggling due to not receiving face to face instruction. We have set up individualized time to meet and address their issue, but it is not the same as the students being on campus. The transition to middle school is difficult for both students and their parents.

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

Though are learning gains are some of the best in the state, we always strive for 80% or greater in ELA and Math. Therefore, our highest priorities ar eto:

1. Increase Learning Gains for ELA - This was targeted due to the 4% to 5% drop in learning gains.
2. Provide Individualized instruction for all our students in academics - we always want to provide differentiated and targeted instruction to help students reach their full potential (learning gains).

Bak Middle School of the Arts works diligently to empower students with the necessary knowledge and skills to reach their academic potential each year. Because each student has different academic abilities and unique needs, we measure our academic successes by student growth and progress, just as we do for our above grade level achieving students. We want all our students to be performing at or above grade level before going to high school, but learning gains are the true measure of a student's success. In 2019, Bak's School-wide English Language Arts (ELA) learning gains were at 76% and the lowest subgroup, Black or African American, were at 71%. This is only a 5% difference between the school as a whole and the lowest scoring subgroup. In math learning gains, there is more than a 10% gap between the school's overall math learning gains at 88% (second highest score in the state) and the lowest subgroup, students with disabilities, at 72%. When compared to other schools in the state, Bak's SWD math learning gains outperformed the overall math learning gains of 91% of all middle schools in the state of Florida. We will continue to work to close the gap within our own school, and we are very proud of the efforts and learning gains of our students with disabilities! Numerous strategies and programs are implemented to help accomplish this goal - After School Tutoring, Academic Tutoring in our After Care Program, smaller classes sizes, referral to School-Based Team - Response to Intervention, inclusion classes, learning strategies, intensive reading classes, intensive math classes, and placing these students with teachers who have a documented record of being able to increase achievement with struggling students. Taking these actions ensures that the students are provided with daily supports designed to increase achievement. Counselors meet with parents and students to model needed organizational skills, provide supplies (including technology if needed), explain homework strategies, and empower parents with strategies to support their student at home. Daily check-ins and weekly counseling sessions are provided for our students most in need. The students who were unsuccessful and earned an "F" grade for final quarter grades are required to attend after school course recovery. Students attend the program after school, receive personal one on one instruction, and complete coursework to remediate their quarter "F" grade. This program serves many purposes. Students are retaught the material, which increases knowledge and skills. Students are given an opportunity to earn a passing grade, earning quality points needed to pass the class for the year. Finally, students know that with hard work and effort they can learn and pass the course. The majority of students do not have to take course recovery again. It is a matter of developing a growth mindset – effort and perseverance will prevail!

One third of Bak's student population are identified as gifted and fifty percent of all students are performing above grade level. To meet the needs of these students and challenge them, we offer advanced, gifted, and high school credit courses. The six high school credit classes are Algebra I Honors, Honors Geometry, French I, French II, Spanish I, and Spanish II. Our teachers use technology, flipped classrooms, and resources like Khan Academy and Math Nation (Algebra and Geometry) to vary instruction. Beyond the high-level courses, we provide a highly trained staff in gifted education. Twenty of our instructional staff are gifted endorsed; thus, they are skilled at using project-based learning for their students. In addition, twenty-three members of our staff are Google Certified (level 1 & 2) and/or Trailblazers. In turn, our teachers have more student engagement, can offer differentiation, and use varied monitoring tools in the classroom. Ultimately, our teachers provide unparalleled instruction.

No matter the level of academic ability, the true measure of success is the growth the students demonstrate each school year. Bak takes a targeted and eclectic approach to support the learning and growth of our students and faculty.

## 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 2021, 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 2021.

**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. We have been very successful using this research-based method.

**Action Steps to Implement**

Continuous Improvement Model - Plan-Do-Study-Act

1. Gather, analyze and evaluate data, schedule appropriately, and develop a plan for instruction per grade level/subjects. Examples of the multiple indicators and revise plans as needed (FSQ, USA, NGSSQ, Diagnostics, Reading PLus, IXL, PBPA).
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 standards-based 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.

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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.**

**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 (explanation contained in another section in this document).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, members, parents, district personnel - teachers, principal, staff, and student representative) Traditionally, SAC helps create, reviews, and approves the School Improvement Plan (SIP). The SAC members reviewed the previous years' plans and data in order 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. School-based personnel attends the SAC professional development and provides updated information to stakeholders. It is with this knowledge and input the the current SIP was created. The SIP is a living document, so constant revisions will be made to the document based on data, conversations, committee decisions, SAC**

## 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 ensuring all stakeholders are involved.

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 Effectiveness 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!

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>Part V: Budget</b>						
1	III.A.	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$135,628.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000		2511 - Bak Middle School Of The Arts	Other	1385.0	\$22,475.00
			<i>Notes: PTO purchases (not through district funding) IXL - Math, Science, Social Studies, Spanish, and ELA program for each student in grades 6-8.</i>			
	5100	130-Other Certified Instructional Personnel	2511 - Bak Middle School Of The Arts	General Fund	1385.0	\$5,000.00
			<i>Notes: Tutorial -518400 - 3080 - Part time in-system personnel</i>			
	7300	510-Supplies	2511 - Bak Middle School Of The Arts	General Fund	1385.0	\$12,000.00
			<i>Notes: Supplies to support teachers, staff, and students, Due to district cutting budget in half.</i>			
	5100	644-Computer Hardware Non-Capitalized	2511 - Bak Middle School Of The Arts	General Fund	1385.0	\$80,000.00
			<i>Notes: 564440- 3080- Computer-Mobile Device. This is used to ensure differentiated instruction and goal for 21st Century technology skills.</i>			
	5100	140-Substitute Teachers	2511 - Bak Middle School Of The Arts	General Fund	1385.0	\$16,153.00
			<i>Notes: Substitute teachers to support virtual and brick and mortar support.</i>			
					<b>Total:</b>	<b>\$135,628.00</b>