

Beach Park Middle School

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Serving grades 6-8



BEACH PARK COMMUNITY CONSOLIDATED SCHOOL DISTRICT #3

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2009-2011

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INTRODUCTION

The Beach Park Middle School (BPMS) School Improvement Plan (SIP) is designed to provide the community with an overview of the current realities of the school, what educators need to do to improve, and the action plan to reach their goals. In addition, the school goals reflect the Board of Education goals. This strategic plan is a continual plan for improvement.

The categories used in this portfolio are based upon the Education for the Future Initiative Continuous Improvement Continuums adapted from business' Malcolm Baldrige Award Program for quality business management and achievement. These categories were selected because the philosophies written within the continuums will promote continuous improvement.

The following descriptors are included in the SIP:

- Information and Analysis
- Student Achievement
- Quality Planning
- Professional Development
- Leadership
- Partnership Development
- Continuous Improvement and Evaluation

This portfolio is a living document that describes Beach Park Middle School, and includes our school improvement efforts.

OVERVIEW

Beach Park Middle School is a public school located in Beach Park, Illinois. BPMS was built in 2002. Currently there are approximately 887 students, and 102 faculty members. It is 1 of 5 schools in the Beach Park Community Consolidated School District #3. There are 4 elementary schools and one middle school. Our students transition to Zion-Benton High School. The facilities at Beach Park Middle School consist of 59 classrooms, a cafetorium room, gymnasium, library, 4 computer labs, a fitness room, and a band room.

Current Enrollment: (Based on the 2008 Fall Housing Report)

Grade 6, 294 students

Grade 7, 296 students

Grade 8, 297 students

ASSESSMENTS

BPMS utilizes three forms of assessments: authentic assessments (classroom assignments), nationally-normed assessments (Performance Series Testing), and Standardized Testing (ISAT). The three forms of testing allow us to triangulate data to establish valid and reliable data to make well informed decisions about students.

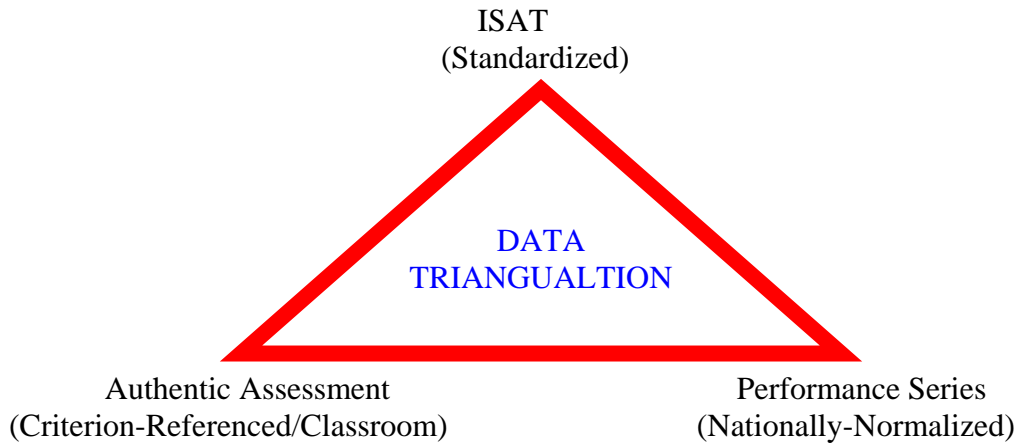
Illinois Standards Achievement Test Results 1999-2008

	1999 Meet/Exceeds		2000 Meets/Exceeds		2001 Meets/Exceeds	
Grade	Reading	Math	Reading	Math	Reading	Math
5	61%	44%	54%	39%	59%	56%
8	79%	42%	76%	42%	66%	45%

	2002 Meets/Exceeds	
Grade	Reading	Math
5	59%	57%
8	63%	43%

AYP	2003 Meet/Exceeds		2004 Meets/Exceeds		2005 Meets/Exceeds	
Grade	Reading	Math	Reading	Math	Reading	Math
6-8	55.6	48.4	57.5	52.2	66.4	58.9

AYP	2006 Meets/Exceeds		2007 Meets/Exceeds		2008 Meets/Exceeds	
Grade	Reading	Math	Reading	Math	Reading	Math
6-8	67.4	70.0	73.5	77.4	73.0	78.9



DEMOGRAPHICS

The languages spoken by students are English, Spanish, and Arabic. Beach Park Middle School has several funded programs which focus on helping “at risk” students and the special needs of all students. We offer general education, special education, gifted education, and ESL programs and services. In addition, we offer scholastic and interscholastic programs before and after school.

BPCCSD #3 Demographics

Beach Park District #3 is one of twenty-nine elementary school districts in Lake County. BPSD #3 serves 2356 students in 4 elementary schools, and 1 middle school. District #3 has an attendance area that encompasses the communities of Beach Park, Zion, Wadsworth, Winthrop Harbor and Russell. IL.

BPMS Demographics

Attendance and Mobility:

95.2% Average Daily Attendance
18 % Mobility Rate

Backgrounds:

20.9% African-American
00.2% Native American
04.4% Asian
28.1% Hispanic
6.0% Multi-Racial
40.3% White

Low Income:

27%

Truancy, Retention and Expulsion Rates:

00.2% Truancy Rate
00.0% Retention Rate
00.0% Expulsion Rate

PERSONNEL

Faculty: (Certified)

There are 56 teachers. We lost a .8 ESL teacher and 1.0 FTE in remedial reading. In addition, BPMS has 1 school principal, 1 associate principal, 1 assistant principal, 1 school psychologist, 1 school nurse, 1 speech and language specialist, and 2.5 social workers. Our student-teacher ratio is approximately 28 to 1.

Staff: (Classified)

The staff at Beach Park Middle School includes: 2.5 administrative assistants, .5 health clerk, 1 nurse, 1.0 custodian, 1 librarian, 5 lunchroom supervisors, and 4 food service personnel.

DISCIPLINE

Discipline at BPMS is teaching; not punishment. Discipline is individualized. Clear expectations, rewards and consequences are the major attributes of our discipline model. Effective instruction (differentiating instruction and engaged learning) is an integral component for preventing unfavorable student behaviors. A progressive discipline plan is utilized to address chronic behavioral concerns. Discipline procedures are not utilized for academic concerns.

PROGRAMS

After-School Programs

Beach Park Middle School provides opportunities for students to participate in after-school programs that service many of the students attending the school. There are activities such as: band, intramural athletics, boys and girls basketball, boys and girls volleyball, cheerleading, cross country, track and field, and many other curricular programs. There is a variety of clubs and committees for students such as student council, destination imagination, tech media club, and art club. Furthermore, tutoring is provided after school for students who need additional support academically. These programs help to motivate students to make good choices and learn.

Character Education

Character education is a key component to our discipline model. By recognizing positive student behaviors, we believe students will exhibit more positive behaviors.

If students are observed exhibiting behaviors that go above and beyond what is expected, they are awarded a Class Act Award. Students are rewarded weekly and monthly to encourage them to exhibit appropriate behaviors. In addition, there is a trimester grade-level reward trip for those students who exhibit good character. There is a drawing every week and once a month for prizes. The prizes and trips are small tokens of appreciation for the positive contributions of the students.

SCHOOL IMPROVEMENT

DISTRICT IMPROVEMENT GOALS

School Improvement Planning

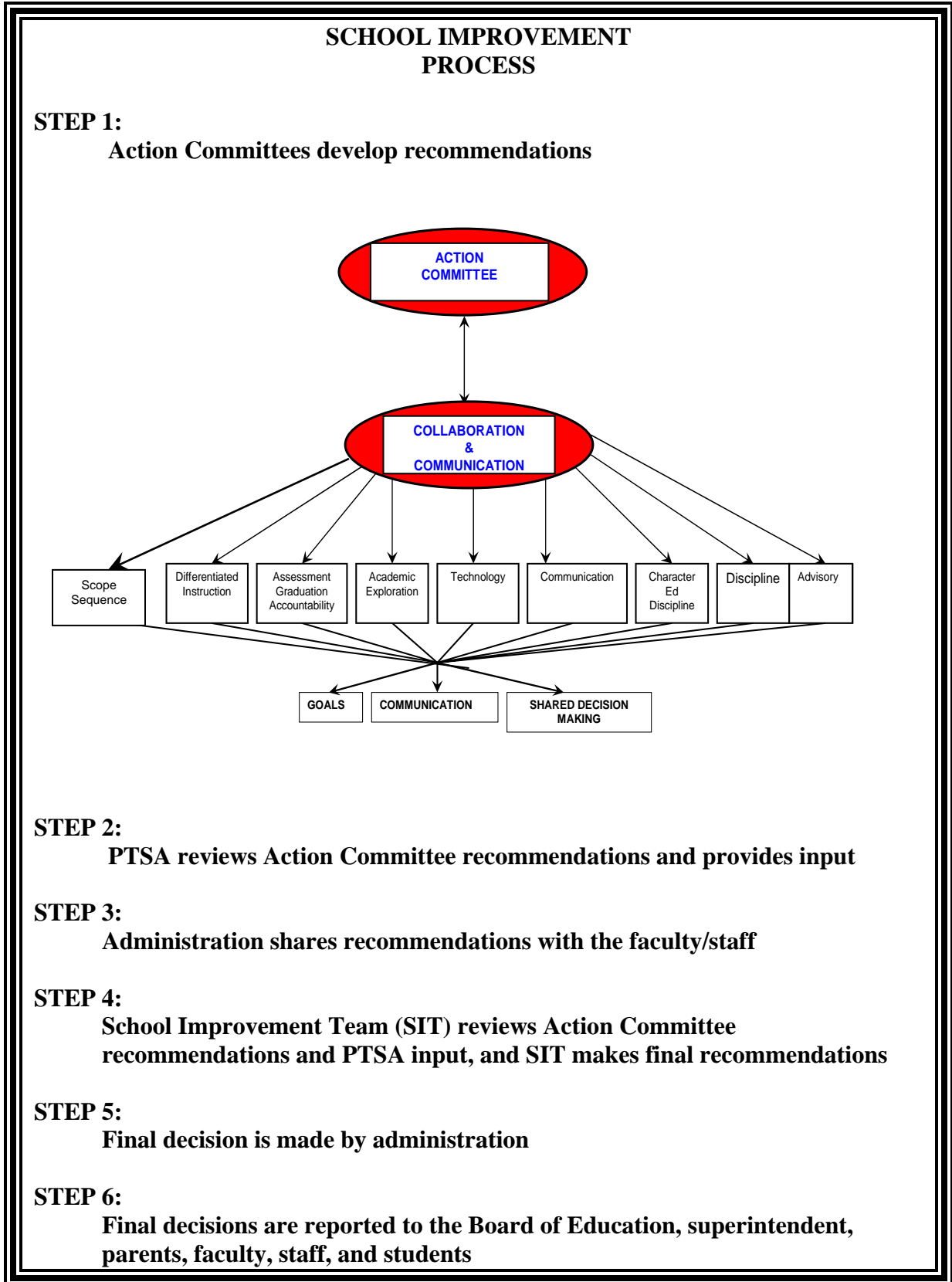
All schools will integrate the following goals into the school improvement planning process, as well as activities related to Vision 2008 and the No Child Left Behind Act:

Analysis of Assessments

An analysis of both the ISAT and local assessments indicate that there are deficiencies in mathematics and reading. Therefore, we have initiated a number of activities that relate to professional development and student achievement. Specifically, areas for improvement included the alignment of curriculum within and between grade levels, the development of methodology to address writing in mathematics as well as intervention programming in mathematics and reading. The following framework illustrates district programming to address these areas.

APPENDIX A

Beach Park Middle School Strategic Plan



These committees consist of staff and faculty. The committees utilize current research, best practice, and data to develop and recommend change to improve student achievement, behavior and safety. The committees meet during throughout the school year. The recommendations are shared with the PTSA for input. The input of the PTSA is shared with the SIT. The SIT makes final recommendations to administration. This process allows all stakeholders to contribute to the school improvement efforts of Beach Park Middle School.

Communication

We believe it is important to communicate effectively to all stakeholders; students, community, staff, faculty and central office. Students are informed through daily announcements, student council and the school newsletter. We communicate with the community through the school newsletter, student handbook, Open House, parent-teacher conferences, local newspapers, and PTSA meetings. Staff and faculty are communicated with during faculty meetings, action committees, PTSA meetings and through the Professional Advisory Council (PAC). PAC is a group of building union representatives who meet with administration on an as needed basis to resolve concerns in a collaborative manner.

Teachers have common preparation time to collaborate about students and curriculum. Teachers participate once a week on a Problem Solving Team (PST). Special service personnel, teachers and administration identify problems related to student achievement and/or behavioral concerns, hypothesis about possible interventions, implement a plan, evaluate the plan, and re-hypothesize (when applicable).

Curriculum and Instruction

BPCCSD #3 has a curriculum framework we utilize to deliver instruction. The framework is aligned to national and state learning objectives. This is an ongoing development process.

Leadership

Our leadership team or School Improvement Team (SIT) consists of parents, teachers and administrators. The team meets twice per month and is designed to create and develop recommendations for change and improvement. Action Committees, Student Council and the PTSA also create and develop plans for improvement. This process is designed to promote shared leadership and shared decision-making involving all stakeholders.

Student Council is a venue for students to voice their opinions, make recommendations for change and help create and develop school rules/policies. Through their participation, we believe students will have more ownership with the school, and develop leadership skills.

Parent and Community Involvement

Parent-Teacher Conferences, Parent Teacher Student Association (PTSA) meetings, School Improvement Team meetings, and volunteerism are major venues for parent involvement. Parents are encouraged to become involved in one or more of the aforementioned components of our school practices.

Safety and Facilities

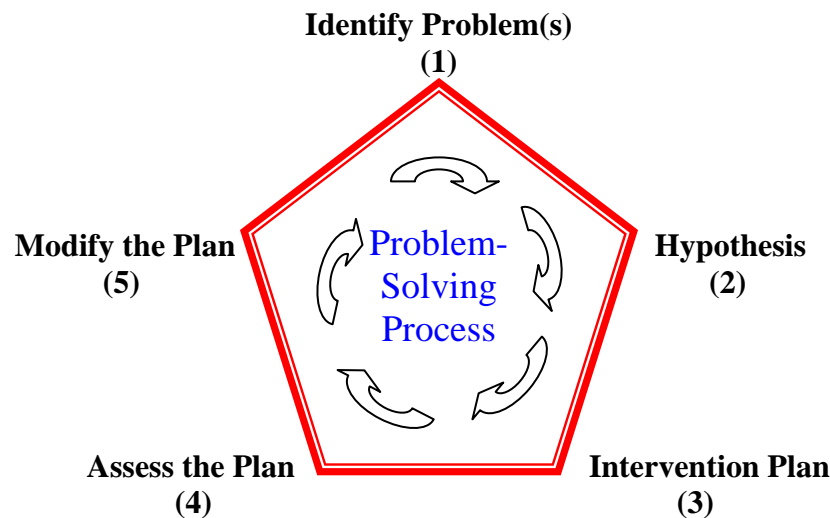
Beach Park Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates. Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our 2 custodians and an evening night crew perform basic cleaning operations in each classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire Drills
- Lock-down Drill
- Tornado Drills
- Fire safety inspections
- Visitor Policy

Student Support Services

We have one school psychologist, two and a half social workers, one speech therapist, in addition to special education personnel. Support personnel participate in Problem Solving Team (PST) and Child Review Team (CRT) meetings with general education faculty and staff to create and implement student interventions for the purpose of achieving student success. The problem solving team: 1) identify the problem(s), 2) hypothesize about effective interventions(s), 3) create an intervention plan, 4) assess the effectiveness of the plan, and 5) re-hypothesize and revise the intervention plan (when necessary).



Internal Quality Review Process

Next Steps:

- To continue our progress towards our school vision and mission
- To improve student achievement
- To continue to empower others to share in decision-making
- To improve curriculum and instruction
- To improve communication among staff, faculty, parents, central office, and students
- To assess the progress of BPMS over time by setting benchmarks and measurable goals
- To hire diverse, talented, and qualified staff and faculty

2009/2011 Goals

Goal	Professional Development/Student Activities	Measurement of Success	Timeline	Budget
<p>Improve student achievement in the area of reading</p>	<p>Teachers will provide more instruction of vocabulary words.</p> <p>Teachers will develop the skills of students so that they may identify important information, and use it to accurately interpret the text through analysis, evaluation and/or comparison and contrast.</p> <p>Teachers will implement strategies to develop the skills of students to increase their extended response performance on state assessments.</p> <p>Teachers will develop be trained to develop Power Standards for Reading in order to better align the Illinois Learning Standards with the district curriculum.</p>	<p>*Student success on Performance Series Testing</p> <p>*Student success on Standardized Tests</p> <p>*Student success on authentic Assessments</p> <p>*A list of Power Standards by content area with skill sets and measurable learning targets</p>	<p>2008/2009 and 2009/2010 school years</p>	<p>Yes</p>

Goal	Programs and Services	Measurement of Success	Timeline	Budget
To improve student achievement in the area of math.	<p>Teachers will implement strategies to develop the skills of students to increase in the areas of geometry, measurement, and Data Organization and analysis.</p> <p>Teachers will deliver a concentrated curriculum that was tightly aligned to the Illinois Frameworks or Performance Descriptors issued by the ISBE.</p> <p>Continue to map curriculum to reduce redundancies and gaps in math and reading instructional practices.</p> <p>Teachers will develop be trained to develop Power Standards for Reading in order to better align the Illinois Learning Standards with the district curriculum.</p>	<p>* Student success on Performance Series Testing</p> <p>*Student success on Standardized Tests</p> <p>*Student success on authentic Assessments</p> <p>*A list of Power Standards by content area with skill sets and measurable learning targets</p>	2008/2009 and 2009/2010 school years	Yes

Goal	Programs and Services	Measurement of Success	Timeline	Budget
To improve student discipline practices.	Teachers and administration will adjust school-wide discipline policies and practices while providing flexibility for classroom management styles and strategies.	* Decrease Suspensions for minor infractions and increase student daily attendance	2008/2009 and 2009/2010 school years	Yes