

School: Manhattan Beach Middle School

Year: 2017 - 2018

School Local Control & Accountability Plan

School Profile

Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents a wise choice of many alternatives.
Willa A. Foster

Manhattan Beach Middle School has earned a national reputation for excellence by providing an exemplary education to the middle school students of Manhattan Beach. The success of MBMS is attributable to many factors, including the commitment and dedication of our students, staff, and parents, and the high quality of instruction provided by our classroom teachers. Manhattan Beach Middle School opened in 1998 as a new, state-of-the-art facility designed specifically to meet the needs of middle school students. The middle school philosophy is reflected in the grade level villages, where classrooms, counseling services, and a workroom are centralized to meet students' needs efficiently and effectively.

The mission of the Manhattan Beach Middle School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We teach our students to understand and appreciate human and cultural diversity. We harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

Manhattan Beach Middle School (MBMS) has earned a national reputation for excellence by providing an exemplary education to the middle school students of Manhattan Beach. The success of MBMS is attributable to many factors, including the commitment and dedication of our parents, students, and staff, and the high quality of instruction provided by our classroom teachers. Manhattan Beach Middle School opened in 1998 as a new, state-of-the-art facility. The school's philosophy is reflected in each grade level's "village" where classrooms, counseling services, and a workroom are centralized to meet students' needs efficiently and effectively.

MBMS offers a challenging curriculum designed to meet the specific intellectual, physical, and social requirements of middle level children while preparing them for a rigorous high school experience and providing them with necessary life skills. The strong, student-centered core curriculum for each child is comprised of mathematics, English, science, social science, physical education, and exploratory or a yearlong elective. Highlights of the curriculum include the humanities block during which the sixth grade students receive integrated instruction in reading, writing, and social science for three consecutive periods taught by one instructor. All seventh and eighth grade students at Manhattan Beach Middle School have the opportunity to enroll in Spanish, French, or Mandarin Chinese. MBMS exploratory "wheels" afford our sixth and seventh grade students the opportunity to investigate the fine and practical arts. In lieu of the exploratory wheel, students who are interested in vocal or instrumental music may choose from several outstanding yearlong elective options. MBMS offers four levels of chorus, strings, and band to foster musical ability and overall musicianship. Students who would like to take an exploratory wheel in addition to a yearlong music class may opt to schedule an eight-period day. MBMS also offers innovative year-long exploratories outside of music to seventh and eighth grade students including art, film, leadership, mentorship programs, STEM electives, robotics, and Fab Lab.

The staff at Manhattan Beach Middle School is proud to offer a program that is forward thinking, standards-driven, and devoted to excellence.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	505	484	473	497	477	463	495	477	463	98.4	99	97.9
Grade 7	570	510	474	555	498	462	555	498	462	97.4	99.2	97.5
Grade 8	452	560	499	438	531	482	438	531	482	96.9	96.7	96.6
All Grades	1527	1554	1446	1490	1506	1407	1488	1506	1407	97.6	98.2	97.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2582.1	2597.6	2596.6	34	42	42.55	43	40	38.66	17	14	13.61	5	4	5.18
Grade 7	2604.9	2620.3	2628.9	29	40	39.61	47	43	46.32	16	13	10.17	7	5	3.90
Grade 8	2628.8	2623.8	2631.3	32	30	36.51	48	48	42.95	14	15	14.94	5	7	5.60
All Grades	N/A	N/A	N/A	32	37	39.52	46	44	42.64	16	14	12.94	6	5	4.90

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	34	41	47.95	54	49	43.41	12	10	8.64
Grade 7	41	48	56.49	47	43	37.88	12	9	5.63
Grade 8	48	48	47.72	43	41	41.70	9	10	10.58
All Grades	41	46	50.68	48	44	41.01	11	10	8.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	47	51	51.62	44	42	39.74	9	7	8.64
Grade 7	48	57	61.04	46	38	34.85	6	5	4.11
Grade 8	55	50	53.22	38	41	40.75	7	8	6.03
All Grades	50	53	55.26	43	41	38.48	7	7	6.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	29	34	37.58	66	62	56.59	5	4	5.83
Grade 7	26	36	31.39	68	60	63.85	5	4	4.76
Grade 8	32	31	32.16	62	65	63.07	5	4	4.77
All Grades	29	33	33.69	66	63	61.19	5	4	5.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	47	60	58.96	49	36	34.99	4	3	6.05
Grade 7	41	48	58.87	53	46	36.58	6	6	4.55
Grade 8	37	40	49.59	56	53	43.15	7	7	7.26
All Grades	42	49	55.72	52	45	38.31	6	5	5.97

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	505	484	473	495	476	463	494	476	463	98.0	99	97.9
Grade 7	570	510	474	555	498	461	555	498	461	97.4	99.2	97.3
Grade 8	452	560	499	438	531	482	438	531	482	96.9	96.9	96.6
All Grades	1527	1554	1446	1488	1505	1406	1487	1505	1406	97.4	98.3	97.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2579.9	2594.4	2585.2	38	44	41.25	30	31	30.24	23	17	20.30	9	7	8.21
Grade 7	2585.6	2603.2	2617.3	30	37	45.34	34	34	30.59	23	22	17.14	12	8	6.94
Grade 8	2601.5	2607.3	2620.1	29	30	39.83	33	31	28.84	23	28	20.95	15	11	10.37
All Grades	N/A	N/A	N/A	32	37	42.11	32	32	29.87	23	23	19.49	12	9	8.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	49	55	48.16	35	34	37.37	16	11	14.47
Grade 7	45	51	57.27	38	36	31.67	18	13	11.06
Grade 8	33	36	43.15	49	46	41.49	18	19	15.35
All Grades	43	47	49.43	40	39	36.91	17	14	13.66

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	35	42	41.04	51	48	46.87	14	10	12.10
Grade 7	32	43	47.29	52	48	43.82	16	9	8.89
Grade 8	32	32	37.34	58	58	48.55	11	11	14.11
All Grades	33	38	41.82	53	52	46.44	14	10	11.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	37	42	46.65	51	50	41.04	12	9	12.31
Grade 7	35	46	45.34	59	47	46.20	6	7	8.46
Grade 8	36	40	44.40	50	53	47.51	15	7	8.09
All Grades	36	42	45.45	54	50	44.95	11	8	9.60

Review of Performance

Manhattan Beach Middle School

Based on a review of performance on progress toward school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what progress from last year is the school most proud of and how does the school plan to maintain or build upon that success?

GREATEST PROGRESS

Our ELA progress is sustaining at high levels in seventh and eighth grades. We will continue to implement PLC and planning time to continue collaboration in best practices.

Based on a review of last year's school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what steps is the school planning to take to address the areas with the greatest need for improvement and any performance gaps?

GREATEST NEED

Our special education population under performs on state assessments. We are implementing a program shift to better accommodate their needs. Our 7th grader cohort has seen a 15 point decline in math scores over the past two years. We will put instruction and intervention in place to reverse that trend. Our sixth grade ELA scores decline slightly from 5th grade scores. They tend to recover in seventh grade, but we would like to continue building p Reading and Writing Workshop strategies along with intervention to reverse this.

District LCAP Goals

1. Improving student achievement through the implementation of research-based teaching and learning strategies.
2. Improve student achievement by targeting students not meeting standards.
3. Maximize safety and promote a school climate that engages and supports the needs of all students.
4. MBUSD will improve student achievement through high quality professional development for employees.
5. Students will maintain strong results in key indicators of student success.

**School Performance Goal #1:
Improve Student Achievement Through the Implementation of Research-Based Teaching and Learning Strategies in English-Language Arts**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
Implementation of State Standards , Pupil Achievement, Course Access	1	Between 2015 and 2017 6th grade ELA scores have risen by 3 points from 78% to 81% proficiency, 7th grade ELA scores have risen by 10 points from 76% to 86% proficiency, and 8th grade has remained consistent at 80% proficiency. We do see a three to four point dip between 5th and 6th grade ELA scores between 2015 and 2016 and between 2016 and 2017. One area of need is to develop programs to maintain proficiency between 5th and 6th grades. This year only there was a dip between 7th grade ELA scores and 8th grade ELA scores. We will still target instruction to maintain proficiency between 7th and 8th grades in ELA	<p>Integrate balanced literacy through Reading and Writing Workshop into Humanities classes. Focus professional development on understanding the workshop model - with a consistent framework that allows for more student practice in reading and writing.</p> <p>Focus on increasing the amount of writing students do in Humanities and connecting this to the reading students are doing.</p> <p>Integrating more informational text and writing in to Humanities.</p> <p>Develop common understandings of Essential Standards and begin to develop common assessments in those areas in both Humanities and 7th and 8th grade English. Complete four rounds of data analysis around a common piece of work or exit ticket to develop consistency between</p>	All Students	<p>District Literacy TOSA and MBMS Assistant Principal will develop targeted professional development around the goals for Humanities. This will focus on reading in the fall and add writing in the Spring.</p> <p>Three times per month on average departments will be given time to identify and develop essential standards and identify rigor in those standards during late start. Administration will support. Work product from these sessions will be shared with Special Education team.</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
			<p>teachers.</p> <p>Create time for 7th and 8th grades to collaborate around Essential Standards and being to develop common assessments for those standards.</p> <p>Integrate more writing into social studies classes in 7th and 8th grades. Share rubrics and expectations between English and Social Studies.</p> <p>Ensure special education teachers are aware of essential standards and that Learning Center and Resource English classes are adopting the same standards for all students and gearing support in these areas.</p> <p>Making common assessment data available to Special Education Teachers to assess how their students are doing in comparison to all students. Develop interventions in the areas where they are not achieving to the level of the rest of the grade.</p>				

**School Performance Goal #2:
MBUSD will address the needs of the "whole child" through excellence and accessibility.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
School Climate, Pupil Engagement, Parent Involvement	3	The 2017 California Healthy Kids Survey shows a deficit in school connectedness for students particularly in the area of meaningful participation and connectedness to an adult. Specifically 61% report feeling they do something that makes a difference at school as a little true or not true, 74% report having a voice in decision-making as not true or only a little true, and 10 - 12% report harassment due to religion, race, gender, or sexual orientation. 43% of students report having an adult who cares about them on campus as only a little true or not true, and 33% report having an adult who tells them they are doing good job as little true or not true.	<p>Implement the second year of PBIS tier one strategies with a focus on full implementation of the positive ticket system and developing celebrations for students who make good choices that are regular and interesting to students.</p> <p>Begin the WEB program to given 8th graders ownership in the climate on campus and ensuring 6th graders are integrated in a positive way onto the campus.</p> <p>Create student positions on committees for PBIS, SEW, technology, and schedule so students have a voice in the decisions we make.</p> <p>Enhance ASB and student government so they have a larger place on campus and create positive experience for students.</p> <p>Focus professional development on how to</p>	All students	<p>Counselors will expand Second Step to 7th and 8th grades.</p> <p>Museum of Tolerance Field Trip, multi-cultural speaker series for students and parents.</p> <p>Counselors and school pyschs develop tier two procedures.</p> <p>SEW committee to recommend practical measures such as testing schedules, etc. for student success and stress management.</p> <p>Implement PBIS matrix of expectations and consequences. Train students and staff. Collect data on effectiveness.</p> <p>Implement PBIS celebrations that are regular and valuable to students. Integrate incentives for teachers to give tickets and acknowledge positive behavior rather than focusing on negative behavior.</p> <p>Send counselors to conference to increase knowledge and</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
			<p>speak to students, risk factors and how to address with students, and developing a positive climate in classrooms using the 16 positive classroom strategies.</p> <p>Develop a parent university to educate parents on brain development and social-emotional needs of pre-teens.</p> <p>Implement students education through assemblies and field trips about minority races and religions on campus. Build on the Multi-Cultural Student Union and add Student Unions as students request. Encourage student Unions to develop a voice and be active participants in educating the campus.</p> <p>Add restorative justice components to discipline so students learn from mistakes.</p>		<p>connectedness to other counselors and programs in the area.</p> <p>Work with PTA to include a counseling corner on the website.</p> <p>Develop 10 part GET PUMPEd Parent University around social-emotional wellness to include speakers and book clubs. Offer evening options for these speakers.</p> <p>Train staff on the 16 Positive Classroom Strategies.</p> <p>Train counselors and administrators on the Aeries dashboard so at-risk students are easily identified.</p>		

**School Performance Goal #3:
Improve student achievement by targeting students not meeting standards**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
Pupil Achievement, Parent Engagement, School Climate, Course Access	2	<p>Approximately 17% of MBMS students are not meeting proficiency.</p> <p>53% of special needs students are not meeting proficiency. This excludes students taking the CAA. While in ELA there is a slight (less than 1%) increase in the number of 7th grade special needs students, and a 4% increase in the number of 8th grade students meeting the standard between 6th and 8th grade, more than half of students with disabilities are not meeting standards in ELA. In math 47% of students are not meeting the standards. While there was an increase of 4% of students meeting the standards between 6th and 7th grades in the current 9th grade, this vanished when the cohort reached 8th grade. With the current 8th grade, there was an increase of 4% between 6th and 7th grades.</p>	<p>Implement three new interventions classes - Reading Success, Math Success, and MBMS Success (study skills) for students not in Special Education so they get a double dose in the area of need.</p> <p>Use data rather than teacher or counselor intuition to determine eligibility for intervention. Follow up every 8 weeks to check progress and intervene further if progress is not consistent.</p> <p>Revamp special education classes to teach skills. Learning Center will move away from homework and towards a study skills curriculum to provide better access for students to the general education curriculum.</p> <p>Staff will identify Essential Standards and being to develop common assessments to identify students not meeting</p>	All students	<p>On late start Wednesdays teachers will meet three out of four weeks to determine essential standards and go through four cycles of evaluating student work to identify students not meeting standards for Tier One intervention.</p> <p>Counselors will pull D and F data to follow up with students not succeeding and place in appropriate intervention, identify overall trends to be addressed, and work with administration on an action plan.</p> <p>Counselors will share data with special education case carriers about Ds and Fs to intervene early with students by adjusting support for those not being successful.</p> <p>Counselors and School Psychs will revamp SST process to allow for earlier intervention rather than waiting for a special education assessment. SST process will also identify</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
		Students not meeting standards tend to stay that way over time. Intervention is needed to fill in missing skills.	standards early for intervention.		<p>additional needs for intervention.</p> <p>Special Education staff will receive professional development in intervention strategies and develop a Learning Center curriculum meant to address study skills that prevent access to the general education curriculum.</p> <p>Placement in intervention classes will be based on F and P (Reading) scores as well as CAASP scores.</p> <p>Student progress in intervention will be analyzed every 8 weeks to move students in and out of the program.</p>		

**School Performance Goal #4:
Improve Student Achievement Through the Implementation of Research-Based Teaching and Learning Strategies in Math**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
School Climate, Pupil Engagement, Parent Involvement	3	Between 2015 and 2017 overall performance in math has risen by 4% (6th grade) 12% (7th grade), and 7% (8th grade). The current 7th grade cohort, however, has seen a decline as a cohort of 12% since 4th grade. This includes a 10% drop between 4th and 5th grades and 2% drop between 6th and 7th grade. The current 6th grade saw a 5% drop in proficiency between 4th and 5th grades. We need to intervene to prevent further drops and recover some of that achievement with those cohorts.	<p>Ensure students have mastered concepts from 5th and 6th grades while teaching 7th grade concepts.</p> <p>Including additional review in regular and advanced classes in 7th grade to ensure prerequisite skills.</p> <p>Adjusting pacing to ensure all 7th grade skills are covered in Math 2 and all 7th and 8th grade skills are covered in Math 2/3.</p> <p>Develop Essential Standards and common assessments in both Math 2 and Math 2/3 so students not meeting the standard can be identified and Tier One interventions put in place.</p> <p>Math Success will give priority to 6th and 7th grade students.</p> <p>Resource Math will address Essential Standards so Special Needs students have similar standards to</p>	All Students	<p>Incorporate explicitly taught strategies into Math 2 and assess whether students are mastering those skills.</p> <p>Target students not meeting standards in 6th and 7th grades for Math Success intervention.</p> <p>Three out of four late starts will focus on job-alike discussion of essential standards in Math 2 and Math 2/3 and the development of common assessments to identify students not meeting standard early for Tier One intervention.</p> <p>Students in Math 2/3 not meeting standard after Tier One intervention will be moved back to Math 2 to ensure they are solid in Seventh Grade concepts.</p> <p>Continued professional development for teacher in the importance of talk in the math classroom, conceptual development, and Tier one intervention strategies.</p>	No applicable	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
			general education students.		Identifying materials for intervention for students struggling with a concept.		

Stakeholder Collaboration Timeline

Manhattan Beach Middle School 2017 - 2018

Event	Location	Date
Leadership Meetings	MBMS Room 122	monthly
PTA President meetings	MBMS Front Office	weekly
Staff meetings	MBSM MPR	monthly