

School: Manhattan Beach Middle School

Year: 2018-2019

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 (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.

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 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.

MBMS offers a challenging curriculum designed to meet the specific intellectual, physical, and social requirements of middle school 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 year-long 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 students the opportunity to investigate the fine and practical arts. In lieu of the wheel, students who are interested in vocal or instrumental music may choose from several outstanding year-long elective options, including three 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 year-long music class may opt to schedule an eight-period day. MBMS also offers innovative year-long electives outside of music to seventh and eighth grade students including art, film, leadership, STEM, Where Everyone Belongs (WEB), yearbook, Kitchen and Commerce, 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	484	473	501	477	463	492	477	463	492	98.6	97.9	98.2
Grade 7	510	474	464	498	462	458	498	462	458	97.6	97.5	98.7
Grade 8	560	499	465	531	482	452	531	482	452	94.8	96.6	97.2
All Grades	1554	1446	1430	1506	1407	1402	1506	1407	1402	96.9	97.3	98

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2597.6	2596.6	2598.8	42	42.55	43.90	40	38.66	38.82	14	13.61	10.77	4	5.18	6.50
Grade 7	2620.3	2628.9	2623.1	40	39.61	41.70	43	46.32	40.61	13	10.17	13.54	5	3.90	4.15
Grade 8	2623.8	2631.3	2639.3	30	36.51	38.50	48	42.95	45.13	15	14.94	11.73	7	5.60	4.65
All Grades	N/A	N/A	N/A	37	39.52	41.44	44	42.64	41.44	14	12.94	11.98	5	4.90	5.14

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	41	47.95	48.37	49	43.41	40.85	10	8.64	10.77	
Grade 7	48	56.49	53.28	43	37.88	39.74	9	5.63	6.99	
Grade 8	48	47.72	52.43	41	41.70	40.27	10	10.58	7.30	
All Grades	46	50.68	51.28	44	41.01	40.30	10	8.32	8.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	51.62	54.88	42	39.74	36.99	7	8.64	8.13
Grade 7	57	61.04	53.06	38	34.85	42.36	5	4.11	4.59
Grade 8	50	53.22	51.99	41	40.75	41.59	8	6.03	6.42
All Grades	53	55.26	53.35	41	38.48	40.23	7	6.26	6.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	34	37.58	32.11	62	56.59	62.80	4	5.83	5.08
Grade 7	36	31.39	29.48	60	63.85	65.28	4	4.76	5.24
Grade 8	31	32.16	34.73	65	63.07	62.39	4	4.77	2.88
All Grades	33	33.69	32.10	63	61.19	63.48	4	5.12	4.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	60	58.96	59.96	36	34.99	33.94	3	6.05	6.10
Grade 7	48	58.87	55.90	46	36.58	39.96	6	4.55	4.15
Grade 8	40	49.59	53.54	53	43.15	41.37	7	7.26	5.09
All Grades	49	55.72	56.56	45	38.31	38.30	5	5.97	5.14

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	484	473	501	476	463	490	476	463	490	98.3	97.9	97.8
Grade 7	510	474	464	498	461	459	498	461	459	97.6	97.3	98.9
Grade 8	560	499	465	531	482	450	531	482	450	94.8	96.6	96.8
All Grades	1554	1446	1430	1505	1406	1399	1505	1406	1399	96.8	97.2	97.8

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2594.4	2585.2	2580.2	44	41.25	35.10	31	30.24	33.27	17	20.30	24.29	7	8.21	7.35
Grade 7	2603.2	2617.3	2620.2	37	45.34	46.41	34	30.59	33.12	22	17.14	14.81	8	6.94	5.66
Grade 8	2607.3	2620.1	2614.8	30	39.83	31.11	31	28.84	37.33	28	20.95	21.11	11	10.37	10.44
All Grades	N/A	N/A	N/A	37	42.11	37.53	32	29.87	34.52	23	19.49	20.16	9	8.53	7.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	55	48.16	44.29	34	37.37	42.04	11	14.47	13.67
Grade 7	51	57.27	59.69	36	31.67	30.07	13	11.06	10.24
Grade 8	36	43.15	38.67	46	41.49	48.22	19	15.35	13.11
All Grades	47	49.43	47.53	39	36.91	40.10	14	13.66	12.37

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	41.04	38.78	48	46.87	48.16	10	12.10	13.06
Grade 7	43	47.29	48.80	48	43.82	44.01	9	8.89	7.19
Grade 8	32	37.34	34.67	58	48.55	55.56	11	14.11	9.78
All Grades	38	41.82	40.74	52	46.44	49.18	10	11.74	10.08

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	46.65	37.35	50	41.04	49.59	9	12.31	13.06
Grade 7	46	45.34	47.71	47	46.20	45.75	7	8.46	6.54
Grade 8	40	44.40	41.11	53	47.51	49.33	7	8.09	9.56
All Grades	42	45.45	41.96	50	44.95	48.25	8	9.60	9.79

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 Professional Learning Communities (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 the needs of all our students. While our math scores remain higher than state average, we are working towards building consistency and targeting gaps with our struggling students. We will continue to target instruction and utilize intervention to reverse that trend. While data is limited, we are optimistic to see a continued trend with increases on SBAC scores in 2018-19 to support our continued need for intervention. Our sixth grade ELA and Math scores continue to decline slightly from 5th grade scores. They tend to recover in seventh grade, but we would like to continue building our PLC and utilize researched-based strategies, along with intervention to counter this trend.

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	Goal 1a	Between 2015 and 2018 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 of our needs 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 into Humanities classes. Focus professional development on understanding workshop models - with a consistent framework that allows for more student practice in reading and writing.</p> <p>Focus on increasing the amount of meaningful writing students do in Humanities and connecting to literacy and textual reading.</p> <p>Continue the integration of more informational text and writing into Humanities and 7th/8th English classes.</p> <p>Continue to develop common understandings of Essential Standards and 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</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>PLC time will be allotted two 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>consistency between teachers.</p> <p>Allow teachers time in PLC to collaborate and vertically align planning.</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	Goal 1b	<p>MBMS continues to focus on key indicators of school climate and student well-being. In regards to overall school connectedness, the 2018 California Healthy Kids Survey shows a deficit for students particularly in the areas of meaningful participation and connectedness to an adult. Specifically, 60 and 72% of 7th graders report having little to no sense that they do things to make a difference at school and/or have a say in the way things work; 28% report that there is little to no truth that there is a teacher/ some other adult who tells them they are doing a good job (respectively). Although the latter is down from 33% in 2017, it is still a concern.</p> <p>In regards to harassment, 23% of 7th grade students report the reasons for harassment being any of the following: religion, race, gender, sexual</p>	<p>Implement the third 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 consistent and motivating to students. Begin year one of tier two strategies with targeted interventions and supports for students with high-risk behaviors.</p> <p>Improve PBIS data collection to inform of trends and areas of need.</p> <p>Continue the WEB program allowing 8th graders participation in the ownership of the climate on campus and ensuring 6th graders positively transition into middle school and throughout the year.</p> <p>Create student positions on committees for PBIS, SEW, technology, safety, and schedule to allow for greater student voice in</p>	All students	<p>In 7th grade, students will participate in the Positive Prevention Plus curriculum to help address relationships, consent, peer pressure, and social media among other topics identified in the CHYA.</p> <p>Museum of Tolerance Field Trip, multi-cultural speaker series for students and parents.</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 consequence. Train students and staff. Measure effectiveness through data collection.</p> <p>Implement PBIS celebrations that are consistent and valuable to students. Integrate incentives for teachers to give tickets and acknowledge positive behavior.</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"	
		orientation, a physical or mental disability, or immigrant status (actual or perceived).	<p>decision-making.</p> <p>Enhance ASB and student government for a larger student leadership presence on campus and to create positive experiences for all students.</p> <p>Focus professional development on positively addressing students, developing a positive climate in classrooms, and known risk factors.</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 more Student Unions at student 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>Send counselors to conference to increase knowledge and connectedness to other counselors and programs in the area.</p> <p>There is a Counseling Corner on our school website along with monthly Coffee with Counselors for parents.</p> <p>Counselors and school psychologist develop tier two procedures.</p> <p>Train counselors and administrators on the Aeries dashboard so at-risk students are easily identified.</p> <p>Parent Education program offered at many levels with books clubs, speaker series with Beach Cities Health District, and administrator led workshops.</p> <p>South Bay Families Connected and MBMS Families Connected is another resource for parents through our partnership with Beach Cities Health District.</p>		

**School Performance Goal #3:
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	Goal 1a	Between 2015 and 2018 overall performance in math has risen by 3% overall in Grades 6-8. Although minimal data is available, we are seeing movement in our struggling students from Below Standard to At or Near Standard since implementation of our math intervention classes. Continued intervention is needed to prevent further drops and recover some of that achievement within cohorts.	<p>Ensure students have mastered previous concept (pre-requisite skills) while teaching grade-level standards.</p> <p>Pacing will be adjusted and addressed to enable all standards for grade levels to be covered within the appropriate school year; grade level standards will be taught up in accelerated courses.</p> <p>Develop Essential Standards and common assessments in all math courses, 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; Special Needs students have similar standards to general education students.</p>	All students	<p>Incorporate explicitly taught strategies into math courses and assessing whether students are mastering skills.</p> <p>Target students not meeting standards in 6th and 7th grades for Math Success intervention.</p> <p>PLC time will be built in to MBMS scheduling for collaboration and vertical alignment.</p> <p>Students in accelerated math courses not meeting standard after semester one will be moved back to other pathway to ensure they are solid in Seventh Grade concepts before advancing to Eighth Grade.</p> <p>Continued professional development for teachers in the importance of students verbalizing math understanding. This includes both conceptual development and differentiation strategies.</p> <p>Identifying materials for intervention for students</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>struggling with a concept will be implemented and re-teaching targeted within the classroom.</p> <p>Overall, math pathways will be developed and implemented to challenge all students and enable re-teaching opportunities within all classes.</p>		

School Performance Goal #4:

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 Performance Goal #5:

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 Performance Goal #6:

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"	

Stakeholder Collaboration Timeline
Manhattan Beach Middle School 2018-2019

Event	Location	Date
Leadership Meetings	MBMS Room 122	on-going
PTA President meetings	MBMS Front Office	on-going
Staff Meetings	MBSM MPR	monthly
SBAC Data Management Team Council Review	District Office	August 2018
CA Healthy Kids Management Team Council Review	District Office	October 2018