

The School District of Palm Beach County

Boca Raton Community Middle School



2020-21 Schoolwide Improvement Plan

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Boca Raton Community Middle School

1251 NW 8TH ST, Boca Raton, FL 33486

<https://brms.palmbeachschools.org>

Demographics

Principal: Lisa Lee

Start Date for this Principal: 4/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students
School Grades History	2018-19: A (66%) 2017-18: A (68%) 2016-17: A (64%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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.

Boca Raton Community Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for postsecondary education, responsible citizenship, productive careers, and success in a global society.

Provide the school's vision statement.

Boca Raton Community Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and graduate high school prepared for postsecondary education, productive careers, and success in a global society.

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
Slack, Peter	Principal	Peter Slack leads the Instructional Coalition and Administrative Teams. He is primarily responsible for all communication between the school and the community, including Boca Raton Middle School families and the wider community in which the school is located. As the Principal he is involved in all decision-making processes.
Hodgens, Jude	Assistant Principal	Jude Hodgens is the 7th Grade Assistant Principal. He is the instructional leader for the Social Studies and Elective Departments. His responsibilities include School Safety, transportation and textbooks.
Holly, Nancy	Assistant Principal	Nancy Holly is the 8th Grade Assistant Principal. She is the instructional leader for the English Language Arts, Reading, ESE and ESOL Departments. She is the administrator over the school wide AVID program and the Cambridge AICE program. Her responsibilities include Master Board Scheduling and Middle School Acceleration programs.
Greene, Emily	Assistant Principal	Emily Greene is the 6th Grade Assistant Principal. She is the instructional leader for the Science and Mathematics Department. Her responsibilities include Testing, Positive Behavior Supports and School Improvement.

Demographic Information

Principal start date

Friday 4/1/2011, Lisa Lee

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.*

13

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.*

26

Total number of teacher positions allocated to the school

100

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students
School Grades History	2018-19: A (66%) 2017-18: A (68%) 2016-17: A (64%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	522	496	562	0	0	0	0	1580
Attendance below 90 percent	0	0	0	0	0	0	45	31	26	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	10	49	72	0	0	0	0	131
Course failure in ELA	0	0	0	0	0	0	6	61	76	0	0	0	0	143
Course failure in Math	0	0	0	0	0	0	4	30	37	0	0	0	0	71
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	36	68	0	0	0	0	135
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	34	43	57	0	0	0	134
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	175	226	193	0	0	0	594
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	121	153	97	0	0	0	371
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	62	70	88	0	0	0	0	220

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

Tuesday 8/11/2020

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	532	591	568	0	0	0	0	1691
Attendance below 90 percent	0	0	0	0	0	0	38	54	73	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	91	123	84	0	0	0	0	298
Course failure in ELA or Math	0	0	0	0	0	0	51	86	82	0	0	0	0	219
Level 1 on statewide assessment	0	0	0	0	0	0	106	133	121	0	0	0	0	360

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	63	110	90	0	0	0	0	263

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	37	24	30	0	0	0	0	91
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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	532	591	568	0	0	0	0	1691
Attendance below 90 percent	0	0	0	0	0	0	38	54	73	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	91	123	84	0	0	0	0	298
Course failure in ELA or Math	0	0	0	0	0	0	51	86	82	0	0	0	0	219
Level 1 on statewide assessment	0	0	0	0	0	0	106	133	121	0	0	0	0	360

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	63	110	90	0	0	0	0	263

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	37	24	30	0	0	0	0	91
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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	63%	58%	54%	66%	56%	52%
ELA Learning Gains	55%	56%	54%	63%	57%	54%
ELA Lowest 25th Percentile	49%	49%	47%	47%	48%	44%
Math Achievement	74%	62%	58%	71%	61%	56%
Math Learning Gains	68%	60%	57%	68%	61%	57%
Math Lowest 25th Percentile	57%	53%	51%	56%	52%	50%
Science Achievement	62%	52%	51%	64%	53%	50%
Social Studies Achievement	80%	75%	72%	80%	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	63%	58%	5%	54%	9%
	2018	60%	53%	7%	52%	8%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	57%	53%	4%	52%	5%
	2018	59%	54%	5%	51%	8%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
08	2019	63%	58%	5%	56%	7%
	2018	72%	60%	12%	58%	14%
Same Grade Comparison		-9%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	60%	8%	55%	13%
	2018	71%	56%	15%	52%	19%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	42%	35%	7%	54%	-12%
	2018	33%	39%	-6%	54%	-21%
Same Grade Comparison		9%				
Cohort Comparison		-29%				
08	2019	74%	64%	10%	46%	28%
	2018	78%	65%	13%	45%	33%
Same Grade Comparison		-4%				
Cohort Comparison		41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	59%	51%	8%	48%	11%
	2018	64%	54%	10%	50%	14%
Same Grade Comparison		-5%				
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	78%	72%	6%	71%	7%
2018	73%	72%	1%	71%	2%
Compare		5%			

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	60%	38%	57%	41%
2018	100%	57%	43%	56%	44%
Compare		-2%			

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	22	37	36	37	48	43	17	53	81		
ELL	42	58	59	54	62	58	36	58	67		
ASN	85	70		93	80		75	100	89		
BLK	41	48	53	51	53	44	30	65	79		
HSP	59	54	55	68	68	59	56	75	77		
MUL	50	39	15	71	62	42	58	83			
AMI	54	77		77	69						
WHT	71	57	41	82	71	63	71	85	84		
FRL	52	51	49	62	62	53	47	71	76		
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	31	50	46	33	48	45	30	37	47		
ELL	33	58	57	48	62	50	33	53	38		
ASN	81	75		85	86		75	94	91		
BLK	38	48	45	45	53	45	36	57	86		
HSP	62	65	59	68	69	54	64	67	75		
MUL	70	62		82	63		100	77	76		
AMI	62	50		54	71						
WHT	75	69	62	83	77	71	72	86	79		
FRL	55	59	56	64	65	55	56	62	65		
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	24	41	32	28	44	34	28	43	33		
ELL	31	51	48	36	58	57	29	32	46		
ASN	85	70		91	82		81	89	63		
BLK	36	47	34	34	50	47	33	58	26		
HSP	63	60	44	67	66	51	60	74	73		

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
MUL	82	72		78	73		88	92	63		
AMI	46	54		58	58						
WHT	72	67	57	80	72	66	70	87	65		
FRL	52	54	44	56	61	51	53	71	55		

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	66
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	66
Total Points Earned for the Federal Index	656
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	69
Native American Students Subgroup Below 41% in the Current Year?	NO
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	70
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	59
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.

When looking at the school data, the ELA Lowest 25th Percentile showed the lowest achievement, dropping 7% to 49%. When looking at the subgroup data, the SWD population has the lowest achievement in all areas except Middle School Acceleration. This is a trend because historically this group has the lowest performance in achievement. The contributing factors to both of these were lack of differentiation in the classrooms.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at the school data, ELA Learning Gains showed the greatest decline, dropping 10% from 2018. Achievement went from 65% to 55%. ELA Lowest 25th Percentile dropped 7%, going from 56% to 49%. Additionally, Science Achievement and Math Learning Gains dropped. Science went down 5%, from 67% to 62%. Math Learning Gains went down 4%, from 72% to 68%. These drops were due to a lack of differentiation in the classrooms and inexperience in the implementation of the rotational model. Also, the instruction was not being directly driven by assessment data throughout the year.

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.

All the data components are greater than the state average. Math Achievement is the largest gap at 74% compared to the state average of 58%.

Which data component showed the most improvement? What new actions did your school take in this area?

Civics went up 5% and this was attributed to it being the focus for improvement in 2019. The program "Egenuity" was implemented in all Civics classes to improve student scores. During collaborative planning, data drove the instructional cycle for the school.

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

Reflecting on the EWS data, potential areas of concern are the increase in the number of students who have a failure in ELA or Mathematics from 124 to 219 and the slight increase in the number of students with two or more early warning indicators from 248 to 263. These are areas of concern because students failing ELA or Mathematics in a given year are probably more likely to continue to perform poorly without intervention and it is always desirable to have fewer students with multiple early warning indicators, so even a slight rise is a concern.

Our focus on remediating instruction in mathematics and literacy, specifically with Students with Disabilities, as identified as an area of concern in the EWS data, includes differentiating instruction in small breakout groups, both in-person and online, and scaffolding specific benchmarks identified through ongoing data analysis using USAs, FSQs and Diagnostic Assessments. Additionally, we are implementing the iReady Toolbox in the Intensive Reading courses to meet the needs of the lowest performing students. These supplementary strategies are correlated to the content and benchmarks addressed in the English Language Arts classes in an effort to "double down" with these priority students in the critical language arts content.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support

students who are not yet performing at their grade level to ensure:

1. Increase in Science Achievement
2. Increase in Overall Achievement of Students with Disabilities
3. Increase in Social Emotional Learning (SEL) Schoolwide

Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities.

Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future. Additionally, proficiency in reading comprehension/literacy is necessary for success in other core content subject areas. Incorporating literacy strategies, specifically AVID Reading strategies for content areas, has been utilized at Boca Raton Middle school. At this time, over 90% of the faculty have been trained in AVID strategies and ongoing training is provided for new hires.

Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

Ensuring learning gains & progress for our ESSA categorized sub groups, SWDs: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

Incorporating more SEL strategies into students' everyday learning is a focus because in addition to the rising number of families requesting support from Guidance and the increase in number of students requiring evaluation by the Mobile Crisis Team and even being Baker Acted, there is also an increased level of concern associated with the COVID-19 pandemic and the isolating effects of distance learning. Since day one of the 2020-2021 school year, SEL strategies are being incorporated at least weekly into every class period. SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Area of Focus: In order to ensure high school readiness, Boca Raton Community Middle School will increase achievement in Science by at least 8% from 62% to 70% as measured by the State Science Assessment (SSA).
 Rationale: When looking at the school data, Science Achievement scores went down 5%, from 67% to 62%. This was the first time Science Achievement scores dropped in many years. The areas of weakness identified include teacher lack of understanding of differentiated instruction, lack of buy-in for implementing the rotational model of teaching, lack of participation in PLCs, and an overall fixed teacher mindset.

Measureable Outcome: Science achievement scores on the State Science Assessment (SSA) will improve by at least 8%, from 62% to 70%.

Person responsible for monitoring outcome: Peter Slack (peter.slack@palmbeachschools.org)

Evidence-based Strategy: All science classes will increase the differentiation of instruction through the implementation of the rotational model. Teachers will utilize differentiated learning stations throughout all units of study to allow students to apply learning and practice standard-based skills. All science teachers will meet bi-weekly for PLC's. At these PLC's data will drive the instructional planning.

Rationale for Evidence-based Strategy: The utilization of the rotational model will allow for student application of knowledge. While this practice is occurring, teachers can work with students in need of remediation from previous and/or current standards. This also allows for more time for small group and individualized instruction to ensure that all student needs are being met.

Action Steps to Implement

1. Bi-weekly PLC's with data-driven instructional planning (Mary Donnelly - Science DIL)
2. Teachers will utilize the rotational model and station teaching at least every other week and include remediation stations and teacher-led small groups. (Emily Greene, AP - classroom walkthroughs)
3. 8th grade Science teachers will utilize Study Island a minimum of one time per week to review and remediate 6th and 7th grade Science Standards (Emily Greene, AP - Study Island Admin Reports)
4. Bi-weekly PLC Support from District Science Curriculum Support Staff (Kaylin Markman)
5. Professional development in the Rotational Model and Differentiated Instruction (Nancy Holly, AP and School-based Professional Development Team)
6. Teachers will administer District NGSQs and USAs and analyze assessment data to pinpoint specific areas of weakness at each grade level. These assessments will be administered on a relatively strict timeline in order to ensure adherence to the recommended scope and sequence and enable grade-level teams to compare data for each assessment.
7. Organize tutorials focusing on level 2s after diagnostic testing (Emily Greene, AP)

Person Responsible: Peter Slack (peter.slack@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Area of Focus: Increase Overall Achievement of Students with Disabilities in all Core Content Areas by a minimum of 5%.
 Rationale: Based on the analysis of data, it is evident that the achievement of students with disabilities is very low in all core content areas. The areas of weakness identified include teacher lack of understanding of differentiated instruction, lack of buy-in for implementing the rotational model of teaching, lack of participation in PLCs, and an overall fixed teacher mindset.

Measureable Outcome: The achievement of Students with Disabilities will increase as follows:
 Science from 17% to 22% based on the SSA
 English Language Arts from 22% to 27% based on the FSA
 Mathematics from 37% to 42% based on the FSA
 Civics from 53% to 58% based on the EOC

Person responsible for monitoring outcome: Peter Slack (peter.slack@palmbeachschools.org)

Evidence-based Strategy: All core content area classes will increase the differentiation of instruction through the implementation of the rotational model. Teachers will utilize differentiated learning stations throughout all units of study to allow students to apply learning and practice standard-based skills. All core content area teachers will meet bi-weekly for PLC's. At these PLC's data will drive the instructional planning.

Rationale for Evidence-based Strategy: The utilization of the rotational model will allow for student application of knowledge. While this practice is occurring, teachers can work with students in need of remediation from previous and/or current standards. This also allows for more time for small group and individualized instruction to ensure that all student needs are being met.

Action Steps to Implement

1. Bi-weekly PLC's with data-driven instructional planning (Department Instructional Leaders in Reading, ELA, Mathematics, Science, and Civics)
2. Teachers will utilize the rotational model and station teaching at least every other week and include remediation stations and teacher-led small groups. (Assistant Principals)
3. Teachers will utilize Study Island (Science), Reading Plus (ELA & Reading), System 44 (Reading), Just Words (Reading), IXL (Mathematics), and Edgenuity (Civics & Mathematics) to support individualized instruction for SWDs.
4. Monthly PLC Support from District Support Staff (Kaylin Markman - Science, Lori Harbaruk - ELA, Lori Dool - Civics, Pearson-Gates Grant staff - Mathematics)
5. Professional development in the Rotational Model and Differentiated Instruction (Nancy Holly, AP and School-based Professional Development Team)
6. Teachers will administer District FSQs, NGSQs, and USAs and analyze assessment data to pinpoint specific areas of weakness at each grade level. These assessments will be administered on a relatively strict timeline in order to ensure adherence to the recommended scope and sequence and enable grade-level teams to compare data for each assessment.

Person Responsible Peter Slack (peter.slack@palmbeachschools.org)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Area of Focus: Increase in Social Emotional Learning (SEL) Schoolwide
 Rationale: Based on referrals to guidance and the behavioral health professional, it is evident that students' mental health and well-being impacts student learning. Ensuring that all students have access to SEL regularly will positively impact student achievement and the overall environment of Boca Raton Community Middle School.

Measureable Outcome: In FY20, approximately 25% students were provided SEL services through guidance and the behavioral health professional. In FY21, 100% of students will have access to social emotional learning.

Person responsible for monitoring outcome: Peter Slack (peter.slack@palmbeachschools.org)

Evidence-based Strategy: Following evidence-based SEL strategies, teachers will integrate a weekly SEL plan into their regular classroom instruction.

Rationale for Evidence-based Strategy: Through the integration of a weekly SEL plan, teachers will positively impact the mental health and well-being of their students.

Action Steps to Implement

1. Bi-weekly PLC's with time to review the SEL theme for the upcoming week. (Department Instructional Leaders for each subject area)
2. Weekly email sent out to the staff summarizing the SEL theme and related classroom activities. (Emily Greene, 6th Grade Assistant Principal)
3. Teachers will include SEL strategies within their lesson plans and implement them. (Classroom Teachers)

Person Responsible Peter Slack (peter.slack@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

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

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Boca Raton Community Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Respectful, Empathetic, Accountable Learner. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Suite 360 is the curriculum that the school district selected to implement the five- hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

Boca Raton Community Middle School implements AVID (Advancement via Individual Determination) Schoolwide through the integration of AVID strategies on all classrooms. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Over 90% of the faculty is currently trained in AVID strategies and training continues throughout the year for new teachers. AVID XL is implemented in two sections to address the needs of English Language Learners (ELLs). Through these programs, students who are often overlooked for high school level courses are set up for success beginning in sixth grade and are prepared to take higher level courses in 7th and 8th grades.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a

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.

Boca Raton Community Middle School is committed to continuously strengthening its positive school culture by maintaining open communication with all stakeholders and providing motivation and support to students, faculty and staff.

BRCMS builds partnerships with community organizations to provide support to our students. The Student Government Association works to build relationships through community service projects. Our Athletic Director builds relationships with businesses to help support our athletic department.

BRCMS maintains strong family involvement through regular communication with families regarding general school information and events via: the school web page, emails to all families in English, Spanish, and Creole, call outs to all parents, and Twitter. Individual class and student information is communicated through SIS Gateway. Teachers are required to inform parents of students' potential failure in a course at the time of each progress report and at the end of each quarter. Guidance Counselors send weekly grades to selected students as well as contact parents several times a quarter for students who are failing. Boca Middle has an active PTSA that involves families in school activities and fundraisers. The PTSA utilizes their website, Twitter and Principal emails to communicate information.

Tours are given throughout the year for families who would like to see the school and learn more about it. 6th Grade Open House is held in April to welcome incoming families, by allowing them to visit classrooms, meet teachers from all departments, and learn about available clubs and athletics. The Pre-medical Academy and AVID programs also hold Open Houses for potential students.

The guidance department provides counseling for students on an as needed basis as well as small group sessions for specific issues. Students identified in need of additional support are referred to Ms. Sharon Wong, Behavioral Health Professional or Ms. Maria Marshall, DATA counselor. The school based team meets weekly to discuss students with barriers to success. Boca Middle takes part in the Caregiving Youth Program through which students who have the added responsibility of caring for someone at home are identified and given academic and emotional support as well as relief through outside services.

BRCMS integrates Positive School Culture by sharing Universal Guidelines for Success, following our Behavioral Matrix, teaching Expected Behaviors, and Communicating with parents. PBIS at Boca Middle promotes the "Be R.E.A.L." campaign, focusing on students being Respectful, Empathetic, Accountable Learners. Expected behaviors are taught using structured lessons during the first week of school, the first week after winter break, and semester grade level assemblies. Behaviors are reinforced through posted signs throughout the school and Classroom Management plans based on being R.E.A.L. The SwPBS Program is communicated to parents during the Open House "Night of Expectations" and at the first SAC

meeting. Teachers and students are recognized for being R.E.A.L in a variety of ways: students can “Spin the R.E.A.L. Wheel” to win prizes, Fun lunches are held monthly through SGA where students can play games, teachers recognize one another through Cobra Kudos and are treated to lunch by administration.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: Science				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	1491 - Boca Raton Community Middle	School Improvement Funds	1000.0	\$750.00
<i>Notes: Supplies and student incentives for Science Tutorials will be purchased.</i>						
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	1491 - Boca Raton Community Middle	School Improvement Funds	750.0	\$750.00
<i>Notes: Stipend paid to School-Based Team Leader</i>						
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$1,500.00