

The School District of Palm Beach County

# Boca Raton Community Middle School



## 2018-19 Schoolwide Improvement Plan

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## Boca Raton Community Middle School

1251 NW 8TH ST, Boca Raton, FL 33486

<https://brms.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Middle School 6-8	<b>2018-19 Title I School</b>  No	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  45%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  53%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	A	A	B	A*

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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 and position title for each member of the school leadership team.:

Name	Title
Slack, Peter	Principal
Hodgens, Jude	Assistant Principal
Holly, Nancy	Assistant Principal
Greene, Emily	Assistant Principal

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Peter Slack is the principal. His responsibilities include leading the Instructional Coalition and administrative team.

Nancy Holly is the 8th grade Assistant Principal. Her responsibilities include master scheduling and leading the following departments: ELA, Reading, ESOL, ESE and AVID.

Jude Hodgens is the 7th grade Assistant Principal. His responsibilities include School Safety and leading the Social Studies and Electives departments.

Emily Greene is the 6th grade Assistant Principal. Her responsibilities include testing and leading the following departments: Math, Science, and Guidance.

### Early Warning Systems

#### Year 2017-18

#### 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	
Attendance below 90 percent	0	0	0	0	0	0	55	76	69	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	74	108	101	0	0	0	0	283
Course failure in ELA or Math	0	0	0	0	0	0	17	49	58	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	104	152	100	0	0	0	0	356

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	61	106	81	0	0	0	0	248

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	26	33	33	0	0	0	0	92
Retained Students: Previous Year(s)	0	0	0	0	0	0	26	33	33	0	0	0	0	92

Date this data was collected

Sunday 8/19/2018

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	48	39	67	0	0	0	0	154
One or more suspensions	0	0	0	0	0	0	90	101	85	0	0	0	0	276
Course failure in ELA or Math	0	0	0	0	0	0	26	46	73	0	0	0	0	145
Level 1 on statewide assessment	0	0	0	0	0	0	119	131	105	0	0	0	0	355
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	61	69	89	0	0	0	0	219

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	48	39	67	0	0	0	0	154
One or more suspensions	0	0	0	0	0	0	90	101	85	0	0	0	0	276
Course failure in ELA or Math	0	0	0	0	0	0	26	46	73	0	0	0	0	145
Level 1 on statewide assessment	0	0	0	0	0	0	119	131	105	0	0	0	0	355
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	61	69	89	0	0	0	0	219

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**  
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ELA Lowest 25th Percentile performed the lowest at 56%. It was, also, the lowest in 2017. However, in 2017 it was 47% and 56% in 2018. So, the data component showed improvement from the previous year despite remaining the lowest.

**Which data component showed the greatest decline from prior year?**

Social Studies Achievement showed the greatest decline from the prior year. It went from 80% in 2017 to 76% in 2018. All other data components showed improvement.

**Which data component had the biggest gap when compared to the state average?**

All of 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? Is this a trend?**

The ELA Lowest 25th Percentile showed the most improvement. In FY 2018, it was 56% compared to 47% in FY 2017. This is a difference of +9. In previous years it had remained the same: FY 2017- 47% & FY 2016 - 46%.

**Describe the actions or changes that led to the improvement in this area.**

ESE teachers were paired with ELA teachers to ensure ESE support facilitation was scheduled for the entire class period and collaboration. Additionally, PLCs were held weekly on Tuesdays and Thursdays further promoting collaboration. Professional development focused on differentiation of instruction.

**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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	56%	53%	62%	55%	52%
ELA Learning Gains	65%	57%	54%	58%	56%	53%
ELA Lowest 25th Percentile	56%	49%	47%	46%	49%	45%
Math Achievement	74%	61%	58%	69%	59%	55%
Math Learning Gains	72%	61%	57%	69%	60%	55%
Math Lowest 25th Percentile	59%	54%	51%	51%	48%	47%
Science Achievement	67%	55%	52%	63%	54%	50%
Social Studies Achievement	76%	75%	72%	78%	73%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	55 (48)	76 (39)	69 (67)	200 (154)
One or more suspensions	74 (90)	108 (101)	101 (85)	283 (276)
Course failure in ELA or Math	17 (26)	49 (46)	58 (73)	124 (145)
Level 1 on statewide assessment	104 (119)	152 (131)	100 (105)	356 (355)

**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	2018	60%	53%	7%	52%	8%
	2017	62%	54%	8%	52%	10%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	59%	54%	5%	51%	8%
	2017	61%	55%	6%	52%	9%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
08	2018	72%	60%	12%	58%	14%
	2017	67%	56%	11%	55%	12%
Same Grade Comparison		5%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	71%	56%	15%	52%	19%
	2017	63%	55%	8%	51%	12%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	33%	39%	-6%	54%	-21%
	2017	39%	38%	1%	53%	-14%
Same Grade Comparison		-6%				
Cohort Comparison		-30%				
08	2018	78%	65%	13%	45%	33%
	2017	76%	63%	13%	46%	30%
Same Grade Comparison		2%				
Cohort Comparison		39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	64%	54%	10%	50%	14%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	72%	1%	71%	2%
2017	77%	73%	4%	69%	8%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	62%	38%
2017	100%	59%	41%	60%	40%



ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

### Subgroup Data

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		
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		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	To ensure academic achievement within Science and Social Studies.
<b>Rationale</b>	Social Studies Achievement is the only data component that went down compared to 2017. Science Achievement increased from the previous year, but has not met the goal of 75% for LTO #2 in the District Strategic Plan.
<b>Intended Outcome</b>	Improve Social Studies proficiency from 76% to 81% to be on target for meeting the LTO of the Strategic Plan by 2021. Improve Science proficiency from 67% to 72% to be on target for meeting the LTO of the Strategic Plan by 2021.
<b>Point Person</b>	Peter Slack (peter.slack@palmbeachschools.org)

Action Step	
<b>Description</b>	<p>Pillars of Effective Instruction - Students are immersed in rigorous tasks 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 with a focus on Reading and Writing across the content areas:</p> <ul style="list-style-type: none"> <li>* Teachers will attend PLC meetings twice a week to discuss pacing and share resources and best practices. PLC meetings will be supported monthly by Dr. Holly Oran, ESOL Instructional Specialist and Ms. Lori Harbaruk, Professional Growth Program Planner.</li> <li>* Students will use additional resources for content area learning, such as iCivics, Study Island, Kahoot, and Civics 360.</li> <li>* Teachers will administer district assessments, such as USAs and FSQs, and analyze assessment data at PLC meetings.</li> <li>* Teachers will establish home-school connections through parent nights, such as the Night of Expectations (Open House) on September 20th, and parent communication tools such as SIS Gateway, e-mails, and Google Classroom.</li> <li>* Teachers will utilize strategies, such as the Go To Strategies and AVID strategies, to engage students more actively in learning.</li> </ul>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)

Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>* Administration will monitor instruction through classroom walk-throughs and observations.</li> <li>* Administration will conduct data chats using diagnostic test results.</li> </ul>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)

Activity #2	
<b>Title</b>	To ensure academic achievement within ELA and Math ELA Lowest 25th Percentile has consistently been the lowest performing data component. ELA Achievement did not have a significant increase from the previous year (FY 2018: 67%, FY 2017: 66%, Difference: +1%).
<b>Rationale</b>	Schoolwide Math Achievement is 74% , which is close to LTO #2 Ensure high school readiness 75%. However, Math Achievement within each grade level shows 7th grade math to be significantly lower than 6th grade and 8th grade (6th grade Math Achievement: 71%, 7th grade Math Achievement: 33%, 8th grade Math Achievement: 78%).
<b>Intended Outcome</b>	Raise the percentage of students in the lowest 25% achieving high standards in ELA from 56% to 61%. Raise the percentage of students achieving high standards in ELA from 67% to 72%. Raise the percentage of students achieving high standards in Math from 74% to 79%. Raise the percentage of 7th grade students achieving high standards in Math from 33% to 38%.
<b>Point Person</b>	Peter Slack (peter.slack@palmbeachschools.org)
Action Step	
<b>Description</b>	<p>Pillars of Effective Instruction - STudents are immersed in rigorous tasks encompassing the full intent pf 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 with a focus on Reading and Writing across the content areas:</p> <ul style="list-style-type: none"> <li>* Teachers will attend PLC meetings twice a week to discuss pacing and share resources and best practices. PLC meetings will be supported monthly by Dr. Holly Oran, ESOL Instructional Specialist and Ms. Lori Harbaruk, Professional Growth Program Planner.</li> <li>* Students will use Reading Plus to ensure growth in reading and Khan Academy to ensure growth in math.</li> <li>* Teachers will administer district assessments, such as USAs, FSQs, and PBPAs, and analyze assessment data at PLC meetings.</li> <li>* Teachers will establish home-school connections through parent nights, such as the Night of Expectations (Open House) on September 20th, and parent communication tools such as SIS Gateway, e-mails, and Google Classroom.</li> <li>* Teachers will utilize strategies, such as the Go To Strategies and AVID strategies, to engage students more actively in learning.</li> </ul>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>* Administration will monitor instruction through classroom walk-throughs and observations.</li> <li>* Administration will conduct data chats using diagnostic test results.</li> </ul>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Boca Raton Community Middle School maintains strong family involvement. Regular communication with families regarding general school information and events occurs through: the school web page, mass emails to all families in English, Spanish, and Creole, ROBO call outs to all parents, and Twitter.

Individual class and student information is communicated through SIS Gateway. In addition, 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 nine weeks. Additionally, Guidance Counselors send weekly grades to selected students as well as contact parents several times a nine weeks for students who are failing.

Boca Middle School has an active PTSA that involves families in school activities and fundraisers. The PTSA utilizes their website and Twitter to communicate information. Additionally, PTSA information is sent out through e-mails to parents by Mr. Slack.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data. BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The guidance department provides counseling for students on an as needed basis as well as small group sessions for specific issues, including anger management and divorce. Additionally, select staff members have been trained in Youth Mental Health First Aid. Furthermore, students identified in need of additional support are referred to Mr. Gregory Murphy, the school's Behavior Health Resource Teacher, or Ms. Maria Marshall, the school's DATA counselor. Another resource is the school based team which meets weekly to discuss students with barriers to academic and social success.

Boca Middle also takes part in the Caregiving Youth Program in which students who have the added responsibility of caring for someone at home are identified and given additional academic and emotional support as well as relief through outside services.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

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 May to welcome new students and families, by enabling them to visit classrooms, meet teachers from all departments, and learn about available clubs and athletics. The Pre-

medical Academy holds an Open House for incoming students. The AVID program also holds an Open House and Interview evening for potential students. The school hosted a special 6th grade schedule pick up day. Incoming 6th grade students were, also, offered the opportunity to participate in a boot camp day to explore the school and learn about the transition to middle school.

Outgoing eighth graders attend orientation meetings with representatives from local high schools and learn about course selection for the upcoming year. Additionally, eighth grade AVID students have the opportunity to take a tour of Boca Raton Community High School.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

N/A

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

### Part V: Budget

Total:	\$3,111.00
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