

The School District of Palm Beach County

# Boca Raton Community Middle School



2019-20 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (68%) 2016-17: A (64%) 2015-16: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.

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## School Demographics

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

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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## 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	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 and transportation.
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 also the administrator over the school wide AVID 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 and Positive Behavior Supports.

### 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	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

**FTE units allocated to school (total number of teacher units)**

119

**Date this data was collected or last updated**

Wednesday 8/7/2019

**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	
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 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	61	106	81	0	0	0	0	248

**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
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 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	61	106	81	0	0	0	0	248

## 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	
Number of students enrolled	532 (0)	591 (0)	568 (0)	1691 (0)
Attendance below 90 percent	38 (55)	54 (76)	73 (69)	165 (200)
One or more suspensions	91 (74)	123 (108)	84 (101)	298 (283)
Course failure in ELA or Math	51 (17)	86 (49)	82 (58)	219 (124)
Level 1 on statewide assessment	106 (104)	133 (152)	121 (100)	360 (356)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%
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		

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
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		

**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 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 lack of differentiation in the classrooms and inexperience in implementation of the rotational model. Also, 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? (see Guidance tab for additional information)

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.

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

1. Increase in Science Achievement
2. Increase in Overall Achievement of Students with Disabilities
3. Decrease in number of tardies to maximize instructional time for all students

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	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).
<b>Rationale</b>	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.
<b>State the measureable outcome the school plans to achieve</b>	Science achievement scores on the State Science Assessment (SSA) will improve by at least 8%, from 62% to 70%.
<b>Person responsible for monitoring outcome</b>	Peter Slack (peter.slack@palmbeachschools.org)
<b>Evidence-based Strategy</b>	All science classes will increase differentiation of instruction through 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.
<b>Rationale for Evidence-based Strategy</b>	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.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Bi-weekly PLC's with data-driven instructional planning (Mary Donnelly - Science DIL)</li> <li>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 walk throughs)</li> <li>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)</li> <li>4. Monthly PLC Support from District Science Curriculum Support Staff (Norman Reimer)</li> <li>5. Professional development in the Rotational Model and Differentiated Instruction (Nancy Holly, AP and School-based Professional Development Team)</li> <li>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 insure adherence to recommended scope and sequence and enable grade level teams to compare data for each assessment.</li> <li>7. Organize tutorials focusing on level 2s after diagnostic testing (Emily Greene, AP)</li> </ol>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)



<b>#2</b>	
<b>Title</b>	Students with Disabilities: Increase Overall Achievement of Students with Disabilities in all Core Content Areas by a minimum of 5%.
<b>Rationale</b>	Based on 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.
<b>State the measureable outcome the school plans to achieve</b>	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
<b>Person responsible for monitoring outcome</b>	Peter Slack (peter.slack@palmbeachschools.org)
<b>Evidence-based Strategy</b>	All core content area classes will increase differentiation of instruction through 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.
<b>Rationale for Evidence-based Strategy</b>	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.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Bi-weekly PLC's with data-driven instructional planning (Department Instructional Leaders in Reading, ELA, Mathemeatics, Science, and Civics)</li> <li>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)</li> <li>3. Teachers will utilize Study Island (Science), Reading Plus (ELA &amp; Reading), System 44 (Reading), Just Words (Reading), IXL (Mathematics), and Edgenuity (Civics &amp; Mathematics) to support individualized instruction for SWDs.</li> <li>4. Monthly PLC Support from District Support Staff (Norman Reimer - Science, Lori Harbaruk - ELA, Lori Dool - Civics, Pearson-Gates Grant staff - Mathematics)</li> <li>5. Professional development in the Rotational Model and Differentiated Instruction (Nancy Holly, AP and School-based Professional Development Team)</li> <li>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 insure adherence to recommended scope and sequence and enable grade level teams to compare data for each assessment.</li> </ol>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)

<b>#3</b>	
<b>Title</b>	Boca Raton Community Middle School will decrease in number of student classroom tardies by 10% (from 6,140 to 5,526) to maximize instructional time for all students.
<b>Rationale</b>	When many students are tardy to class, teachers must continually restart instruction or delay beginning instruction resulting in a considerable amount of lost instructional time.
<b>State the measureable outcome the school plans to achieve</b>	Decrease the number of tardies to class by a minimum of 10% from FY19 (6,140 to 5,526), based on information in SIS.
<b>Person responsible for monitoring outcome</b>	Peter Slack (peter.slack@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<p>A schoolwide plan for addressing tardies will be implemented as follows:</p> <ol style="list-style-type: none"> <li>1. If a student is tardy 5 times, he or she will receive an after school detention</li> <li>2. If a student is tardy a total of 10 times, he or she will receive 2 after school detentions</li> <li>3. If a student is tardy 15 times, he or she will receive a Saturday detention</li> <li>4. If a student continues to be tardy following the Saturday detention, a parent conference with administration will be set up and further consequences may be issued.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Implementation of a school wide plan supported by the entire staff and administrative team will provide consistency in addressing tardiness throughout the school.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Present tardy plan to faculty during preschool (Emily Greene, AP)</li> <li>2. Track tardies in SIS using a tardy report each day (Emily Greene, AP)</li> <li>3. Issue after school detentions to students when they reach 5 &amp; 10 tardies (Assistat Principals)</li> <li>4. Issue Saturday Detentions to students when they are tardy 15 times (Assistant principals)</li> <li>5. Hold parent conferences for students for whom tardies persist after all consequences have been administered (Assistant Principals).</li> </ol>
<b>Person Responsible</b>	Peter Slack (peter.slack@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

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.

Boca Raton Community Middle School implements AVID Schoolwide through the integration of AVID strategies on all classrooms. 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).

## 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 Schoolwide Improvement Plan 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.**

N/A

#### 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.**

N/A

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

N/A

**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						
<b>1</b>	<b>III.A.</b>	<b>Areas 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).</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1491 - Boca Raton Community Middle	School Improvement Funds	1000.0	\$1,000.00
<i>Notes: Supplies and student incentives for Science Tutorials will be purchased</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Students with Disabilities: Increase Overall Achievement of Students with Disabilities in all Core Content Areas by a minimum of 5%.</b>				<b>\$750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	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>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Boca Raton Community Middle School will decrease in number of student classroom tardies by 10% (from 6,140 to 5,526) to maximize instructional time for all students.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$1,750.00</b>