

The School District of Palm Beach County

Boca Raton Community Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	24

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: 7/1/2021

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	[not available]

* 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
Lee, Lisa	Principal	<p>As the Instructional Leader of the School, Directing and Managing Culture, Systems and Instruction, the principal ensures the State Statues, District Policies, and Mission and Vision of the District and School in order to ensure student success. The principal directly supervises all staff and is the top communicator to all stakeholders, staff capacity builder, and monitor of systems including:</p> <ul style="list-style-type: none"> School Safety, Health and Facility School Wide Positive Behavior Support and Discipline Code of Conduct Teacher Evaluations/Observations Progress monitoring of instruction in core areas (M,S,SS,LA) and elective coursework Ensure equity in accelerated coursework Ensure choice program success and growth in industry certification MTSS and students in need of intervention Staff Development and Teacher Capacity Parent and Community Involvement (SAC/PTA)
Pribell, Joyce	Assistant Principal	<p>The 6th Grade Assistant-Principal responsibilities begin with ensuring the safety and supervision of the students, including café, transitions, arrival, and dismissal. As the instructional leader of English Language Arts and Reading, monitoring effective instruction/observations including attending PLCs with data chats using EDW/Unify data in this area is critical. Responsibilities also ensure the progress monitoring of 6th grade MTSS students and FSQs USAs proficiency and compliance. Other responsibilities including SWPBS/expectations, discipline/code of conduct and threat assessment team, School Testing Coordinator, oversee VIPS, and FSA tutorial director.</p>
Hodgens, Jude	Assistant Principal	<p>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.</p>
Greene, Emily	Assistant Principal	<p>Emily Greene is the 8th Grade Assistant Principal. She is the instructional leader for the Science and Mathematics Departments. Her responsibilities include Master Board and Scheduling, Positive Behavior Supports.ESP and BTAP Coordinator, Professional Development, and AVID Administrator</p>

Name	Title	Job Duties and Responsibilities
Sigelakis, Gail	ELL Compliance Specialist	Ms. Sigelakis is the ELL Coordinator, and is also our School Based Team Leader, and AVID coordinator, she has 3 teachers and 2 CLFs in her domain and ensures the instructional equity and effectiveness of the ELL instructional program.
Buccarelli, Michael	Teacher, ESE	Mr. Buccarelli is the ESE coordinator with 6 VE/ESE push in teachers and 3 IND self contained teachers; as well as 2 ASD/Asperger's teachers with paraprofessionals, and 1 EBD teacher who mainstreams with the students throughout the day. We also offer SLP/OT/PT as needed by each students IEP. Mr. Buccarelli is responsible for SAC - School Advisory Council Chair.

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

12

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.*

23

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,305

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	376	416	509	0	0	0	0	1301
Attendance below 90 percent	0	0	0	0	0	0	51	18	14	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	4	26	38	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	4	68	59	0	0	0	0	131
Course failure in Math	0	0	0	0	0	0	3	67	53	0	0	0	0	123
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	59	76	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	59	76	0	0	0	0	173
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	145	208	186	0	0	0	0	539
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	166	186	146	0	0	0	0	498

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	83	66	64	0	0	0	0	213

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	23	39	30	0	0	0	0	92
Students retained two or more times	0	0	0	0	0	0	2	5	0	0	0	0	0	7

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - 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	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	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	

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	34	25	25	0	0	0	0	84
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%			63%	58%	54%	67%	56%	53%
ELA Learning Gains	53%			55%	56%	54%	65%	57%	54%
ELA Lowest 25th Percentile	35%			49%	49%	47%	56%	49%	47%
Math Achievement	60%			74%	62%	58%	74%	61%	58%
Math Learning Gains	41%			68%	60%	57%	72%	61%	57%
Math Lowest 25th Percentile	23%			57%	53%	51%	59%	54%	51%
Science Achievement	57%			62%	52%	51%	67%	55%	52%
Social Studies Achievement	78%			80%	75%	72%	76%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	63%	58%	5%	54%	9%
Cohort Comparison						
07	2021					
	2019	57%	53%	4%	52%	5%
Cohort Comparison		-63%				
08	2021					
	2019	63%	58%	5%	56%	7%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	68%	60%	8%	55%	13%
Cohort Comparison						
07	2021					
	2019	42%	35%	7%	54%	-12%
Cohort Comparison		-68%				
08	2021					
	2019	74%	64%	10%	46%	28%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	51%	8%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	72%	6%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	60%	38%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Teachers and administrators track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. We utilize Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67.2	57.9	62.0
	Economically Disadvantaged	53.8	43.7	48.5
	Students With Disabilities	24.1	12.5	13.4
	English Language Learners	30.0	16.7	20.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57.4	56.0	61.8
	Economically Disadvantaged	50.0	44.6	46.0
	Students With Disabilities	14.8	17.2	20.0
	English Language Learners	29.3	21.7	24.0
	Grade 7			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.6	59.2	60.1
	Economically Disadvantaged	61.0	51.4	52.3
	Students With Disabilities	36.7	27.7	27.1
	English Language Learners	27.8	22.8	19.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.9	46.2	41.9
	Economically Disadvantaged	37.4	39.1	34.1
	Students With Disabilities	18.8	19.1	15.7
	English Language Learners	26.3	28.6	21.2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	60.8	70.6
	Economically Disadvantaged	0	55.5	64.5
	Students With Disabilities	0	36.4	41.8
	English Language Learners	0	39.2	38.7

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76.1	73.0	73.0
	Economically Disadvantaged	67.0	62.1	62.8
	Students With Disabilities	42.0	33.9	36.2
	English Language Learners	52.5	38.6	40.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.2	50.3	56.9
	Economically Disadvantaged	34.3	41.6	47.2
	Students With Disabilities	7.3	18.3	16.9
	English Language Learners	34.1	43.1	47.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	59.7	70.5	81.1
	Economically Disadvantaged	53.8	65.1	72.0
	Students With Disabilities	33.3	45.5	52.5
	English Language Learners	38.2	55.2	58.1
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	30	23	22	22	17	22	58	56		
ELL	44	47	37	43	34	23	29	70	70		
ASN	81	76		81	56		63	83	74		
BLK	39	41	21	30	24	14	33	55	81		
HSP	60	50	37	54	39	24	56	78	79		
MUL	59	46	50	64	36		53	73	65		
AMI	42	33		36	27						
WHT	69	58	41	70	47	30	65	85	80		
FRL	52	47	31	47	34	22	45	73	70		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	73
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	56
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	35
Native American Students Subgroup Below 41% in the Current Year?	YES
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	60
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The largest trend in grades 6-8 was a decline in learning gains for both reading and math for the lowest 25% of students. From a previous 49% in reading we went down to 35% to math which declined from 57% to 23%. Proficiency in math also dropped from 74 to 60. The subgroups that took the largest dip were the Hispanic males and Black males which dropped significantly in both reading and math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Consistently across English Language Arts and Mathematics, the area in greatest need of improvement is the performance of the lowest 25% of students. While overall proficiency in ELA based on the 2019 FSA and the Spring 2021 progress monitoring through USAs is 63% and 65%, respectively, the achievement of the lowest 25% remained at 49% on the 2019 FSA and 35% on the 2021 FSA. Similarly, on the 2019 FSA, overall proficiency in Mathematics was 74% and on progress monitoring, 54%, while the lowest 25% in Mathematics scored 57% on the 2019 FSA and only 23% on the 2021 FSA. Other areas including Learning Gains in ELA and Mathematics as well as overall proficiency in Civics and Science did not show such dramatic declines in performance in any of the data over the past three years.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This need for improvement in the low 25% of students in English Language Arts and Mathematics has several contributing factors:

1. Students in the low 25% were identified, but not specifically targeted for interventions aimed at deficiencies identified through ongoing progress monitoring.
2. The rotational model was not widely used across all academic classrooms.
3. The majority of teachers in ELA and Mathematics have inadequate training in differentiating instruction to address the needs of Students with Disabilities and ELL students, many of whom fall into the low 25%.

Actions needed in order to address this need for improvement will address the contributing factors to the problem:

1. Identify and specifically target students in the low 25%. Use progress monitoring of FSQs and USAs to identify the specific benchmarks that are weakest and create plans to remediate the lowest 25% of students in these areas.
2. Provide professional development and modeling through classroom observations in the effective use of the rotational model of instruction.
3. Provide training in differentiating instruction along with effective strategies for working with ELLs and SWDs, particularly focusing on AVID strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2019 EOC showed a 5% gain in performance in Civics from the previous year, but progress monitoring from Spring 2021 showed a 9% decline. In ELA And Science, 2021 progress monitoring showed an increase from the 2019 FSA, with Science increasing 19% from the previous year. However, the progress monitoring data in these subject areas was not reflected in the 2021 FSAs where performance in both subjects declined slightly from 2019. In looking at all of the data, Civics is still the component that shows the most consistency in high scores and in improvement from previous years.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factors that contributed to improvement in Civics were:

1. A District resource teacher in social studies worked regularly with the Civics team to facilitate stakes-based lesson planning.
2. Civics was a focus for improvement in 2019, so data was continuously analyzed and drove the instructional cycle.
3. "Edgenuity" was implemented in all Civics classes, which is a program designed to improve student test scores by providing practice.

What strategies will need to be implemented in order to accelerate learning?

1. Incorporate engagement and monitoring strategies in large group such as: board config, whiteboards, exit tickets, response cards, interactive notebooks, and turn and talks focused around the standard.
2. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
3. Incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies as well as analyze current data and change instruction to ensure those who are not proficient
5. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
6. Administrator to teacher Data Chats and teacher to student Data Chats quarterly to monitor proficiency and lowest 25% performance.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Marzano engagement and monitoring strategies; interactive notebooks/AVID strategies
PD in technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, to integrate knowledge.

Smart Board Technology training; Unify/Data Resource training (EDW/Performance Matters) for upcoming data chats between teachers, administrators, and students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success R.E.A.L. and communicating these expectations to parents via student handbook, and monitoring SwPBS through data and AVID strategies, lessons and resources. We will provide student assemblies, campaigns through school-news, and visuals of our positive "Real Wheel" for student incentives. We will introduce our supports in mental health to the parents through out bi-weekly newsletter, and showcase student positive achievements. In our pre-Cambridge program, students are working towards college readiness by utilizing Cambridge strategies to become thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

<p>Area of Focus Description and Rationale:</p>	<p>When we focus on standards based instruction, differentiation, and engagement to increase students achievement and learning gains in ELA and MATH then we will increase student achievement and ensure alignment to the District's Strategic Plan, specifically Theme 1-Goal3, College and Career Readiness.</p> <p>The results of our Math/ELA Low 25% gains and overall Math Achievement scores were some of our lowest performing categories when comparing the FSA scores from SY19 to SY21. The Math school wide achievement scores decreased 14 points and the Math Low 25% decreased by 34 points while the ELA Low 25% decreased by 14 points.</p>
	<p>Our goal is to be strategic and focus on standard based instruction to ensure best practices/engagement and differentiation. We want to give all of our students the opportunity to reach their potential and increase student achievement.</p>
<p>Measureable Outcome:</p>	<p>By June, 2022 we will increase the overall percentage of students achieving a level 3 or more in math by 10% this would get our school back to 70% proficient, (from 60%) in the area of math. In the areas of the Lowest 25% learning gains in math by 20% and in ELA by 20%. This will give us an increase from 23 to 43 and from 35 to 55, respectively.</p>
<p>Monitoring:</p>	<p>Administration and leadership team will review progress monitoring data monthly at leadership meetings, and then conduct data chats during PLCs with teachers to drill down to the classroom level. FSQ/USA data will be shared as well within the faculty meeting.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Lisa Lee (lisa.lee@palmbeachschools.org)</p>
<p>Evidence-based Strategy:</p>	<ol style="list-style-type: none"> 1. Incorporate engagement and monitoring strategies in large group such as: board config, whiteboards, exit tickets, response cards, interactive notebooks, and turn and talks focused around the standard. 2. Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 3. Incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, to integrate knowledge. 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies as well as analyze current data and change instruction to ensure those who are not proficient 5. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support. 6. Administrator to teacher Data Chats and teacher to student Data Chats quarterly to monitor proficiency and lowest 25% performance.
<p>Rationale for Evidence-based Strategy:</p>	<ol style="list-style-type: none"> 1. Engagement/Monitoring strategies are a Marzano technique that ensures that the teacher is monitoring consistently, and not by just a few. 2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. 3. Both IXL and Math Nation have aided in significantly increasing student achievement when the

programs used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

5. Students who participate in the FSA tutoring program have demonstrated an increase in student

achievement based on the most recent data from standardized assessments.

6. Data Chats are critical for teachers identifying the proficient, lowest 25% and student movement in order to put plans in place for students that need the most help.

Action Steps to Implement

1. Engagement/Monitoring strategies are a Marzano technique that ensures that the teacher is monitoring consistently, and not by just a few.

Person Responsible Joyce Pribell (joyce.lochanpribell@palmbeachschools.org)

2. Incorporate Small group instruction:

a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

b. Teachers will analyze student data to determine strengths and weaknesses in content area.

c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELL).

d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible Emily Greene (emily.greene@palmbeachschools.org)

3. Adaptive Technology (IXL, Math Nation, Reading Plus, Study Island):

a. Provide teachers with professional development to ensure appropriate use of adaptive technology.

b. Teachers will develop a rotational schedule to ensure all students have access to technology.

c. Teachers will engage students in small group instruction based on adaptive technology results.

d. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible Joyce Pribell (joyce.lochanpribell@palmbeachschools.org)

4. PLC's/Professional Development:

a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.

b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

d. DILs will assist with standards-based planning to build

teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Person Responsible Jude Hodgens (jude.hodgens@palmbeachschools.org)

5. Tutorials:

a. Analyze student data to determine students for tutorial groups and the support necessary.

- b. Choose research-based supplemental materials and resources to during tutorials.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible Jude Hodgens (jude.hodgens@palmbeachschools.org)

6. Administrator to teacher Data Chats and teacher to student Data Chats quarterly to monitor proficiency and lowest 25% performance.

Person Responsible Lisa Lee (lisa.lee@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 283 out of 553, Moderate when compared to all middle/junior schools statewide. We reported 3.3 incidents per 100 students. This rating was for a total enrollment of 1557, with 33 incidents for 2019-2020 school year. This is less than statewide incident rate which is 4.2.

When looking at the ranking details violent incidents are rated moderate. With ranking at 271/553 and 26 incidences, we are moderately related to the state averages. Our issues fall under Fighting, Physical Attack, Bullying, and Harassment. Our property incidents are ranked Very High at 500/553 and 5 incidences due to the vandalism or theft. Last, we are rated High for Drug/Public Order incidents 332/553 for the State and 22/36 for the County including 21 incidences for Tobacco and drugs. Our total reported suspension ranked moderate/middle compared to the state. We had 182 in-school suspensions and 119 out of school suspensions in 2019-2020 which is significantly lower than last year (2018-2019 with 248 in school and 178 out of school suspensions).

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success R.E.A.L. and communicating these expectations to parents via student handbook, and monitoring SwPBS through data and AVID strategies, lessons and resources. We will provide student assemblies, campaigns through school-news, and visuals of our positive "Real Wheel" for student incentives. We will introduce our supports in mental health to the parents through out bi-weekly newsletter, and showcase student positive achievements. In our pre-Cambridge program, students are working towards college readiness by utilizing Cambridge strategeis to become thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. With our largest incidents, tobacco, we have created a system of support to reduce the days of out-of-school suspensions and provide an alternative solution for student counseling and therapy through our DATA program.

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.

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 maintains strong family involvement through regular communication with families regarding general school information and events via: the school web page, "Cobra Corner" newsletter, emails and call outs in English, Spanish, and Portuguese as well as Twitter and facebook. Individual class and student information is communicated through SIS Gateway.

Boca Middle has an active PTSA that involves families in school activities and fundraisers such as the "Boca Bash" and Cobra t-shirt sales all year long. 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. Nicole, 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. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students: Give voice and their actions to the PBS REAL program and participate in various student Clubs and Athletics. Each year we are able to gather feedback through the student culture survey.

Parents: Our parents participate in our night of expectations, biweekly in our newsletter, which we
 PTSA: Our partners who create service/giving projects for the students and staff as well as fundraise for those projects such as Honors Lunches, Boca Bash, Teacher Appreciation Week.
 Community/City of Boca Raton: Our partners include parks and rec sharing as well as Golden Bell Grant opportunities
 Business Partners: Runner's Edge provides the staff with quality t shirts as well as athletic discounts for purchases
 DATA: Drug and Alcohol counselor is co-located and provides for student counseling
 SAC: Teachers, parents and community members who meet monthly to advise on the school improvement goals and school culture and effectiveness.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students 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 in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.
- (h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.
- (q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.
- (t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
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	Total: \$0.00
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