

The School District of Palm Beach County

Boca Raton Community Middle School



2017-18 Schoolwide Improvement Plan

Boca Raton Community Middle School

1251 NW 8TH ST, Boca Raton, FL 33486

<https://brms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

	2016-17	2015-16	2014-15	2013-14
Year				
Grade	A	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Boca Raton Community Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Boca Raton Community Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans.

Boca Raton Community Middle School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS Programs.

Specifically, the SwPBS program at Boca Raton Community Middle School promotes the universal guidelines and expected behaviors through the "Be R.E.A.L." campaign. The behavior matrix focuses on students being Respectful, Empathetic, Accountable Learners in all areas of the school. Expected behaviors are explicitly taught using structured lessons during the first week of school, the first week students return from winter break, and semester grade level assemblies. Behaviors are continually 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.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Boca Raton Community Middle School has Before-School and After-School programs in which students are supervised by teachers and/or staff members. The programs provide opportunities for students to receive assistance with academics and interact informally with the teachers while they have a safe place to stay before and after regular school hours.

Procedures for student arrival and departure have been established so that all areas of the school are well supervised by staff so students can feel safe. Sixth grade students are housed in the gymnasium in the mornings to alleviate the number of students in the courtyard and to provide them with additional security. Positive interactions between staff and students during these supervised periods is encouraged to further build trusting relationships among students and staff.

Boca Middle is identified by the Anti-Defamation League as No Place for Hate school. Students participate in anti-hate activities designed to teach understanding among different genders, races, religions, and sexual orientations. Safe Schools Ambassadors are also trained in diffusing potential bullying situations.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Through SwPBS, Boca Middle School has established a school wide system of expectations and supports for student behavior with the goal of reducing disciplinary incidents and maximizing instructional time. A matrix of behavioral expectations for every area of the school was developed by the SwPBS committee with input from the entire staff. Individual matrices are posted in each area to remind students and staff of the expectations. Additionally, a list of Major Incidents and Minor Incidents have been developed by the entire staff and protocols for handling the two different types of incidents have been established. The behavior system includes rewards and consequences that are consistent across the campus. Students and staff have frequent opportunities to receive rewards for following the system.

Staff are trained in utilizing the School wide positive behavior system in the following ways:

- New teachers are introduced to the system during the pre-preschool luncheon meeting
- Returning staff receives a refresher at the preschool faculty meeting
- Professional Development Days include a rotation for SwPBS in which an aspect of the behavior system is clarified, practiced, and/or enhanced.
- The SwPBS team provides updates on discipline data and training on classroom interventions at each monthly faculty meeting

Students are introduced to the system of expectations at the beginning of the year grade-level assemblies. They receive ongoing training through individual classroom management. Teachers

utilize the SwPBS system in classroom management plans and refer to it daily throughout the year to address both positive and negative behaviors.

d. 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 included in the school's mentoring program. Students' names are provided to the faculty and staff who may choose one or more students to mentor for the school year. Teachers meet individually with students each week and keep up with students' academic and behavioral progress by talking to the student and the student's other teachers. Mentoring teachers provide extra support where needed. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Boca Raton Community Middle School's Early Warning System identifies students who may be off track by the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, in-school or out-of-school
- Course failure in English Language Arts or Mathematics
- Level 1 score on standardized assessments in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

1. 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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students identified as failing ELA or Math are enrolled in Course Recovery, an after school program during which they can recover course credits and receive remediation in missed skills. When necessary, students who do not complete Course Recovery during the after school program work with guidance counselors during an elective. Students who score a Level 1 or 2 on standardized tests are enrolled in Intensive Reading/ Math the following school year to remediate skills.

Behavior issues are addressed through Tier 1 interventions in accordance with the School wide Positive Behavior Single School Culture Initiative. Classroom interventions are documented until either the behavior is remediated or the student is identified as potentially in need of Tier 2 interventions. In such cases, the School Based Team process begins.

The school-based RtI Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

Every school is required to have a functioning Problem Solving/ (SBT/RtI). The SBT follows a structured problem-solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow-up to students and families in need.

When a general education student is exhibiting behavior challenges, the student MUST be referred to the Problem Solving/SBT. The Problem Solving/SBT will consider evidence-based interventions for the student and develop an appropriate intervention plan in accordance with the School District's Response to Intervention model. Evidence-based interventions are implemented and monitored to check the progress of the student via the RtI plan

The team will meet weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

After determining that effective Tier 1-Core Instruction is in place, the school-based RtI Leadership Team will identify students who are not meeting identified academic and/or behavioral targets through data analysis and discussion. Those students found to be in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies.

The SBT will use the Problem Solving Model* to conduct all meetings. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

The school-based RtI Leadership Team will conduct all meetings utilizing the Problem Solving Model*, which is comprised of the following four steps:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles to achieve optimal

outcomes for all students. This process is strongly endorsed by both IDEA and NCLB, both of which support all students achieving benchmarks regardless of their status in general or special education.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): The Exceptional Student Education department considers individual student needs and Individual Education Plan (IEP) goals when planning for intervention strategies in order to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Boca Raton Community Middle School maintains strong family involvement. Regular communication with families regarding general school information and events occurs through: the school Edline 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 class Edline pages and regular grade updates to Edline. 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 sends out a newsletter of current events, utilizes their website and Twitter to communication information. Information for PTSA is also sent out through Edline.

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.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Boca Raton Community Middle School builds and sustains partnerships with the community to help improve student achievement and involvement. Partnerships have been developed with community organizations to provide support both academically and physically to our students.

The Student Government Association works within the community to build relationships through community service projects.

Our Athletic Director builds relationships with businesses to help support our athletic department.

Our PTSA works with various community members to enhance BRCMS.

C. Effective Leadership

1. School Leadership Team

a. 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
Corcoran, Jennifer	Assistant Principal
Holly, Nancy	Assistant Principal

b. Duties

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

Leadership Team Roles:

- Peter Slack (Principal): Science Department and Academy Administrator
- Jude Hodgens (Assistant Principal): Social Studies, Electives, Seventh Grade Administrator, Crisis Team Leader, School Safety, Transportation, Textbooks and Supplies, Facilities
- Nancy Holly (Assistant Principal): English Language Arts, Reading, Eighth Grade Administrator, SwPBS Administrator, ESP Coordinator, Scheduling
- Jennifer Corcoran (Assistant Principal): Mathematics, ESE, ELL, Sixth Grade Administrator, Testing Coordinator, Khan Academy, Edmodo and Twitter Coordinator, School Improvement Plan

The School Leadership Team serves as Instructional Leaders by attending Professional Learning Community meetings and helping facilitate data-based decision making regarding identifying areas of need and best practices for improving student achievement. Additionally, the leadership team conducts all classroom observations and provides clear and focused feedback related to the observed Domains. The team holds a weekly meeting to discuss school operations and plan ahead for the coming week. In addition, all team members attend the monthly Instructional Coalition meeting with Department Instructional Leaders.

2. 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Peter Slack	Principal
Ricardo Perez	Parent
Amy Finneran	Teacher
Marie Karl	Teacher
Shervaughn Mills	Parent
Beth Peschl	Education Support Employee
Brenda Dar	Teacher
Brooke Schonfeld	Business/Community
Daylena Ruiz Garcia	Parent
David Law	Teacher
Debra Klarberg	Parent
Dr. Doreen K. D'Angelo	Business/Community
Gail Sigelakis	Teacher
Heather Kinzer	Teacher
Iosbel Cardoso Fernandez	Parent
Kerry Maione	Teacher
LA Perkins	Parent
Linda Schweitzer	Parent
Manuela Muir	Parent
Marina Aquino	Parent
Mary Donnelly	Teacher
Mayra Renteria	Teacher
Noory Etezady	Parent
Parker Ladle	Student
Rebecca Elman	Parent
Silke Dodel	Parent
Sophia Mills	Student
Steven Smith	Parent
Charmain Postel	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of FY2017, the SAC reviewed the school improvement plan goals and discussed whether various barriers had been overcome by the strategies implemented over the past year.

b. Development of this school improvement plan

The SAC reviewed data at the end of FY17 and the beginning of FY18 and made recommendations regarding targets and goals for improvement. The SAC gave final approval on selected targets and goals.

c. Preparation of the school's annual budget and plan

The SAC will monitor the diagnostic data and continue to make recommendations regarding improvement and movement toward defined targets. The SAC will consider only those proposals for utilizing SAC funds that directly impact current School Improvement Goals.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were allocated as follows:

- \$700 for School Based Team Leader
- \$3,902 for Technology
- \$3,000 for CPS Clickers
- \$1,500 for field trip fund to support student who cannot afford to pay
- \$600 for Traveling Chemist In-house field trip
- \$1,000 for Student Government to host Regional Conference
- \$2,000 for school wide behavior program to purchase student incentives
- \$2,000 remained in the budget to begin FY2017

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

In order to meet SAC Membership Compliance, current SAC members will work with teachers, students, parents, and community members to inform additional stakeholders of the need for their participation and membership. SAC members will also work closely with PTSA to inform the parents and community of the need for their participation.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Corcoran, Jennifer	Assistant Principal
Holly, Nancy	Assistant Principal
Milano, Doris	Teacher, K-12
Darr, Brenda	Teacher, K-12
Slack, Peter	Principal
Gonzalez, Laura	Teacher, K-12
Sigelakis, Gail	Teacher, K-12
Maione, Kerry	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The members meet to brainstorm and initiate school wide programs to encourage reading and literacy throughout our school campus. The primary goal of this committee is to encourage reading among our adolescent population. The Reading Plus program is currently being promoted for all students. Additionally, the Media Specialist provides various reading contests throughout the year to encourage students to read.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Boca Raton Community Middle School encourages collaboration within academic departments and across grade levels. The Master Board has been organized to schedule common planning for every teacher within a Department. Twice weekly Professional Learning Community meetings are held during this common planning time. Teams collaborate on: Learning Goals, Instructional Strategies, and Common Assessments. Research based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Currently, subject areas are using Common Scales and Assessments for all major standards and benchmarks. (Strategic Initiative #1: Pillars of Effective Instruction)

Positive relationships among teachers are encouraged as part of the Schoolwide Positive Behavior Supports. A built-in component of the system is a teacher and staff recognition program in which teachers and staff are able to recognize colleagues on a rotating basis each week by anonymously passing along a stuffed Cobra and sending an email to the principal describing positive qualities of the receiver. The emails are sent out to all faculty and staff to publicly recognize those teachers and staff members.

"Now Showing" is an ongoing program in which teachers who have expertise in specific instructional strategies open their classrooms to visits from colleagues. This encourages sharing of skills and ideas and allows all teachers to promote their strengths.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): Special education teachers attend Professional Learning Community meetings with general education teachers in order collaborate on methods to meet student's academic needs and make instructional decisions. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In order to recruit and retain highly qualified, effective teachers, the following strategies are implemented:

- (1) Recruiting at district and local university job fairs - Administrative Team
- (2) Regular meetings with new teachers and their mentors through the ESP program and the school-based BTAP program to provide ongoing assistance - Nancy Holly, Assistant Principal and ESP Contact, Gail Sigelakis - BTAP Coordinator; BTAP Teacher Team.
- (3) Partnering new teachers with veteran staff - Nancy Holly, Assistant Principal and ESP Contact
- (4) Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

In addition to the ESP, Boca Raton Community Middle School has established a unique mentoring program for new teachers and teachers who are new to the school. Based on the district's formerly supported BTAP (Beginning Teachers Assistance Program), a team of veteran teachers have implemented a plan to provide orientation and ongoing support. The Boca Middle BTAP initiated new teachers with a pre-preschool breakfast to provide basic orientation information regarding Boca Raton Middle School. Ongoing support includes weekly meetings to address specific topics as well as informal questions and concerns. Currently, twenty-four teachers are participating in BTAP. Each new teacher has a designated mentor. Mentors were selected based on: years of experience, effective or highly effective evaluations, desire to work with new teachers, and subject-area compatibility.

Both the ESP and BTAP align with the district's Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar of Effective Instruction, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Boca Raton Community Middle School uses the instructional materials provided by the School District of Palm Beach County that are aligned to the Florida State Standards in each subject area. In twice weekly Professional Learning Communities, teachers unpack the standards, create learning goal scales, and develop lesson plans and assessments based on the subject area standards and the Florida Core Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Boca Raton Community Middle School uses Learning Team Meetings to disaggregate and analyze data on standardized state tests and classroom assessments and assignments. Data is used to determine which students are achieving the standards as instructed, which students are exceeding the standards and require enrichment, and which students are not meeting standards and require remediation.

Instruction is modified to reach more learners in the following ways:

- Use of instructional technology
- Small group instruction
- Learning stations
- Individual teacher conferences and one-on-one instruction
- Provision of lower level or higher level reading material on the same topic
- Cooperative learning strategies
- Cornell note taking strategies
- explicit teaching of AVID Academic Language Scripts
- language coaching as outlined by the AVID program

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): Specially designed instruction per student's IEP needs is provided. Strategic Instructional Model is used in Learning Strategy classrooms. Accommodations are integrated into Lesson Plans.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 and Mathematics Academies hold an Open House for incoming students newly accepted to the academy programs. AVID 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.

b. College and Career Readiness

1. 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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase students' proficiency to on grade level (3 or higher) by 8th grade in order to ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase students' proficiency to on grade level (3 or higher) by 8th grade in order to ensure high school readiness.

1a

G094876

Targets Supported 1b

Indicator	Annual Target
High School Readiness	77.0
High School Readiness	67.0
FSA ELA Achievement	67.0
FSA Mathematics Achievement	74.0
Statewide Science Assessment Achievement	68.0
Civics EOC Pass	84.0

Targeted Barriers to Achieving the Goal 3

- Insufficient family involvement and support
- Difficulty in implementing differentiated instruction across all content areas.
- Challenges in addressing the social and emotional needs of all students regardless of race, ethnicity, or gender.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Media Center or Computer Lab
- Instructional Coalition of teacher leaders and mentors
- Professional learning communities to plan and share differentiation strategies
- School wide implementation of AVID strategies
- School Professional Development team
- Professional Development opportunities available through the district
- Performance Matters, EDW, & SIS

Plan to Monitor Progress Toward G1. 8

FSQ and USA data will be monitored at the Instructional Coalition Meeting to measure ongoing progress

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/19/2017 to 9/19/2017

Evidence of Completion

A graph in the conference room will display data and show progress toward goals.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase students' proficiency to on grade level (3 or higher) by 8th grade in order to ensure high school readiness. **1**

 G094876

G1.B1 Insufficient family involvement and support **2**

 B255229

G1.B1.S1 Host opportunities for parent involvement at the school. **4**

 S269718

Strategy Rationale

Providing structured opportunities for parents to become involved in the school community will increase family involvement.

Action Step 1 **5**

Host the BRCMS Night of Expectations (Open House).

Person Responsible

Jennifer Corcoran

Schedule

On 9/28/2017

Evidence of Completion

E-mails to parents, Curriculum Night agendas & sign-in sheets

Action Step 2 **5**

Hold monthly Coordinator Coffee meetings for parents of ELL students.

Person Responsible

Kerry Maione

Schedule

Monthly, from 9/28/2017 to 6/1/2018

Evidence of Completion

Meeting agendas & sign-in sheets

Action Step 3 5

Host a curriculum night during the second semester.

Person Responsible

Jennifer Corcoran

Schedule

On 2/8/2018

Evidence of Completion

E-mails to parents, Curriculum Night agendas & sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of master calendar

Person Responsible

Kerry Maione

Schedule

Monthly, from 9/28/2017 to 6/1/2018

Evidence of Completion

Master calendar, e-mails to parents

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor family involvement

Person Responsible

Jennifer Corcoran


Schedule

Monthly, from 9/18/2017 to 5/31/2018


Evidence of Completion

Attendance at events via sign-in sheets, parent volunteer hours, parent surveys

G1.B2 Difficulty in implementing differentiated instruction across all content areas. **2**

 B255230

G1.B2.S1 Provide opportunities for teacher collaboration and professional development. **4**

 S269719

Strategy Rationale

Collaboration and professional development will ensure best practices are used in classroom instruction.

Action Step 1 **5**

Establish content area PLCs.

Person Responsible

Nancy Holly

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

PLC meeting agendas & notes

Action Step 2 **5**

Provide professional development focused on differentiation techniques.

Person Responsible

Kerry Maione

Schedule

Semiannually, from 11/3/2017 to 2/16/2018

Evidence of Completion

Action Step 3 5

Utilize the following AVID strategies school wide: Cornell Notes, academic language scripts, and academic language coaching.

Person Responsible

Nancy Holly

Schedule

Daily, from 8/28/2017 to 5/31/2018

Evidence of Completion

Classroom observation data, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review PLC documentation, PD agendas, and AVID meeting notes

Person Responsible

Nancy Holly

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

PLC documentation, PD agendas, and AVID meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

FSQ & diagnostic data will analyzed.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

FSQ & diagnostic data, lesson plans, classroom observation data

G1.B3 Challenges in addressing the social and emotional needs of all students regardless of race, ethnicity, or gender. 2

B255231

G1.B3.S1 Provide interventions for students affected by attendance and behavior issues. 4

S269720

Strategy Rationale

Identifying issues and providing support for students will enable the school to meet students' social and emotional needs.

Action Step 1 5

Analyze school attendance data and address truancy and tardy issues.

Person Responsible

Marie Karl

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

SIS attendance reports, teacher referrals, SBT meeting notes

Action Step 2 5

Analyze student behavior data and provide interventions.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

EDW reports, ISS/OSS reports, SwPBS meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review attendance data and monitor interventions at SBT meetings.

Person Responsible

Marie Karl

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

SIS attendance reports, SBT meeting notes, guidance counselor team meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review behavior data and monitor school wide response at SwPBS meetings.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

SwPBS meeting agendas & notes, ISS/OSS reports, lunch detention counts

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Behavior & attendance data will be reviewed at Instructional Coalition meetings.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

SIS attendance reports, EDW reports, comparative graphs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M385144	FSQ and USA data will be monitored at the Instructional Coalition Meeting to measure ongoing...	Corcoran, Jennifer	9/19/2017	A graph in the conference room will display data and show progress toward goals.	9/19/2017 monthly
G1.B1.S1.A1 A360410	Host the BRCMS Night of Expectations (Open House).	Corcoran, Jennifer	9/28/2017	E-mails to parents, Curriculum Night agendas & sign-in sheets	9/28/2017 one-time
G1.B1.S1.A3 A360412	Host a curriculum night during the second semester.	Corcoran, Jennifer	2/8/2018	E-mails to parents, Curriculum Night agendas & sign-in sheets	2/8/2018 one-time
G1.B2.S1.A2 A360414	Provide professional development focused on differentiation techniques.	Maione, Kerry	11/3/2017		2/16/2018 semiannually
G1.B1.S1.MA1 M385137	Monitor family involvement	Corcoran, Jennifer	9/18/2017	Attendance at events via sign-in sheets, parent volunteer hours, parent surveys	5/31/2018 monthly
G1.B2.S1.MA1 M385139	FSQ & diagnostic data will analyzed.	Corcoran, Jennifer	9/18/2017	FSQ & diagnostic data, lesson plans, classroom observation data	5/31/2018 monthly
G1.B2.S1.MA1 M385140	Review PLC documentation, PD agendas, and AVID meeting notes	Holly, Nancy	8/28/2017	PLC documentation, PD agendas, and AVID meeting notes	5/31/2018 quarterly
G1.B2.S1.A1 A360413	Establish content area PLCs.	Holly, Nancy	8/28/2017	PLC meeting agendas & notes	5/31/2018 weekly
G1.B2.S1.A3 A360415	Utilize the following AVID strategies school wide: Cornell Notes, academic language scripts, and...	Holly, Nancy	8/28/2017	Classroom observation data, lesson plans	5/31/2018 daily
G1.B3.S1.MA1 M385141	Behavior & attendance data will be reviewed at Instructional Coalition meetings.	Corcoran, Jennifer	9/18/2017	SIS attendance reports, EDW reports, comparative graphs	5/31/2018 monthly
G1.B3.S1.MA1 M385142	Review attendance data and monitor interventions at SBT meetings.	Karl, Marie	9/18/2017	SIS attendance reports, SBT meeting notes, guidance counselor team meeting notes	5/31/2018 monthly
G1.B3.S1.MA3 M385143	Review behavior data and monitor school wide response at SwPBS meetings.	Corcoran, Jennifer	9/18/2017	SwPBS meeting agendas & notes, ISS/OSS reports, lunch detention counts	5/31/2018 monthly
G1.B3.S1.A1 A360416	Analyze school attendance data and address truancy and tardy issues.	Karl, Marie	9/18/2017	SIS attendance reports, teacher referrals, SBT meeting notes	5/31/2018 weekly
G1.B3.S1.A2 A360417	Analyze student behavior data and provide interventions.	Corcoran, Jennifer	9/18/2017	EDW reports, ISS/OSS reports, SwPBS meeting notes	5/31/2018 monthly
G1.B1.S1.MA1 M385138	Review of master calendar	Maione, Kerry	9/28/2017	Master calendar, e-mails to parents	6/1/2018 monthly
G1.B1.S1.A2 A360411	Hold monthly Coordinator Coffee meetings for parents of ELL students.	Maione, Kerry	9/28/2017	Meeting agendas & sign-in sheets	6/1/2018 monthly