



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Boca Raton Community Middle School**

1251 NW 8TH ST

Boca Raton, FL 33486

561-416-8700

[www.edline.net/pages/boca\\_raton\\_middle\\_school](http://www.edline.net/pages/boca_raton_middle_school)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 49%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 48%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

**School-Level Information**

**School**

Boca Raton Community Middle

**Principal**

Peter Slack

**School Advisory Council chair**

Frank Chapman

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Jude Hodgens	Assistant Principal
Joshua Davidow	Assistant Principal
Nancy Holly	Assistant Principal
Lydia Carreiro	Assistant Principal

**District-Level Information**

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. SAC board positions are elected every two years as indicated in the by-laws. SAC members are elected at the first meeting of each year.

- SAC Chair - Frank Chapman, Parent
- SAC Vice Chair - Emily Greene, Teacher
- SAC Secretary - Jana Raskin, Parent

**Involvement of the SAC in the development of the SIP**

The SAC reviewed data at the end of FY13 and the beginning of FY14 and made recommendations regarding targets and goals for improvement. The SAC gave final approval on selected targets and goals.

**Activities of the SAC for the upcoming school year**

The SAC will monitor the diagnostic data and continue to make recommendations regarding improvement and movement toward defined targets.

**Projected use of school improvement funds, including the amount allocated to each project**

N/A

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

In order to meet SAC Membership Compliance, current SAC members will work with teachers, students, parents and community members to inform the sections of out compliance of a 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.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Peter Slack**

Principal

Years as Administrator: 14

Years at Current School: 2

**Credentials**

B.A. History – Florida Atlantic University; M.A. Teaching – Florida Atlantic University; Educational Leadership Certification – State of Florida; ESOL Endorsement – State of Florida

**Performance Record**

FY13: Grade A; Reading Mastery: 69%; Math Mastery: 67%; Science Mastery: 58%; Writing Mastery: 71%  
 FY12: Grade A; Reading Mastery: 64%; Math Mastery: 63%; Science Mastery: 60%; Writing Mastery: 84%  
 FY11: Principal - Waters Edge Elementary - Grade A; Reading 94%; Math 95%; Writing 95%; Science 81%; AYP – Yes  
 FY10 (beginning February 2010): Principal - Waters Edge Elementary - Grade A; Reading 95%; Math 96%; Writing 97%; Science 85%; AYP – Yes  
 FY10 (up to February 2010): Principal - Poinciana Elementary - Grade A; Reading 77%; Math 73%; Writing 90%; Science 59%; AYP – No  
 FY09: Principal - Poinciana Elementary - Grade A; Reading 79%; Math 72%; Writing 83%; Science 52%; AYP - No; All students except African American students made AYP in Reading. African American students and Economically Disadvantaged students did not make AYP in Math  
 FY08: Principal - Poinciana Elementary - Grade A; Reading 74%; Math 67%; Writing 77%; Science 63%; AYP - No; African American, Economically Disadvantaged, and Students with Disabilities did not make AYP in Reading or Math.  
 FY07: Principal - Poinciana Elementary - Grade A; Reading 72%; Math 68%; Writing 85%; Science 63%; AYP - No; African American, Economically Disadvantaged, and Students with Disabilities did not make AYP in Reading or Math.  
 FY06: Principal - Boca Raton Elementary - Grade A; Reading 76%; Math 72%; Writing 91%; AYP - No; All students except Students with Disabilities made AYP in Reading. African American students and Students with Disabilities did not make AYP in Math.  
 FY05: Principal - Boca Raton Elementary - Grade A; Reading 76%; Math 63%; Writing 78%; AYP - No; All students made AYP in Reading and in Math.





<b>Nancy Holly</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	Bachelor of Arts, Exceptional Student Education; Masters of Education, Educational Leadership Certifications: K-12 Emotionally Handicapped, Educational Leadership	
<b>Performance Record</b>	FY13: Grade A; Reading Mastery: 69%; Math Mastery: 67%; Science Mastery: 58%; Writing Mastery: 71% FY12: Grade A; Reading Mastery: 64%; Math Mastery: 63%; Science Mastery: 60%; Writing Mastery: 84%	

<b>Joshua Davidow</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	Bachelors of Science, Mathematics; Masters of Education, Educational Leadership Certifications: Mathematics 5-9, Educational Leadership	
<b>Performance Record</b>	FY13: Grade A; Reading Mastery: 69%; Math Mastery: 67%; Science Mastery: 58%; Writing Mastery: 71% FY12: Grade A; Reading Mastery: 64%; Math Mastery: 63%; Science Mastery: 60%; Writing Mastery: 84%	

**Classroom Teachers**

<b># of classroom teachers</b>	92
<b># receiving effective rating or higher</b>	92, 100%
<b># Highly Qualified Teachers</b>	97%
<b># certified in-field</b>	83, 90%
<b># ESOL endorsed</b>	27, 29%
<b># reading endorsed</b>	16, 17%
<b># with advanced degrees</b>	39, 42%
<b># National Board Certified</b>	3, 3%

**# first-year teachers**

8, 9%

**# with 1-5 years of experience**

15, 16%

**# with 6-14 years of experience**

37, 40%

**# with 15 or more years of experience**

32, 35%

**Education Paraprofessionals****# of paraprofessionals**

10

**# Highly Qualified**

0, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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, Emily Greene - BTAP Coordinator; BTAP Teacher Team.
- (3) Partnering new teachers with veteran staff - Nancy Holly, Assistant Principal and ESP Contact

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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 eight veteran teachers have implemented a plan to provide orientation and ongoing support. The Boca Middle BTAP initiated new teachers with a pre-preschool luncheon to provide basic orientation information regarding Boca Raton Middle School. Ongoing support includes monthly meetings to address specific topics as well as informal questions and concerns and a monthly technology "Coffee Klatch" to provide support in computer applications.

Currently, twelve teachers are participating in BTAP.

Additionally, ten of these teachers are participating in the ESP program. Each has been designated a mentor. Mentors were selected based on: clinical education certification, years of experience, effective or highly effective evaluations, desire to work with new teachers, and wherever possible, subject-area compatibility.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school-based Rtl 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 schools, our teachers, and in our students?

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 Rtl 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 Rtl 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and

OBJ:

Assistant Principals: Ensure implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

ELL Contact: Assist in data collection and analysis and offer professional development in ELL strategies.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school-based RtI Leadership Team collaborates with the School Advisory Council (SAC) and principal to help develop the BRCMS' SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching; and aligns processes and procedures.

Additional discussion topics include but are not limited to FCAT scores and the lowest 25%; AYP and subgroups; supplemental academic services and resources such as intensive programs, mentoring, tutoring, and Academy Programs.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement, Palm Beach County Fall Diagnostics, Palm Beach Writes, Diagnostic Assessment for Reading (DAR), Progress Monitoring and Reporting Network (PMRN), Comprehensive English Language Learning Assessment (CELLA), student discipline referrals, student retention, and student absences.

Progress Monitoring: Diagnostic Assessment for Reading (DAR), Palm Beach County Winter Diagnostics, Palm Beach Writes, and Progress Monitoring and Reporting Network (PMRN).

End of Year: Florida Comprehensive Assessment Test (FCAT), and FCAT Writes.

Frequency of Data Days: Bimonthly.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development was provided to the entire staff in the fall of FY09 by a team of district RtI specialists. The staff was provided another professional development on 9/13/2012 in order to bring them up to date on Tier 2 and Tier 3 interventions applicable for RtI. Ongoing staff professional development needs and opportunities will be conducted during teachers' common planning time, and/or at bimonthly Learning Team Meetings, as well as on district designated Professional Development Days. In addition, individual professional development will be provided to classroom teachers, as needed. Training topics may include but are not limited to the Problem Solving Model, consensus building, School Wide Positive Behavioral Intervention and Support (SwPBIS), data-based decision-making to drive instruction, progress monitoring, selection and availability of research-based interventions, and tools utilized to identify specific discrepancies in reading.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Peter Slack	Principal
Nancy Holly	Assistant Principal
Jude Hodgens	Assistant Principal
Erika Kukec	Media Specialist
Stephon McCray	Technology Specialist
David Hillaire	ELL Contact

**How the school-based LLT functions**

This team meets immediately after the Instructional Council Meeting on a monthly basis. The members meet to brainstorm and initiate school wide programs to encourage reading and literacy throughout our school campus.

**Major initiatives of the LLT**

The primary goal of this committee is to encourage reading amongst our adolescent population. The Reading Counts program is currently being promoted for all students. The Literacy Leadership Team is currently developing with teachers and administrators to develop incentives for participation in Reading Counts.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

CRISS (Creating Independence through Student Owned Strategies) training and refreshers has been offered on various professional development day opportunities. Lesson plans are checked by administration to ensure that reading strategies are being introduced and implemented across all grade levels and curriculum areas. The elective teachers also implement reading strategies through a variety of concepts.

Through the AVID initiative, students in all content areas in 7th and 8th grades obtain various reading strategies. These include: Cornell Note-taking, Interactive Notebooks, Thinking Maps, vocabulary building and academic vocabulary focus, summarizing, Socratic Seminar, Philosophical Chairs, tutorials, and utilizing Costa's three levels of questions.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	69%	No	73%
American Indian				
Asian	80%	79%	No	82%
Black/African American	53%	44%	No	58%
Hispanic	63%	61%	No	67%
White	79%	78%	No	81%
English language learners	37%	33%	No	43%
Students with disabilities	40%	36%	No	46%
Economically disadvantaged	59%	57%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	336	27%	35%
Students scoring at or above Achievement Level 4	501	41%	45%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	42%	47%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	896	72%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	194	66%	75%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	33%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	16%	21%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	301	71%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		55%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	67%	No	73%
American Indian				
Asian	86%	85%	No	87%
Black/African American	47%	35%	No	52%
Hispanic	68%	61%	No	71%
White	79%	77%	No	81%
English language learners	38%	34%	No	44%
Students with disabilities	38%	34%	No	44%
Economically disadvantaged	57%	52%	No	61%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	370	31%	37%
Students scoring at or above Achievement Level 4	436	36%	41%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	46%	51%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		13%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	883	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	155	53%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	150	90%	95%
Middle school performance on high school EOC and industry certifications	150	100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	13%	7%
Students scoring at or above Achievement Level 4	95	88%	93%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		2%
Students scoring at or above Achievement Level 4	40	95%	98%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	29%	36%
Students scoring at or above Achievement Level 4	120	29%	34%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	22%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	22%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	446	36%	41%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		13%	18%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	0%	0%
Students who fail a mathematics course	19	1%	0%
Students who fail an English Language Arts course	19	1%	0%
Students who fail two or more courses in any subject	24	1%	0%
Students who receive two or more behavior referrals	192	15%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	100	8%	3%

**Area 10: Additional Targets**

**Additional targets for the school**

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
- Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Boca Middle teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)		100%	100%

## Goals Summary

- G1.** Increase students' comprehension of rigorous course content.
- G2.** Decrease the number of classroom discipline referrals in order to maximize instructional time.

## Goals Detail

### G1. Increase students' comprehension of rigorous course content.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Middle School

#### Resources Available to Support the Goal

- Staff currently trained in AVID strategies
- Professional Development during LTMs and PDDs

#### Targeted Barriers to Achieving the Goal

- Reading comprehension strategies are not taught in all curriculum areas.
- Many students are not organized and adequately oriented for learning.
- Lack of differentiation in instruction to meet the diverse needs of all learners, including all AYP subgroups.

### Plan to Monitor Progress Toward the Goal

Diagnostic and test data will show increased scores.

#### Person or Persons Responsible

Administrative team

#### Target Dates or Schedule:

After testing, scheduled observations, lesson plan checks

#### Evidence of Completion:

EDW reports, lesson plans

**G2. Decrease the number of classroom discipline referrals in order to maximize instructional time.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- SwPBS Team
- Administrative Support
- Professional Development

**Targeted Barriers to Achieving the Goal**

- Teacher resistance to implementation of SwPBS Goals
- Lack of understanding of all faculty and staff regarding Single School Culture (R.E.A.L.)

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase students' comprehension of rigorous course content.

**G1.B1** Reading comprehension strategies are not taught in all curriculum areas.

**G1.B1.S1** Provide staff with professional development in AVID comprehension strategies, including Cornell Notes and Interactive Notebooks.

#### **Action Step 1**

Cornell Notes and Interactive Notebooks will be taught directly to and modeled for the entire instructional staff.

#### **Person or Persons Responsible**

AVID-trained staff members, Administrative Team

#### **Target Dates or Schedule**

Learning Team Meetings, Professional Development Days

#### **Evidence of Completion**

Administrative walkthroughs and observations, documentation in lesson plans, LTM minutes, samples of student work

#### **Facilitator:**

Various AVID-trained staff members

#### **Participants:**

All faculty

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Classroom walkthroughs and observations, documentation in lesson plans, samples of student work

#### **Person or Persons Responsible**

Administrative Team, Department Instructional Leaders

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Entries in iObservation, lesson plans, student work portfolios

### Plan to Monitor Effectiveness of G1.B1.S1

Winter Diagnostic Scores, FCAT 2.0 and EOC Exams

#### Person or Persons Responsible

Administrative Team, Teachers, Department Instructional Leaders

#### Target Dates or Schedule

Scheduled lesson plan checks, After testing

#### Evidence of Completion

Increased use of Cornell Notes and Interactive notebooks documented in lesson plans, increased scores on standardized assessments

**G1.B2** Many students are not organized and adequately oriented for learning.

**G1.B2.S1** Students will utilize the Universal Binder.

#### Action Step 1

##### Person or Persons Responsible

##### Target Dates or Schedule

##### Evidence of Completion

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**Plan to Monitor Effectiveness of G1.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 on every Early Release Day. Behaviors are continually reinforced through posted signs throughout the school and Classroom Management plans based on being R.E.A.L.

The SwPBS Program was communicated to parents during the Open House "Night of Expectations" and at the first SAC meeting.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. Increase students' comprehension of rigorous course content.

#### G1.B1 Reading comprehension strategies are not taught in all curriculum areas.

**G1.B1.S1** Provide staff with professional development in AVID comprehension strategies, including Cornell Notes and Interactive Notebooks.

#### PD Opportunity 1

Cornell Notes and Interactive Notebooks will be taught directly to and modeled for the entire instructional staff.

#### Facilitator

Various AVID-trained staff members

#### Participants

All faculty

#### Target Dates or Schedule

Learning Team Meetings, Professional Development Days

#### Evidence of Completion

Administrative walkthroughs and observations, documentation in lesson plans, LTM minutes, samples of student work