

The School District of Palm Beach County

Boca Raton Community Middle School



2015-16 School Improvement Plan

Boca Raton Community Middle School

1251 NW 8TH ST, Boca Raton, FL 33486

www.edline.net/pages/boca_raton_middle_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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 11/17/2015.

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Boca Raton Community Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for postsecondary education, responsible citizenship, productive careers, and success in a global society.

Provide the school's vision statement

Boca Raton Community Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and graduate high school prepared for postsecondary education, productive careers, and success in a global society.

School Environment

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 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.

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

Boca Raton Community Middle School has Before-School and After-School programs in which students are supervised by teachers and/or staff members. The program provides 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.

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. Students are also instructed through specially made lessons on every early release day.

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. In addition, 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.

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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	18	28	17	63
One or more suspensions	70	65	94	229
Course failure in ELA or Math	0	1	1	2
Level 1 on statewide assessment	104	92	92	288
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	38	38	47	123

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. 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.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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.

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.

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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Slack, Peter	Principal
Hodgens, Jude	Assistant Principal
Corcoran, Jennifer	Assistant Principal
Holly, Nancy	Assistant Principal
Carreiro, Lydia	Assistant Principal
Milano, Doris	Teacher, K-12
Greene, Emily	Teacher, K-12
Renteria, Mayra	Teacher, K-12
Zaremba, Adrian	Teacher, K-12
Law, David	Teacher, K-12
Karl, Marie	Guidance Counselor

Duties

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, Eighth Grade Administrator, Crisis Team Leader, School Safety, Transportation, Textbooks and Supplies
- Nancy Holly (Assistant Principal): English Language Arts, Reading, Sixth Grade Administrator, SwPBS Administrator, ESP Coordinator, Scheduling, AVID Coordinator
- Jennifer Corcoran (Assistant Principal): Mathematics, ESE, Seventh Grade Administrator, Testing Coordinator, Edmodo and Twitter Coordinator, School Improvement Plan
- Lydia Carreiro (Assistant Principal): Community School and Adult Education Administrator, Facilities, Technology

The School Leadership Team serves as Instructional Leaders by attending all Learning Team 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 Council meeting with Department Instructional Leaders.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Peter Slack	Principal
Emily Greene	Teacher
Joanne Kree	Parent
Stephon McCray	Education Support Employee
Ricardo Perez	Parent
Jana Raskin	Parent
Gwen Blitz	Teacher
Kara Serrano	Parent
Cindy Karttunen	Teacher
Rory Doyle	Parent
Doris Vaillancourt-Milano	Teacher
Amy Finneran	Teacher
Kim Bremer	Parent
Erika Kukec	Teacher
Andrea Yudien	Parent
Suzanne Katz	Parent

Duties

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

Evaluation of last year's school improvement plan

At the end of FY2015, the SAC reviewed the school improvement plan goals and discussed whether various barriers had been overcome by the strategies implemented over the past year.

Development of this school improvement plan

The SAC reviewed data at the end of FY15 and the beginning of FY16 and made recommendations regarding targets and goals for improvement. The SAC gave final approval on selected targets and goals.

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.

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 FY2016

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

Yes

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.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Corcoran, Jennifer	Assistant Principal
Holly, Nancy	Assistant Principal
Milano, Doris	Teacher, K-12
Darr, Brenda	Teacher, K-12
Slack, Peter	Principal

Duties

Describe how the LLT promotes literacy within the school

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 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Boca Raton Community Middle School encourages collaboration within academic departments and across grade levels. Biweekly Learning Team Meetings are held in each Department during which teams collaborate on: Learning Goals, Instructional Strategies, and Common Assessments. Currently, subject areas are using Common Scales and Assessments for all major standards and benchmarks.

The School Administration honors Learning Team Meeting times by keeping the scheduled times free from other committee meetings.

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.

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

Describe the school's teacher mentoring program, including the rationale for pairings and 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 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, seventeen teachers are participating in BTAP.

Additionally, four 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's 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 bi-weekly Learning Team Meetings, 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.

Instructional Strategies

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

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

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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming students tour Boca Raton Middle School with their feeder elementary school in May. Students are given a tour and a brief introduction to the school. In addition, a 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. 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.

College and Career Readiness

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

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

N/A

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** Increase all teachers knowledge of Universal Design for learning and best practices for inclusive education and have a school wide approach for planning and increased implementation.
- G2.** Increase students engagement in complex and rigorous tasks.

Strategic Goals Detail

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

G1. Increase all teachers knowledge of Universal Design for learning and best practices for inclusive education and have a school wide approach for planning and increased implementation. 1a

G075094

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	75.0
FSA English Language Arts - Achievement	75.0
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	73.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge about Universal Design for Learning

Plan to Monitor Progress Toward G1. 8

Formative assessment data disaggregated to show progress of Students with Disabilities will be analyzed for effectiveness of implementation.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 11/2/2015 to 4/29/2016

Evidence of Completion

Lesson plans, Performance Matters data, EDW data, Classroom assessment data

G2. Increase students engagement in complex and rigorous tasks. 1a

G075095

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	73.0
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- Weekly "Spotlight on Instruction" provided by administration
- Teachers trained in AVID, CRISS, Cooperative Learning, and Differentiated Instructional strategies

Targeted Barriers to Achieving the Goal 3

- Capacity of staff in analyzing multiple sources of data
- Capacity of staff in designing rigorous, standards-based academic instruction.

Plan to Monitor Progress Toward G2. 8

Diagnostic and test data will show increased scores.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Scores from EDW, Performance Matters, FSA, FAA, and FCAT 2.0

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. Increase all teachers knowledge of Universal Design for learning and best practices for inclusive education and have a school wide approach for planning and increased implementation. **1**

 G075094

G1.B1 Lack of knowledge about Universal Design for Learning **2**

 B196095

G1.B1.S1 Ongoing professional development in Universal Design for Learning and best practices in inclusive education. **4**

 S207817

Strategy Rationale

Teachers lack understanding of Universal Design for Learning and need initial training so it can be implemented effectively in instruction.

Action Step 1 **5**

Teachers will receive ongoing professional development in Universal Design for Learning.

Person Responsible

Jennifer Corcoran

Schedule

Quarterly, from 10/20/2015 to 2/23/2016

Evidence of Completion

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

Classroom observations and lesson plans will indicate the use of Universal Design for Learning strategies

Person Responsible

Peter Slack

Schedule

Quarterly, from 11/2/2015 to 4/29/2016

Evidence of Completion

Observation data and lesson plans

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

Administrators will observe the use or lack of use of UDL strategies during classroom observations

Person Responsible

Peter Slack

Schedule

Quarterly, from 11/2/2015 to 4/29/2016

Evidence of Completion

Observation data

G2. Increase students engagement in complex and rigorous tasks. 1

G075095

G2.B1 Capacity of staff in analyzing multiple sources of data 2

B196097

G2.B1.S1 Presentations on data analysis utilizing data from Performance Matters, EDW, and classroom formative assessments during school based Professional Development Days. 4

S207818

Strategy Rationale

All teachers are present during school based Professional Development Days and will be exposed to the same information regarding data analysis, enabling them to communicate with a common language.

Action Step 1 5

Present overview of accessing data using Performance Matters.

Person Responsible

Jennifer Corcoran

Schedule

On 10/8/2015

Evidence of Completion

PDD Agenda and sign-in sheets.

Action Step 2 5

Provide ongoing support in utilizing Performance Matters and EDW for accessing data.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Performance Matters data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Professional Development Team will review data analysis sessions on PD Days

Person Responsible

Nancy Holly

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Sign in sheets, agenda, handouts

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Faculty will effectively and frequently analyze data during LTM's based on information gained from professional development session.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

LTM meeting minutes

G2.B1.S2 Collaborative data analysis at bi-monthly Learning Team Meetings, facilitated by Department Instructional Leaders and administrators. 4

 S207819

Strategy Rationale

Learning Team Meetings are a designated time that can be used for collaborative data analysis. Department Instructional Leaders and administrators are proficient in data analysis and can effectively guide faculty in analyzing and utilizing data to improve instruction and student achievement.

Action Step 1 5

At least once per month Learning Team Meetings in each department will be dedicated to data analysis.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Learning Team Meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators and Department Instructional Leaders will work together to ensure that designated learning team meetings remain focused on data analysis.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Meeting minutes and artifacts from data analysis.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Instructional lessons will be designed that target deficiencies identified through data analysis at Learning Team Meetings

Person Responsible

Jennifer Corcoran

Schedule

Quarterly, from 9/25/2015 to 5/31/2016

Evidence of Completion

Lesson plans and classroom observations.

G2.B2 Capacity of staff in designing rigorous, standards-based academic instruction. 2

 B196098

G2.B2.S1 Professional development and ongoing practice in designing rigorous instructional lessons. 4

 S207820

Strategy Rationale

Instructional lessons need to be thoughtfully designed to ensure adherence to standards and inclusion of rigorous academic learning goals and tasks.

Action Step 1 5

A professional development session will be presented on rigor and include an activity in which teachers examine one of their own lessons and redesign it to include more rigor.

Person Responsible

Nancy Holly

Schedule

On 10/8/2015

Evidence of Completion

Lesson plans, sign in sheets, and professional development agenda

Action Step 2 5

Teachers will collaborate during Learning Team Meetings and grade level meetings within departments to unpack standards and develop academically rigorous instructional lessons.

Person Responsible

Nancy Holly

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Learning Team Meeting Minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations will be conducted to monitor implementation of rigorous lessons.

Person Responsible

Nancy Holly

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Observations and lessons plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student data will be analyzed to determine effectiveness of implementing more rigorous instruction.

Person Responsible

Jennifer Corcoran

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Students data from formative assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Palm Beach - 1491 - Boca Raton Community Middle - 2015-16 SIP
Boca Raton Community Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will receive ongoing professional development in Universal Design for Learning.	Corcoran, Jennifer	10/20/2015		2/23/2016 quarterly
G2.B1.S1.A1	Present overview of accessing data using Performance Matters.	Corcoran, Jennifer	10/8/2015	PDD Agenda and sign-in sheets.	10/8/2015 one-time
G2.B1.S2.A1	At least once per month Learning Team Meetings in each department will be dedicated to data analysis.	Corcoran, Jennifer	9/1/2015	Learning Team Meeting minutes	4/30/2016 monthly
G2.B2.S1.A1	A professional development session will be presented on rigor and include an activity in which teachers examine one of their own lessons and redesign it to include more rigor.	Holly, Nancy	10/8/2015	Lesson plans, sign in sheets, and professional development agenda	10/8/2015 one-time
G2.B1.S1.A2	Provide ongoing support in utilizing Performance Matters and EDW for accessing data.	Corcoran, Jennifer	9/1/2015	Performance Matters data	4/30/2016 monthly
G2.B2.S1.A2	Teachers will collaborate during Learning Team Meetings and grade level meetings within departments to unpack standards and develop academically rigorous instructional lessons.	Holly, Nancy	9/1/2015	Learning Team Meeting Minutes and lesson plans	4/30/2016 monthly
G1.MA1	Formative assessment data disaggregated to show progress of Students with Disabilities will be analyzed for effectiveness of implementation.	Corcoran, Jennifer	11/2/2015	Lesson plans, Performance Matters data, EDW data, Classroom assessment data	4/29/2016 monthly
G1.B1.S1.MA1	Administrators will observe the use or lack of use of UDL strategies during classroom observations	Slack, Peter	11/2/2015	Observation data	4/29/2016 quarterly
G1.B1.S1.MA1	Classroom observations and lesson plans will indicate the use of Universal Design for Learning strategies	Slack, Peter	11/2/2015	Observation data and lesson plans	4/29/2016 quarterly
G2.MA1	Diagnostic and test data will show increased scores.	Corcoran, Jennifer	9/1/2015	Scores from EDW, Performance Matters, FSA, FAA, and FCAT 2.0	6/30/2016 monthly
G2.B1.S1.MA1	Faculty will effectively and frequently analyze data during LTMs based on information gained from professional development session.	Corcoran, Jennifer	9/1/2015	LTM meeting minutes	4/30/2016 monthly
G2.B1.S1.MA1	Professional Development Team will review data analysis sessions on PD Days	Holly, Nancy	9/1/2015	Sign in sheets, agenda, handouts	4/30/2016 monthly
G2.B2.S1.MA1	Student data will be analyzed to determine effectiveness of implementing more rigorous instruction.	Corcoran, Jennifer	9/1/2015	Students data from formative assessments	4/30/2016 monthly
G2.B2.S1.MA1	Classroom observations will be conducted to monitor implementation of rigorous lessons.	Holly, Nancy	9/1/2015	Observations and lessons plans	4/30/2016 monthly
G2.B1.S2.MA1	Instructional lessons will be designed that target deficiencies identified through data analysis at Learning Team Meetings	Corcoran, Jennifer	9/25/2015	Lesson plans and classroom observations.	5/31/2016 quarterly
G2.B1.S2.MA1	Administrators and Department Instructional Leaders will work together to ensure that designated learning team meetings remain focused on data analysis.	Corcoran, Jennifer	9/1/2015	Meeting minutes and artifacts from data analysis.	5/30/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Increase all teachers knowledge of Universal Design for learning and best practices for inclusive education and have a school wide approach for planning and increased implementation.

G1.B1 Lack of knowledge about Universal Design for Learning

G1.B1.S1 Ongoing professional development in Universal Design for Learning and best practices in inclusive education.

PD Opportunity 1

Teachers will receive ongoing professional development in Universal Design for Learning.

Facilitator

District assistance

Participants

All Faculty

Schedule

Quarterly, from 10/20/2015 to 2/23/2016

G2. Increase students engagement in complex and rigorous tasks.

G2.B1 Capacity of staff in analyzing multiple sources of data

G2.B1.S1 Presentations on data analysis utilizing data from Performance Matters, EDW, and classroom formative assessments during school based Professional Development Days.

PD Opportunity 1

Present overview of accessing data using Performance Matters.

Facilitator

Jennifer Corcoran

Participants

All faculty

Schedule

On 10/8/2015

G2.B2 Capacity of staff in designing rigorous, standards-based academic instruction.

G2.B2.S1 Professional development and ongoing practice in designing rigorous instructional lessons.

PD Opportunity 1

A professional development session will be presented on rigor and include an activity in which teachers examine one of their own lessons and redesign it to include more rigor.

Facilitator

Nancy Holly, Peter Slack

Participants

Entire faculty

Schedule

On 10/8/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase students engagement in complex and rigorous tasks.

G2.B1 Capacity of staff in analyzing multiple sources of data

G2.B1.S1 Presentations on data analysis utilizing data from Performance Matters, EDW, and classroom formative assessments during school based Professional Development Days.

PD Opportunity 1

Provide ongoing support in utilizing Performance Matters and EDW for accessing data.

Facilitator

Jennifer Corcoran, Emily Greene, Elyse Silverman, Olive Cooper

Participants

All faculty

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will receive ongoing professional development in Universal Design for Learning.	\$0.00
2	G2.B1.S1.A1	Present overview of accessing data using Performance Matters.	\$0.00
3	G2.B1.S1.A2	Provide ongoing support in utilizing Performance Matters and EDW for accessing data.	\$0.00
4	G2.B1.S2.A1	At least once per month Learning Team Meetings in each department will be dedicated to data analysis.	\$0.00
5	G2.B2.S1.A1	A professional development session will be presented on rigor and include an activity in which teachers examine one of their own lessons and redesign it to include more rigor.	\$0.00
6	G2.B2.S1.A2	Teachers will collaborate during Learning Team Meetings and grade level meetings within departments to unpack standards and develop academically rigorous instructional lessons.	\$0.00
Total:			\$0.00