Boca Raton Community Middle School

2022-23 Schoolwide Improvement Plan

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Boca Raton Community Middle School

1251 NW 8TH ST, Boca Raton, FL 33486

https://brms.palmbeachschools.org

Demographics

Principal: Lisa Lee

Start Date for this Principal: 7/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (66%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lee, Lisa	Principal	As the Instructional Leader of the School, Directing and Managing Culture, Systems and Instruction, the principal ensures the State Statues, District Policies, and Mission and Vision of the District and School in order to ensure student success. The principal directly supervises all staff and is the top communicator to all stakeholders, staff capacity builder, and monitor of systems including: School Safety, Health and Facility School Wide Positive Behavior Support and Discipline Code of Conduct Teacher Evaluations/ Observations Progress monitoring of instruction in core areas (M,S,SS,LA) and elective coursework Ensure equity in accelerated coursework Ensure choice program success and growth in industry certification MTSS and students in need of intervention Staff Development and Teacher Capacity Parent and Community Involvement (SAC/PTA)
Pribell, Joyce	Assistant Principal	As a part of the leadership team and in the chain of command for the principal, the assistant principal position is the next tier of leadership and communication for systems, culture, and instruction. Responsible for the successful operation and academic/behavioral success of the teachers/ students within 6th grade as well as other duties such as Cambridge, PTA/ SAC, pictures, SIP, and threat assessment reporting.
Greene, Emily	Assistant Principal	As a part of the leadership team and in the chain of command for the principal, the assistant principal position is the next tier of leadership and communication for systems, culture, and instruction. Responsible for the successful operation and academic/behavioral success of the teachers/ students within 8th grade as well as other duties such as master scheduling, new teachers, FLVS, and threat assessment.
Hodgens, Jude	Assistant Principal	As a part of the leadership team and in the chain of command for the principal, the assistant principal position is the next tier of leadership and communication for systems, culture, and instruction. Responsible for the successful operation and academic/behavioral success of the teachers/ students within 7th grade as well as other duties such as safety, transportation, health screenings, wellness, and threat assessment.
Buccarelli, Michael	Teacher, ESE	As a part of the leadership team our coordinator positions are the next tier of leadership and communication for systems, culture, and instruction having to do with our students with disabilities, special programs, paraprofessionals, testing, federal and state compliance and reporting, and parent communication. Responsible for ESE student and family operation, scheduling, and academic success
Sigelakis, Gail	ELL Compliance Specialst	As a part of the leadership team our coordinator positions are the next tier of leadership and communication for systems, culture, and instruction having to do with our students learning English in our sheltered and collaborative programs, use of our community language facilitator, identifying and testing students, federal and state compliance and reporting, and parent

Name	Position Title	Job Duties and Responsibilities
		communication. Responsible for ELL student and family operations, scheduling, and academic success.

Demographic Information

Principal start date

Saturday 7/10/2021, Lisa Lee

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

83

Total number of students enrolled at the school

1,206

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

19

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	387	391	431	0	0	0	0	1209
Attendance below 90 percent	0	0	0	0	0	0	91	62	87	0	0	0	0	240
One or more suspensions	0	0	0	0	0	0	13	46	64	0	0	0	0	123
Course failure in ELA	0	0	0	0	0	0	70	0	0	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	76	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	54	70	82	0	0	0	0	206
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	81	57	64	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	54	70	82	0	0	0	0	206

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	99	64	83	0	0	0	0	246

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	3	2	0	0	0	0	5

Date this data was collected or last updated

Wednesday 8/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	376	416	509	0	0	0	0	1301
Attendance below 90 percent	0	0	0	0	0	0	51	18	14	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	4	26	38	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	4	68	59	0	0	0	0	131
Course failure in Math	0	0	0	0	0	0	3	67	53	0	0	0	0	123
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	59	76	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	59	76	0	0	0	0	173
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	145	208	186	0	0	0	0	539
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	166	186	146	0	0	0	0	498

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	83	66	64	0	0	0	0	213

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	23	39	30	0	0	0	0	92
Students retained two or more times	0	0	0	0	0	0	2	5	0	0	0	0	0	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	376	416	509	0	0	0	0	1301
Attendance below 90 percent	0	0	0	0	0	0	51	18	14	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	4	26	38	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	4	68	59	0	0	0	0	131
Course failure in Math	0	0	0	0	0	0	3	67	53	0	0	0	0	123
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	59	76	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	59	76	0	0	0	0	173
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	145	208	186	0	0	0	0	539
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	166	186	146	0	0	0	0	498

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	83	66	64	0	0	0	0	213

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	23	39	30	0	0	0	0	92
Students retained two or more times	0	0	0	0	0	0	2	5	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	53%	50%				63%	58%	54%
ELA Learning Gains	56%						55%	56%	54%
ELA Lowest 25th Percentile	39%						49%	49%	47%
Math Achievement	67%	35%	36%				74%	62%	58%
Math Learning Gains	69%						68%	60%	57%
Math Lowest 25th Percentile	54%						57%	53%	51%
Science Achievement	62%	56%	53%				62%	52%	51%
Social Studies Achievement	79%	64%	58%				80%	75%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	58%	5%	54%	9%
Cohort Comparison						
07	2022					
	2019	57%	53%	4%	52%	5%
Cohort Comparison		-63%				
08	2022					
	2019	63%	58%	5%	56%	7%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	68%	60%	8%	55%	13%
Cohort Comparison						
07	2022					
	2019	42%	35%	7%	54%	-12%
Cohort Comparison		-68%				
08	2022					
	2019	74%	64%	10%	46%	28%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	59%	51%	8%	48%	11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	72%	6%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	60%	38%	57%	41%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	30	41	32	33	45	35	30	52	80		
ELL	48	51	41	55	64	54	39	59	89		
ASN	76	83		84	87		71	91	100		
BLK	38	40	31	34	50	44	32	64	87		
HSP	61	56	45	63	68	63	57	74	87		
MUL	68	55		76	77		72	71	83		
WHT	72	56	38	76	73	47	71	84	91		
FRL	54	50	39	56	64	53	52	67	90		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	30	23	22	22	17	22	58	56		
ELL	44	47	37	43	34	23	29	70	70		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
AMI	42	33		36	27						
ASN	81	76		81	56		63	83	74		
BLK	39	41	21	30	24	14	33	55	81		
HSP	60	50	37	54	39	24	56	78	79		
MUL	59	46	50	64	36		53	73	65		
WHT	69	58	41	70	47	30	65	85	80		
FRL	52	47	31	47	34	22	45	73	70		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	37	36	37	48	43	17	53	81		
ELL	42	58	59	54	62	58	36	58	67		
AMI	54	77		77	69						
ASN	85	70		93	80		75	100	89		
BLK	41	48	53	51	53	44	30	65	79		
HSP	59	54	55	68	68	59	56	75	77		
MUL	50	39	15	71	62	42	58	83			
WHT	71	57	41	82	71	63	71	85	84		
FRL	52	51	49	62	62	53	47	71	76		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Overall across all grade levels our achievement/proficient levels increased from 2% to 7 % in Language Arts, Social Studies, Science and Mathematics. In each category, there was improvement at Boca Middle this year. Noting the most improvement was 8th grade math in the achievement and learning gains categories making more than 12% point gain in proficiency, 24% points in gains and 20% points in low 25% in Math

By Grade level 6th grade is trending the lowest with 63% ELA, 68% in Mathematics. As a trend, 6th Grade for the last 2 years has not improved as much as their cohort in 7th by over 6%, and in mathematics trended lower by 7%.

In our subgroups we increased proficiency in ELA in 6 subgroups (SWD, ELL, MUL, WHT, & FRL). In Mathematics we increased in 8 subgroups (SWD, ELL, ASI, BLK, HIS, MUL, WHT, FRL).
As a trend ELA learning gains showed a slight increase, while mathematics showed a larger gain.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data shows 6th grade learning gains and proficiency has the most needs with only 63% proficient ELA. For subgroups, Black achievement in ELA dropped 1 % and is lowest in the category. We also saw a 3% drop in White proficiency. Additionally, there was a 6% drop in proficiency amount our MUL students in Social Students, and a 1% drop in WHT Math proficiency.

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

Some contributing factors for this need for improvement involve more strategic on tutorial programming in order to pinpoint which students need which standards within ELA and MATH. With the new BEST standards, teachers will need professional development not only on the standards but on scaffolding instruction to help with allowing students opportunities to be pre-taught basic knowledge on topics and subjects.
In Mathematics we will utilize more hands on with manipulatives to assist leaning styles of all students. Additional tutorial will be implemented to target students in need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics achievement, learning gains and L25 showed the most significant improvements (60% to 67% Math achievement, Math Learning gains moved form 41% to 69%, Math Lowest 35% rose from

23% to 54%). Science proficiency increased 5% from 57% to 62%. Language Arts had more minimal improvements with 2% increase in proficiency from 62% to 64%, ELA gains improved 3% from 53% to 56%, and ELA L25 improved 4% from 35% to 39%.

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

The factors that contributed to the improvements are as follows:
1. We Incorporated engagement and monitoring strategies in small and large group such as: board config, whiteboards, exit tickets, response cards, interactive notebooks, and turn and talks focused around the standard.
2. We utilized Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
3. We Incorporate the use of technology-based programs including Math Nation and IXL for both reading and math to integrate knowledge.
4. We had weekly Professional Learning Community (PLC)/Professional Development ensured teachers collaboratively unite to focus on best practices and methodologies as well as analyze current data and change instruction to ensure those who are not proficient
5. We created FSA tutoring programs to ensure learning supplemented with additional resources and teacher
support.
6. Our Administrators conducted teacher/admin Data Chats and teacher to student Data Chats quarterly to monitor proficiency and lowest 25% performance.
7. We Increased admin walkthroughs (non-evaluatively) to ensure PLC steps were implemented, and post -walkthrough debriefs to discuss the points next steps or recommendations.

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

In an effort to accelerate learning the following actions are needed in order to address this need for improvement will address the following:
1. All math and ELA teachers had to be trained on the new best standards. To ensure adherence and an effective roll-out we will increase admin participation in weekly PLCs to ensure scope and sequence if followed with appropriate materials.
2. Provide professional development and modeling through classroom observations in the effective use of the rotational model of instruction.
3. Provide training in differentiating instruction along with effective strategies for working with ELLs and SWDs, particularly focusing on AVID strategies.
4. Identify and specifically target students in the low 25%. Use progress monitoring of FSQs and USAs to identify the specific benchmarks that are weakest and create plans to remediate the lowest 25% of students in these areas.

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

The professional development opportunities that will be provided at the school to support teachers and leaders we will do the following:
1. Specific professional development for all resource teachers to assist them to more effectively facilitate students in with ESE strategies.
2. Pre-Cambridge PD for our increased classes in this advanced program.
3. Marzano engagement and monitoring strategies; interactive notebooks/AVID strategies
4. PD in technology-based programs including Study-sync, IXL, and SPIRE
5. Smart Board Technology training; Unify/Data Resource training (EDW/Performance Matters) for upcoming data chats between teachers, administrators, and students.

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

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers will teach the BEST standards content to students using adopted materials and high engagement including incorporating key instructional shifts articulated by the new standards. Our FY22 data shows our ELA proficiency at 63% proficient on the FSA. The winter diagnostic also stated that 62% of students where predicted to be proficient by the FY 23 FSA. This proves that students need more support engaging with the rigor of the state assessment and standards. By focusing on standards based instruction of the BEST standards we believe that we will be strategic and deliver standard-based instruction to ensure best practices utilized throughout all content areas. (Priority #1) We want to give all our students the opportunity to reach their potential and increase student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of classrooms (core, non-specialized ELA and math courses) observed will use selected curriculum to engage all students in research-based, relevant teaching and responsive experiences in service of the Florida B.E.S.T. Standards as measured by Palm Beach County's Walkthrough Tools.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring will occur throughout our PLC for each grade level. Each team will review FAST and FSQ/USA diagnostic and growth monitoring checks. We will also use grade level FSQ and USA to track growth within standards. We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology
Person responsible for monitoring outcome:	Lisa Lee (lisa.lee@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Small group pairing and small group work: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings. 2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. 3. Professional Learning Community (PLC)/Professional Development will ensure teachers. collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Are we implementing the district adopted materials? How well did we do what we said we were going to do?
How well are we implementing the materials?
1. Incorporate small group work utilizing Studysync; Saavas; and IXL to increase engagement and content knowledge to meet student's need for foundational skill practice and to identify areas of weakness for targeted remediation - will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership team will develop a system to monitor the implementation of the new BEST standards and; ensure compliance with the strategic plan. Walkthroughs to weekly monitor and support reading and math instruction and interventions (Look Fors, CAO updates). This starts with faculty meetings and cycles through PLCs, Professional Development days, and individual support to teachers in order to identify areas of strengths and next steps (Utilizing data, Analyzing Data)

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

PLC's: (Weekly Professional Learning)
a. Development of a PLC schedule to include all content area teachers and resource teachers.
b. The PLCs sessions will focus on data analysis and effective instruction based on the needs
c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual
release model, small group instruction and differentiated instruction.
d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
e. Administration will attend as support and guidance

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

Walkthroughs by Administrators using the walk through tool - including training of the walkthrough tool for leadership team. We will calibrate and develop a system for look fors and feedback.

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

Admin/teacher Data chat meetings from the FAST PM1 and 2 monitoring tests comparing past progress on the standards.

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

Nov 11 Professional Development for BEST standard training, best practices, and Palm Beach Model Element training for high engagement and higher order learning questions. Partnership with Boca Raton High School for Cambridge Standards.

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

Continuous learning model where teachers will attend PLCs, study standards, plan out instruction, then share monitoring data to gauge instruction will occur on a monthly basis. Teacher leaders will model and share best practices with others, giving them an opportunity to observe them when needed.

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

Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

Intensive reading intervention will collaborate with ELA teachers to share best practices and assist in determining next steps and needs.

Person Responsible   Gail Sigelakis (gail.sigelakis@palmbeachschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as our news station with student ambassadors aligned the vision.

Boca Raton Community Middle School is committed to continuously strengthening its positive school culture by maintaining open communication with all stakeholders and providing motivation and support to students, faculty and staff. BRCMS maintains strong family involvement through regular communication with families regarding general school information and events via: the school web page, "Cobra Corner" newsletter, emails and call outs in English, Spanish, and Portuguese as well as Twitter and facebook. Individual class and student information is communicated through SIS Gateway.

Boca Middle has an active PTSA that involves families in school activities and fundraisers such as the "Boca Bash" and Cobra t-shirt sales all year long. The PTSA utilizes their website, Twitter and Principal emails to communicate information. Tours are given throughout the year for families who would like to see the school and learn more about it. 6th Grade Open House is held in April to welcome incoming families, by allowing them to visit classrooms, meet teachers from all departments, and learn about available clubs and athletics. The Pre-medical Academy and AVID programs also hold Open Houses for potential students.

The guidance department provides counseling for students on an as needed basis as well as small group sessions for specific issues. Students identified in need of additional support are referred to Ms. Sharon Wong, Behavioral Health Professional or Ms. Nicole, DATA counselor. The school based team meets weekly to discuss students with barriers to success. Boca Middle takes part in the Caregiving Youth Program through which students who have the added responsibility of caring for someone at home are identified and given academic and
emotional support as well as relief through outside services. PBIS at Boca Middle promotes the "Be R.E.A.L." campaign, focusing on students being Respectful, Empathetic, Accountable Learners. Expected behaviors are taught using structured lessons during the first week of school, the first week after winter break, and semester grade level assemblies. Behaviors are reinforced through posted signs throughout the school and Classroom Management plans based on being R.E.A.L. The SwPBS Program is communicated to parents during the Open House "Night of Expectations" and at the first SAC meeting. Teachers and

students are recognized for being R.E.A.L in a variety of ways: students can "Spin the R.E.A.L. Wheel" to win prizes.

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

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

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:
(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.
(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.
(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.
(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.
These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.
Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.
Students will also learn character development, the character development curriculum shall stress the

qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.