The School District of Palm Beach County

L C Swain Middle School

2016-17 Schoolwide Improvement Plan

L C Swain Middle School

5332 LAKE WORTH RD, Greenacres, FL 33463

https://lcsm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Current School Status 6

- Supportive Environment 6
- Family and Community Engagement 8
- Effective Leadership 9
- Public and Collaborative Teaching 13
- Ambitious Instruction and Learning 14

8-Step Planning and Problem Solving Implementation 19

- Goals Summary 19
- Goals Detail 19
- Action Plan for Improvement 21

Appendix 1: Implementation Timeline 45

Appendix 2: Professional Development and Technical Assistance Outlines 48

- Professional Development Opportunities 48
- Technical Assistance Items 51

Appendix 3: Budget to Support Goals 51

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for L C Swain Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The L.C. Swain Middle School Community is dedicated to help our students continue on their journey through life "Galloping to Greatness". We strive to develop learners who are Self-Confident, Talented, Ambitious, Life Long Learners and Leaders, who Inspire Originality and Nurturing Success from their time here at L.C. Swain. We strive to make all of our students successful in their own way, socially, politically, and academically.

b. Provide the school's vision statement.

The L.C. Swain Middle School Community is dedicated to empowering students with the skills to become self-motivated, life-long learners and leaders in a diverse and ever-changing world. L.C. Swain Middle School will cultivate a safe and positive environment where creativity is encouraged, excellence is expected, and resources and technology are utilized. The ultimate goal of L.C. Swain Middle School is to meet the students' academic,social, and personal needs by providing a world-class education that develops responsible, and productive citizens.

2. School Environment

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

L.C. Swain will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women’s Contributions
• Sacrifices of Veterans
L.C. Swain will also provide professional development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; such as understanding the Latino learner, and encourage the sharing of short, effective strategies for actualizing Marzano’s Design Question 8: Establishing and Maintaining Effective Relationships with Students.

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

L. C. Swain will develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. L.C, Swain will also articulate, demonstrate, and teach the specific practices that reflect the application of the school’s SwPBS Universal Guidelines(Stallion S.T.A.R.) to the contexts students will encounter before/during/after school.

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

L.C. Swain uses our School Wide Positive Behavior System, called the Stallion S.T.A.R, The S=Safety, T=Team Players, A=Achievers, and the R=Respectful. The teachers are given scripts to review each aspect of the Matrix monthly, and go over different scenarios with their class, they are also given examples, and non examples of how Stallion S.T.A.R.'s are expected to act while they are at L.C. Swain. The matrix is also prominently displayed throughout our school in key locations, as well as every classroom and office.
The students are encouraged by the teachers to receive tickets which they then put in to different jars which are labeled for the prizes the student are aiming to win. The drawings are done every other Wednesday and the student's who win are given their prizes, there are also multiple long term prizes such as end of the year field trips. All non-winning tickets are then put in another jar, and 2 are pulled out and the winning tickets are for teacher prizes.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

L. C Swain will have operational school based team that meets before the year, and weekly to discuss students with barriers to academic and social success;Mentors will be assigned to students identified with SEL concerns. The mentors will include all instructional staff, school counselors, non-instructional staff and administrators.

L.C. Swain will connect students to agencies who have Cooperative Agreements or are on campus (YSB, CHS, MCUSA).

3. Early Warning Systems

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

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

L.C. Swain will utilize data to identify students who are struggling in Reading (Level 1) and will also use the data to discover what common barriers those students have. We will collaborate as a Literacy Team to determine strategies to address those barriers and implement our plan of action.

All level 1 students in English Language Arts or mathematics are offered free tutorial programs which run Monday-Thursday and are held before school 7:45-8:45. They are also scheduled for Intensive Reading and social studies and/or science classes taught by Content Literacy Standards (CLS) trained teachers.

Students who have received a failing grade in English Language Arts or mathematics are also offered free tutorial services Monday-Thursday 7:45-8:45, and are also given the opportunity to recover their grade with, Course Recovery which is offered after school 4:05-5:25, Monday through Thursday.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	17	12	10	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	74	83	82	0	0	0	0	239
Course failure in ELA or Math	0	0	0	0	0	0	87	69	128	0	0	0	0	284
Level 1 on statewide assessment	0	0	0	0	0	0	179	192	196	0	0	0	0	567
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	95	98	109	0	0	0	0	302

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

L.C. Swain will use effective multi-disciplinary teams in place to problem solve and create action plans; Read 180, Reading Plus, SAI , iii, Tutorials, LLI, Wilson, ACHIEVE 3000, Imagine Learning for beginning ELL's, iReady Math for all students, VMath Live, Fundations, to improve the academic performance of students identified by the early warning system.Our school will also have an on-site MTSS Coach provided by The Department of Safe Schools, who will provide peer counseling, restorative justice, behavioral intervention techniques. L.C. Swain will also use mentoring groups such as MINTS and MCUSA with an on campus full-time licensed mental health counselor. The purpose of these interventions is to target our students who have emotional, academic and behavioral issues, and target the skills they need to be successful in academics and life.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313836.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

L.C. Swain is active in the community through our student government, which provides students the opportunity to work with its community members, and business partners in fundraising for L.C. Swain, and other worthy causes such as: ALS and the American Cancer Society, etc. The school's National Junior Honor Society reads at local feeder elementary schools, creating relationships with primary students in the school's community. L.C. Swain also educates its community stakeholders through monthly Parent University meetings, some will be utilized to build parental capacity. L.C.Swain's School Advisory Council strives to make vital school-based decisions with community and stakeholder input. L.C. Swain also works in partnership with several local businesses to provide incentives such as pizza, bowling, lunches and additional incentives. Our annual Mother Daughter Tea Party aims to strengthen the relationship between parents, students, school and community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Thomas, James	Principal
Ahmad-Farook, Shabana	Assistant Principal
Mendez, Wanda	Assistant Principal
Brooks, Clotilla	Instructional Coach
Yates, Jeanel	School Counselor
Strong, Damion	School Counselor
Liebowitz, Dana	Other
Fitch, Angie	Instructional Coach
Jonas, Latisha	Instructional Coach
Hayes, Catherine	Other
McDowell, Tanya	Assistant Principal
Pressy, Cathy	SAC Member

b. Duties

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

• The school based leadership team is comprised of the following members: principal, assistant principals, ESE Coordinator, ESOL Coordinator, reading coaches, math coach, and certified school counselors, mental health counselors, and other support personnel.
• The team will work with the School Improvement Committee to develop and update the school improvement plan. The team will provide data on Tier I, II, and III targets and academic and social/ emotional growth.
• Topics for discussion include, but are not limited to, the following:
• FSA scores and the lowest 30%
• Mentoring, tutoring, and other services will be offered to students

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

• A multi-disciplinary approach and methodology which identifies, targets and supports students needing additional academic and behavior support.
• SWPBS team meets bi-weekly, and teachers utilize corrective intervention behavior plans, observation forms, parent conference documentation which are required before SBT referral can be initiated.
• PLCs (formerly LTMs) occur weekly with departments to facilitate collegial planning, develop units of instruction, collaborate on implementing effective instructional strategies.

Title I funds are used to supplement Classroom Instruction, Family Involvement, Professional Development, Tutorials, Academic Coaches (Math and Reading), LTF (Learning Team Facilitator), an additional Math and Science teacher who provides support for students.

Title I Part C Migrant-Support services are provided by SDPBC. Curricular and family support from the district ensure transitory students' receive appropriate services without interruption.

Title I Part D-Transition programs for delinquent students returning to school are provided.

Title II-Programs and professional development provided by Safe School-Single school Culture, Academic, Behavior and Climate programs, and Bullying.

District Title I and II funds provide additional support through area support teams, secondary curriculum support, MTSS support, and STEM support.

Title III services and funds are used to ensure ESOL students' needs are met through supplemental tutorials (conducted side-by-side with Title I funded tutorials).

Title X-Support services are providing by district personnel, professional development relating to identifying homeless students Supplemental Academic Instruction (SAI) Students will be offered tutorial programs which are coordinated through the school and integrated in the morning, afternoon, and Saturday sessions.

Supplemental Academic Instruction (SAI)-Guidance coordinates anger management programs during the year which is integrated into students' elective classes as needed. MINTS targets at-risk female students who need positive role models and leadership skills.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Violence Prevention Program-.Guidance coordinates anger management programs during the year which is integrated into students' elective classes as needed. MINTS is one program designed to deal with aggressive students or students that need intervention. MCUSA, an on-site counseling and therapeutic program for at-risk students.

Nutrition Programs-The food services department coordinates the district nutrition program which is integrated into both breakfast and lunch

Housing Programs- N/A

Head Start- N/A

Adult Education-Parent University offered on the third Wednesday of every month.

Career and Technical Education-EPEP/TRIO, and our school offers a Choice programs for Medical Science, Pre-Law, and Pre-IT.

College & Career Readiness-Certified school counselors discuss post secondary options. A College Tour will be offered each year for our eighth grade students to build college awareness and aspirations.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success,(S.T.A.R.) Being a Stallion S.T.A.R., following our behavior matrix, and teaching expected behaviors, at grade level assemblies, and in the classrooms every day. We communicate with parents, sending out our bi-monthly SWPBS newsletter the Stallion. We update our action plans during Learning Team Meetings, SWPBS meetings, and Leadership Meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, and our Hispanic Heritage month, and African American History month, which are recognized daily during our morning announcements, along with structured lessons throughout classrooms, and content areas.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
James Thomas	Principal
Dana Liebowitz	Teacher
Amy Kolodny	Teacher
Cathy Pressey	Teacher
Norma Gutierrez	Parent
Andrea Longsworth	Teacher
Magalie Williams	Education Support Employee
Carmen Keeling	Education Support Employee
Jennifer Rosado	Parent
Barbara Ann Parent	Parent
Argelia Uriostegui	Parent
Keysha Pinkney	Teacher
Lisa Martin	Parent
Humira Ashrafi	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC members reviewed the S.I.P. and reflected on the progress made toward the goal L.C. Swain made a concerted effort to improve our Reading scores, reduce our suspension rates, increase attendance and broaden professional development offerings.

b. Development of this school improvement plan

SAC is a committee that meets monthly to discuss the development and implementation of the School Improvement Plan. As a committee they will ensure that funds are spent properly and with fidelity to best assist student needs. The committee will be comprised of teachers, students, parents, and community business owners. We will be in compliance with the SAC statues reflecting the make-up of our school's student population.

The Council will:
-Assess the needs for improvement at the school using district, state, and federal goals as a guide by reviewing student's performance data.
-Decipher the school's needs in priority order.
-Indicate the problems and barriers that underline the needed improvements and their cause.
-Identify and evaluate possible solutions, and develop strategies, specific steps, to accomplish the needed, indicated improvements.
-Establish what will be done, a schedule for when it will be done, who will be doing it, and how they will be monitored, and measured.
-Decide how success will be measured.

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

L. C. Swain's plan used student performance data in developing goals, in accordance with section 1008.22(4), F.S. All schools that have a significant gap in achievement on statewide assessments by one or more student
subgroups, as defined in section 1111(b)(2)(C)(v)(II), P.L. 107.110, NCLB, codified at 20 U.S.C. § 6311;
have not significantly decreased the percentage of students scoring below satisfactory on statewide assessments; or have significantly lower graduation rates for a subgroup when compared to the state's
graduation rate, have a school improvement plan that includes strategies for improving these results.

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

Reading Plus, computerized Reading program, is currently being implemented in labs throughout tutorial, SS, and Reading classes. Brought Holocaust author for the novel read in 6th ELA to help meet LAFS.
Sending teachers to state, and national conferences to improve instruction, and professional development among the staff.

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

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

L.C. Swain is trying to meet compliance with SAC statues by handing out dual-language fliers at parent events, bilingual phone trees, and personal invitations to parents via phone call to meet our diversity requirements. A school wide initiative continues to recruit local business partners in order for them to become stakeholders in SAC.

3. Literacy Leadership Team (LLT)

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

Name	Title
Thomas, James	Principal
Ahmad-Farook, Shabana	Assistant Principal
Mendez, Wanda	Assistant Principal
Fitch, Angie	Instructional Coach
McDowell, Tanya	Assistant Principal
Jonas, Latisha	Instructional Coach
Brooks, Clotilla	Instructional Coach

b. Duties

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

Our major goal will be to address the school's overall decline in Reading and Math, and to address strategies school-wide that will change our downward trends. L.C. Swain's focus includes but is not limited to providing all students who are exhibiting deficiencies in literacy with a series of literacy workshops including reading and writing tutorials held on weekdays. All content area teachers utilize the district scope and sequence which targets specific standards. Language Arts, Math, 8th Science, Civics assess the targeted standard through Unit Standard Assessments. Other grade level teams create their own summative assessments at the conclusion of units of instruction. The results are discussed at Learning Team Meetings and teachers must bring student samples, and collaborate on successes, and failures. Training is provided at LTMs and PDDs to best support teachers.

D. Public and Collaborative Teaching

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

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

Every teacher on L.C. Swain's campus will be encouraged, and given the opportunity to participate in ongoing professional development. All teachers will participate in common planning through Professional Learning Community meetings (PLCs) and monthly department meetings. L.C. Swain will monitor and analyze student data. All content area teachers will utilize units of instruction created in PLCs (formerly LTMs) in grade level teams. All departments utilize performance tasks that assess the targeted standard. Teachers also bring student samples and formative assessments to said meetings.

All PLC and Professional Development collaboration meets with the goal in mind to improve teacher best practices and student performance.

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

1. College Campuses and job fairs.-Principal
2. Soliciting referrals from prior employees-Principal
3. Pair new teachers with veteran teachers-Assistant Principal
4. Provide support from instructional coaches, department instructional leader, buddy teachers, and Learning Team Facilitator.-Assistant Principal, Coaches, Department Chairs.
5. Collaborative meetings with peers.
6. Educator Support Program (ESP)

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

The teacher mentoring plan is a program where a clinical education trained teacher who is either in that teacher's grade level, or content area, and has ideally had many years of experience is paired with a rookie teacher. The teachers will meet weekly to either plan or just discuss ideas that are helpful to the new teacher. The mentor teacher will also observe the new teacher, and critique them and give them tips to help ease their transition into the teaching world. Through the district Educator Support Program, teachers will complete a variety of tasks and goals with the support of school instructional staff and administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

L.C. Swain will use an alignment of curriculum and instructional materials to the Florida Standards (Programs),
and the use of professional learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; student-centered and competency-based instruction; integrated digital instruction; and project-based instruction (Strategies). This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

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

L.C. Swain creates and fosters professional learning communities and opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. L.C. Swain provides teachers with professional development opportunities, and better understand the diverse needs of our students.

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

Strategy: Extended School Day

Minutes added to school year: 8,800

Beginning in the 5th week of school (September 12, 2016), for 4 days a week(Monday-Thursday) all of our students are given the opportunity to receive tutorial services in Math, Reading, Writing, Civics and Science. The tutorial program is designed to focus on increasing student achievement in the content areas. Tutorials are scheduled from 7:45 A.M.-8:45 P.M.. This equates to 240 minutes per week.

Strategy Rationale

L.C. Swain has a population of greater than 90% FRL (Free or Reduced Lunch) students. One of the major barriers that these students face is not having access to a print rich environment, thus we provide them an opportunity to receive an additional hour of instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Kolodny, Amy, amy.kolodny@palmbeachschools.org

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

Data is collected and analyzed through daily attendance records, pre and post tests, winter diagnostics and successful performance of skills as indicated in the classroom standards and benchmark assessments. Tutorial content is determined by data analysis and monitoring of student performance.

Strategy: After School Program

Minutes added to school year: 7,200

L.C. Swain provides students with the opportunity to participate in after school enrichment activities. These activities include: academic games, school newspaper, debate club, math club, art club, and ASPIRA.

Strategy Rationale

After school enrichment activities are intended to provide students with opportunities to extend academic learning outside of the classroom.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student participation, district rankings through competitions, and student created materials will be utilized to enrich the students' academic experience.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All members of L.C. Swain's staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Our school counselors meet with feeder schools in the Spring to provide incoming 6th graders an opportunity for course registration and a campus tour. In addition, a two day orientation program, THRIVE, is offered to incoming 6th graders allowing them to navigate and acclimate to the middle school environment.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

L. C. Swain Middle School currently offers three career academies. The Pre-Medical choice academy is in its third year; the Pre-Law choice academy is in its third year; and the in-house Pre-IT academy is in its second year. Students are required to enter the programs in sixth grade and continue enrollment in the academy programs. Upon completion, students will be given priority toward enrollment in high school academies.

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

L.C. Swain Middle School has three academies: Pre-Medical, Pre-Law, and Pre-IT. The Pre-Medical Program is designed to enhance science, language, and math skills. Classes include Orientation to Health Occupations, and Medical Skills and Services. The Pre-Law Academy is designed to enhance social studies, math, and language arts skills. Classes include Law Studies and Criminal Justice.

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

Schools may offer career academies and or career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

Areas of Strength: A developing framework for collaborative planning, reduced number of student suspensions, increased student attendance, increased student achievement on FCAT Science by 11 %, a 22 % student performance increase in EOC Civics, the highest in the Palm Beach County School District, a 5 point increase in student performance in Algebra I Honors. an overall Lexile increase of 51 points among the ESOL students utilizing ACHIEVE 3000.
Areas of Need:
1. Based on our ACCESS/WIDA data from 2016, 13 % our ELL sixth graders were identified as Entering or Beginning Level in language acquisition, 41 % of our 7th graders were Entering or Beginning, and 58 % of our 8th graders were also Entering or Beginning.
2. 284 students failed either ELA or Math courses.
3. 567 students were identified as Level 1 in Reading or Math.
4. 224 students require Exceptional Student Educational services

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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.

I. TEACHER
After conducting our departmental and school-wide needs assessment, teams identified the following areas that L.C. Swain will focus on during PDD's and PLC's :
1. Identification of the Pillars of Effective Instruction,
2. Providing opportunities for instructional staff to incorporate technology and blended learning in the classroom
3. Focused collaborative planning which aligns to state standards and assessments
4. Analyzing student data to guide instruction and provide strategies based on individual learning needs
5. Utilizing research based literacy, first language support and standards aligned curriculum to support our Entering and Beginning English Language Learners
6. Incorporating collegiality and professionalism through peer observation and implementation.
7. Provide collaborative opportunities between general education and Exceptional Student Education educators to improve student achievement using inclusive strategies
II. STUDENT
1. Increasing efforts of monitoring attendance, and tardiness.
2. FSA Tutorial available in the mornings
3. Homework Help Lab available am and pm
4. Morning/After Care Program homework assistance
5. Student mentorship program available through MCUSA
6. Provide students with college readiness opportunities
III. PARENT
1. Increasing capacity- building parental involvement

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. If we provide effective and relevant instruction to meet the needs of all students in a positive, safe and supportive environment, then we will increase the percentage of students considered high school ready.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students in a positive, safe and supportive environment, then we will increase the percentage of students considered high school ready. 1a

G083702

Targets Supported 1b

Indicator	Annual Target
High School Readiness	65.0
FSA Mathematics Achievement	52.0
FSA ELA Achievement	42.0
FCAT 2.0 Science Proficiency	32.0
High School Readiness	49.0
Civics EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- Parents not equipped to academically support students at home (resources and strategies).
- Teachers having difficulty incorporating test item specifications into instructional planning and teaching.Lack of time for collaborative planning to address students' diverse needs - particularly for ESE and ELL students, real-world application, and data discussions. Lack of consistent rigor across classrooms of like grades/subjects.
- Loss of academic instructional time due to students requiring additional support in time management, language acquisition, study skills, and use of technology. Lack of sufficient technology to support and address individual student needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Opportunities
- Tutorials
- Highly Qualified Teachers
- Parent Involvement Opportunities
- Title I Funds

Plan to Monitor Progress Toward G1. 8

Administration will monitor student data to determine if progress is being made toward goal

Person Responsible
James Thomas

Schedule
Quarterly, from 10/31/2016 to 6/22/2017

Evidence of Completion
Data analysis and notes from data meetings at which USA, FSQ, Diagnostic, EOC, and FSA data is discussed

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students in a positive, safe and supportive environment, then we will increase the percentage of students considered high school ready. 1

G083702

G1.B1 Parents not equipped to academically support students at home (resources and strategies). 2

B222202

G1.B1.S1 Conduct Parent University - a program in which monthly meetings are held at school to guide our parents on the importance of SSA , FSAs, essential knowledge in content areas for students to be successful. 4

S234485

Strategy Rationale

Help parents and students stay involved in school, give educational pointers and tips on how to encourage their children to strive for academic excellence outside of school. Provides parents of ESOL students a look into how they can help their students at home, even if another language is spoken. Large ESOL population. Parents of lowest 30% recieve strategies to help their children at home.

Action Step 1 5

Staff (instructional and non-instructional) will collaborate to plan and implement the parent engagement activities detailed in the Parent Involvement Plan (attached in narrative section of SIP).

Person Responsible

Cathy Pressy

Schedule

Monthly, from 9/8/2016 to 5/26/2017

Evidence of Completion

Approved PIP, invitations, sign-in sheets, agendas, presentations/handouts, notes, parent evaluations.

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

Administration will attend events, debrief with presenters and/or analyze parent evaluations

Person Responsible

Shabana Ahmad-Farook

Schedule

Every 6 Weeks, from 10/4/2016 to 5/26/2017

Evidence of Completion

Analysis of parent evaluations, reflections on parent feedback and attendance with strategies on how to increase impact

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

Student data for the students whose parents attend trainings will be analyzed, discussed

Person Responsible

Shabana Ahmad-Farook

Schedule

Triannually, from 10/17/2016 to 5/26/2017

Evidence of Completion

Parent attendance data, student data from classroom - USAs, FSQs and other formative assessments

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

Student data for the students whose parents attend trainings will be analyzed, discussed

Person Responsible

Shabana Ahmad-Farook

Schedule

Triannually, from 10/17/2016 to 5/26/2017

Evidence of Completion

Parent attendance data, student data from classroom - USAs, FSQs and other formative assessments

G1.B1.S2 Develop a comprehensive communication plan to keep parents informed of student progress, academic initiatives, school meetings and events, and District policies and procedures. 4

S234486

Strategy Rationale

By reaching out and making positive impression on parents, linking school and home which will encourage parents to become more involved in their children's education and improve student engagement.

Action Step 1 5

Utilize agendas with 6th grade students to ensure immediate day to day communication with parents.

Person Responsible

Angie Fitch

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Purchase of agendas, samples of 6th Grade student agendas with teacher/parent notes

Action Step 2 5

Parent Link will be used to provide parents with important reminders and inform of upcoming activities.

Person Responsible

James Thomas

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Phone Tree Log

Action Step 3 5

Parent conferences will be scheduled and will include a team of teachers along with behavior coaches when necessary.

Person Responsible

Jeanel Yates

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

1051 Conference Notes, Calendar Invite

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrative team will collect and review sample communications and communication logs/ records

Person Responsible

Shabana Ahmad-Farook

Schedule

Monthly, from 9/1/2016 to 5/29/2017

Evidence of Completion

Feedback to teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Notify parents of upcoming events and programs to encourage parent involvement.

Person Responsible

James Thomas

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Flyers in multiple languages, phone tree messages, social media announcements

G1.B3 Teachers having difficulty incorporating test item specifications into instructional planning and teaching.Lack of time for collaborative planning to address students' diverse needs - particularly for ESE and ELL students, real-world application, and data discussions. Lack of consistent rigor across classrooms of like grades/subjects. 2

B222204

G1.B3.S1 Provide professional development for all teachers in the Marzano framework, blended learning, technology resources, data analysis, best practices for targeted students and, content area knowledge development. 4

S234489

Strategy Rationale

By continuing opportunities for professional growth using Marzano framework, teachers will build capacity to take current resources and increase instructional rigor.

Action Step 1 5

Learning Team Facilitator will build the capacity of teachers to conduct effective PLCs including disaggregation of student data and the development of rigorous instruction.

Person Responsible

Angie Fitch

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule of PLC meetings, PLC agendas, sign-ins, work products.

Action Step 2 5

Math coach will assist teachers in maintaining academic rigor throughout coursework and model effective instruction.

Person Responsible

Clotilla Brooks

Schedule

On 6/2/2017

Evidence of Completion

Coach's Schedule, PLC sign-ins, PD documentation. Products of collegial planning. Coaching/debriefing notes.

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

Action plans, lesson plans and student based evidence is collected by the LTF to determine if the teachers are implementing plans with fidelity.

Person Responsible

Angie Fitch

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, and student based evidence to show that teachers are following plans set forth in LTM's.

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

Math coach will conduct walkthroughs and observations to see if common planning meeting information is being implemented in the classrooms.

Person Responsible

Clotilla Brooks

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Agendas, sign-in sheets, and detailed notes from the meeting. Teachers provide detailed lesson plans, actions plans, student work samples.

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

Administration will observe LTF and coach, collect feedback from teachers on support, adjust support as needed

Person Responsible

James Thomas

Schedule

Biweekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Admin team meeting agendas, sign-ins, notes reflecting discussion of coaching, PLCs; feedback to coach and LTF; written reflections; action plans

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

Student achievement will be monitored for increases due to increase in teacher capacity

Person Responsible

Wanda Mendez

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Student work samples, FSQ'S, USA's, diagnostic results, and unit assessments.

G1.B3.S2 Teachers will collaborate in multiple settings to ensure instruction is aligned to students' needs and consistent in content and rigor. 4

S234490

Strategy Rationale

If teachers work together to develop relevant rigorous materials, then student growth and achievement should increase across the subject area due to a Single School Culture rationale.

Action Step 1 5

Develop a calendar for PLC's, common planning, department plannings,

Person Responsible

Angie Fitch

Schedule

On 8/31/2016

Evidence of Completion

Planning Calendar

Action Step 2 5

Teachers will voluntarily meet in the summer (August) and outside of contract hours to collaboratively plan units of instruction.

Person Responsible

Angie Fitch

Schedule

Biweekly, from 7/25/2016 to 4/28/2017

Evidence of Completion

timesheets, work products, notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrator observation of planning or attendance at planning meetings

Person Responsible

James Thomas

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Feedback to PLC leaders; review of work products

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers reflect on implemented strategies from collegial planning.

Person Responsible

Wanda Mendez

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Teachers analyze test data such as FSQ's, USA's, unit assessments, diagnostics, pre and post tests to determine effectiveness.

G1.B3.S3 Teachers have the opportunity to participate in off campus professional development. 4

S234491

Strategy Rationale

If teachers continue to receive instructional support and development, then students will receive rigorous and differentiated instruction.

Action Step 1 5

Off-site and On-site Professional Development opportunities for instructional staff are encouraged and supported by administrators.

Person Responsible

James Thomas

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Evidence of strategies implemented (i.e. lesson plans, observation notes, student samples

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Walk though, and follow-up that professional development ideas are being implemented in classrooms.

Person Responsible

James Thomas

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations and Evaluations available on IObservation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Student Achievement

Person Responsible

James Thomas

Schedule

Annually, from 9/5/2016 to 6/2/2017

Evidence of Completion

Teachers will monitor student progress through evaluation of student work, FSQ's, USA's and unit assessments.

G1.B6 Loss of academic instructional time due to students requiring additional support in time management, language acquisition, study skills, and use of technology. Lack of sufficient technology to support and address individual student needs. 2

B222207

G1.B6.S1 Improve academic support to English Language Learners. 4

S234499

Strategy Rationale

ESOL students are an area we need to target as a school.

Action Step 1 5

Rotational models will be used in class along with peer learning, pairing higher achieving students with lower level learners.

Person Responsible

Dana Liebowitz

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

ESOL Coordinator will monitor instructional focus calendars and implementation of focus calendar. ESOL Coordinator assists teachers with implementation of various ESOL instructional strategies. Assessments such as WIDA, and diagnostics are utilized to monitor results.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Walthroughs observing implementation of rotational models, as well as lesson plans including the focus calendar. Common planning within the ESOL department and other core subject areas.

Person Responsible

Shabana Ahmad-Farook

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, meeting agendas, and sign-in sheets for common planning days.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Instructional focus FSQ and USA assessments.

Person Responsible

Angie Fitch

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Student progress monitored throughout the school year.

G1.B6.S2 All students in the lowest thirtieth percentile will be targeted and invited for morning and afternoon tutorial. 4

S234500

Strategy Rationale

If students attend morning tutorial consistently, they will receive differentiated and targeted instruction which will increase student achievement.

Action Step 1 5

Daily morning and select afternoon tutorials will be offered to students in content specific subjects.

Person Responsible

Amy Kolodny

Schedule

Daily, from 9/12/2016 to 3/17/2017

Evidence of Completion

Student sign in, time sheets, lesson plans, attendance, invitations, tutorial budget planners, tutorial schedule

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Administration will review tutorial documentation and observe tutorial sessions, as well as monitor student data.

Person Responsible

Shabana Ahmad-Farook

Schedule

Biweekly, from 9/26/2016 to 3/17/2017

Evidence of Completion

Feedback to tutors & tutorial administrator, reflections, admin team discussion notes with agendas & sign-ins for meetings at which tutorial is discussed (topics like attendance, student progress, structure, frequency, groupings, etc.)

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Administration and teachers will discuss student progress of those students in tutorial to determine if tutorial is having an impact

Person Responsible

Shabana Ahmad-Farook

Schedule

Monthly, from 10/17/2016 to 3/31/2017

Evidence of Completion

Student data monitoring - grades, FSQs, USAs, nine weeks tests, mock EOCs

G1.B6.S3 Students will engage in blending and digital learning experiences. 4

S234501

Strategy Rationale

Digital and blended learning instruction provides individualized student instruction and increases student engagement.

Action Step 1 5

Create additional computer labs to support digital and blended learning.

Person Responsible

Latisha Jonas

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Computer lab calendars. Observations. Scores from reading programs. Data sheets for students, so that they are aware of their progress within the reading programs. Assessment data from EDW and Performance Matters.

Action Step 2 5

Adaptive technologies will be used to support differentiated instruction across content areas.

Person Responsible

Angie Fitch

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lab schedules, lesson plans, usage reports

Action Step 3 5

Literacy resource teacher will provide support to teachers incorporating adaptive technology in their instruction.

Person Responsible

Latisha Jonas

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, usage reports

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Administration will review data reports, monitor the labs, and observe use

Person Responsible

Shabana Ahmad-Farook

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Admin team meeting notes, agendas, sign-ins; reflections; feedback to those using program; and Performance Matters.

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Teachers and administrators will review student data reports from adaptive technologies to determine if students are making progress.

Person Responsible

Angie Fitch

Schedule

Every 3 Weeks, from 10/4/2016 to 5/19/2017

Evidence of Completion

Notes from meetings, student data

G1.B6.S4 Develop structures that allow for additional support in content area classrooms such as smaller class sizes, resources for extending learning, and exposure to real world applications. 4

S234502

Strategy Rationale

Smaller class size allows for more differentiation and scaffolding of instruction.

Action Step 1 5

Additional math unit will provide scheduling flexibility to allow the creation of Algebra I support classes.

Person Responsible

James Thomas

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

TERMS C-20 and C-16 screens, EDW courseloads

Action Step 2 5

The addition of a Science teacher will create smaller classes and additional scheduling flexibility so that L.C. Swain can continue to offer Home Language instruction in science.

Person Responsible

James Thomas

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher schedule, lesson plans, work product, instructional pacing calendar, anchor charts.

Action Step 3 5

Incorporate supplemental materials in social studies classrooms that provide a richer context for material covered in classes.

Person Responsible

James Thomas

Schedule

Semiannually, from 7/18/2016 to 9/30/2016

Evidence of Completion

Purchase requisitions, lesson plans, observation of items in use in classrooms

Plan to Monitor Fidelity of Implementation of G1.B6.S4 6

Administration will review course loads, student rosters, lesson plans to ensure intent of position is met

Person Responsible

James Thomas

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Feedback to teachers, reflection, agendas/sign-ins/notes from admin meetings

Plan to Monitor Effectiveness of Implementation of G1.B6.S4 7

Student data will be monitored during PLCs for impact

Person Responsible

Angie Fitch

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

PLC artifacts, student USAs, FSQs, mock EOCs and other formative data

G1.B6.S5 The T.H.R.I.V.E. program, a two day orientation, will introduce incoming 6th graders to L.C. Swain by building familiarity with our school structure. 4

S234503

Strategy Rationale

Incoming students will be provided the background knowledge to enter school, so that a focus on rigorous academics begins from the first day of sixth grade. Student activities include: a school tour, team-building activities, example classes, modeling of school expectations, and the opportunity to meet several staff members.

Action Step 1 5

Partner with feeder elementary's to identify students to invite to THRIVE.

Person Responsible

Amy Kolodny

Schedule

Weekly, from 5/9/2017 to 5/26/2017

Evidence of Completion

Communication with elementary schools

Action Step 2 5

Recruit teachers to conduct THRIVE program to orient students to middle school and inform parents of the middle school academic and behavioral expectations.

Person Responsible

Amy Kolodny

Schedule

Weekly, from 6/26/2017 to 7/27/2017

Evidence of Completion

Email or other communication to teachers

Action Step 3 5

Notify parents and students of opportunity to participate in THRIVE.

Person Responsible

Amy Kolodny

Schedule

On 7/19/2017

Evidence of Completion

Sample flyers, invitations, call out logs

Action Step 4 5

THRIVE program will allow incoming 6th grade students the opportunity to transition to middle school knowing the academic and behavioral expectations and having built a relationship with several students and teachers.

Person Responsible

Amy Kolodny

Schedule

Daily, from 7/31/2017 to 8/3/2017

Evidence of Completion

Invitations, schedule, teacher time sheets, student sign-ins, lesson plans and/or agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S5 6

Observation of Thrive along with conversations with teacher tutors

Person Responsible

Amy Kolodny

Schedule

On 8/9/2016

Evidence of Completion

Notes/reflections from observations and debriefing

Plan to Monitor Effectiveness of Implementation of G1.B6.S5 7

Student data (academic/behavioral) from participating students will be analyzed for impact of program

Person Responsible

Amy Kolodny

Schedule

On 1/10/2017

Evidence of Completion

Student data from first semester related to grades and behavior (9wks grades, FSQs USAs, EWS data)

G1.B6.S6 AVID College Readiness System will support students in building and reaching aspirations through the development of critical thinking, literacy, math, and soft skills. 4

S234504

Strategy Rationale

To provide students the organization skills for college and career readiness.

Action Step 1 5

Teachers will attend AVID training in the summer

Person Responsible

James Thomas

Schedule

Daily, from 7/6/2016 to 7/8/2016

Evidence of Completion

TDEs, registrations, travel reimbursement packets

Action Step 2 5

Students will be recruited for participation

Person Responsible

Angie Fitch

Schedule

Daily, from 7/18/2016 to 8/15/2016

Evidence of Completion

Communication with parents, student interviews, student self selection documents

Action Step 3 5

Ensure students are equipped to participate in AVID program by providing necessary organizational materials

Person Responsible

Angie Fitch

Schedule

Monthly, from 7/18/2016 to 12/22/2016

Evidence of Completion

Student engagement, purchasing reports, lesson plans

Action Step 4 5

AVID Tutors will facilitate tutorial sessions during AVID elective classes

Person Responsible

Angie Fitch

Schedule

Weekly, from 9/26/2016 to 5/19/2017

Evidence of Completion

Timesheets of tutors, lesson plans showing tutorial sessions, student rosters

Plan to Monitor Fidelity of Implementation of G1.B6.S6 6

AVID site coordinator and district director will meet to assess fidelity of implementation of AVID and AVID tutorials

Person Responsible

Schedule

Quarterly, from 9/30/2016 to 5/29/2017

Evidence of Completion

CSS - 11 essentials; feedback to AVID site team; feedback to AVID elective teacher on use of tutors

Plan to Monitor Effectiveness of Implementation of G1.B6.S6 7

Student participants' data will be monitored for improvement

Person Responsible

Angie Fitch

Schedule

Quarterly, from 10/24/2016 to 6/5/2017

Evidence of Completion

USAs, FSQs, quarterly grades, AVID data reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B3.S1.MA1 M306337	Student achievement will be monitored for increases due to increase in teacher capacity	Mendez, Wanda	8/18/2015	Student work samples, FSQ'S, USA's, diagnostic results, and unit assessments.	6/3/2016 monthly
G1.B6.S6.A1 A301733	Teachers will attend AVID training in the summer	Thomas, James	7/6/2016	TDEs, registrations, travel reimbursement packets	7/8/2016 daily
G1.B6.S5.MA1 M306364	Observation of Thrive along with conversations with teacher tutors	Kolodny, Amy	8/9/2016	Notes/reflections from observations and debriefing	8/9/2016 one-time
G1.B6.S6.A2 A301734	Students will be recruited for participation	Fitch, Angie	7/18/2016	Communication with parents, student interviews, student self selection documents	8/15/2016 daily
G1.B3.S2.A1 A301710	Develop a calendar for PLC's, common planning, department plannings,	Fitch, Angie	8/31/2016	Planning Calendar	8/31/2016 one-time
G1.B6.S4.A3 A301728	Incorporate supplemental materials in social studies classrooms that provide a richer context for...	Thomas, James	7/18/2016	Purchase requisitions, lesson plans, observation of items in use in classrooms	9/30/2016 semiannually
G1.B6.S6.A3 A301735	Ensure students are equipped to participate in AVID program by providing necessary organizational...	Fitch, Angie	7/18/2016	Student engagement, purchasing reports, lesson plans	12/22/2016 monthly
G1.B6.S5.MA1 M306363	Student data (academic/behavioral) from participating students will be analyzed for impact of...	Kolodny, Amy	1/10/2017	Student data from first semester related to grades and behavior (9wks grades, FSQs USAs, EWS data)	1/10/2017 one-time
G1.B6.S2.MA1 M306358	Administration will review tutorial documentation and observe tutorial sessions, as well as monitor...	Ahmad-Farook, Shabana	9/26/2016	Feedback to tutors & tutorial administrator, reflections, admin team discussion notes with agendas & sign-ins for meetings at which tutorial is discussed (topics like attendance, student progress, structure, frequency, groupings, etc.)	3/17/2017 biweekly
G1.B6.S2.A1 A301722	Daily morning and select afternoon tutorials will be offered to students in content specific...	Kolodny, Amy	9/12/2016	Student sign in, time sheets, lesson plans, attendance, invitations, tutorial budget planners, tutorial schedule	3/17/2017 daily
G1.B6.S2.MA1 M306357	Administration and teachers will discuss student progress of those students in tutorial to...	Ahmad-Farook, Shabana	10/17/2016	Student data monitoring - grades, FSQs, USAs, nine weeks tests, mock EOCs	3/31/2017 monthly
G1.B3.S2.A2 A301711	Teachers will voluntarily meet in the summer (August) and outside of contract hours to...	Fitch, Angie	7/25/2016	timesheets, work products, notes	4/28/2017 biweekly
G1.B6.S3.MA1 M306359	Teachers and administrators will review student data reports from adaptive technologies to...	Fitch, Angie	10/4/2016	Notes from meetings, student data	5/19/2017 every-3-weeks
G1.B6.S6.A4 A301736	AVID Tutors will facilitate tutorial sessions during AVID elective classes	Fitch, Angie	9/26/2016	Timesheets of tutors, lesson plans showing tutorial sessions, student rosters	5/19/2017 weekly
G1.B1.S1.MA1 M306332	Student data for the students whose parents attend trainings will be analyzed, discussed	Ahmad-Farook, Shabana	10/17/2016	Parent attendance data, student data from classroom - USAs, FSQs and other formative assessments	5/26/2017 triannually
G1.B1.S1.MA1 M306333	Student data for the students whose parents attend trainings will be analyzed, discussed	Ahmad-Farook, Shabana	10/17/2016	Parent attendance data, student data from classroom - USAs, FSQs and other formative assessments	5/26/2017 triannually
G1.B1.S1.MA1 M306334	Administration will attend events, debrief with presenters and/or analyze parent evaluations	Ahmad-Farook, Shabana	10/4/2016	Analysis of parent evaluations, reflections on parent feedback and attendance with strategies on how to increase impact	5/26/2017 every-6-weeks

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 A301704	Staff (instructional and non-instructional) will collaborate to plan and implement the parent...	Pressy, Cathy	9/8/2016	Approved PIP, invitations, sign-in sheets, agendas, presentations/ handouts, notes, parent evaluations.	5/26/2017 monthly
G1.B3.S1.MA2 M306339	Math coach will conduct walkthroughs and observations to see if common planning meeting information...	Brooks, Clotilla	9/5/2016	Agendas, sign-in sheets, and detailed notes from the meeting. Teachers provide detailed lesson plans, actions plans, student work samples.	5/26/2017 quarterly
G1.B6.S3.MA1 M306360	Administration will review data reports, monitor the labs, and observe use	Ahmad-Farook, Shabana	9/19/2016	Admin team meeting notes, agendas, sign-ins; reflections; feedback to those using program; and Performance Matters.	5/26/2017 monthly
G1.B6.S4.MA1 M306361	Student data will be monitored during PLCs for impact	Fitch, Angie	8/29/2016	PLC artifacts, student USAs, FSQs, mock EOCs and other formative data	5/26/2017 biweekly
G1.B6.S5.A1 A301729	Partner with feeder elementary's to identify students to invite to THRIVE.	Kolodny, Amy	5/9/2017	Communication with elementary schools	5/26/2017 weekly
G1.B1.S2.MA1 M306336	Administrative team will collect and review sample communications and communication logs/records	Ahmad-Farook, Shabana	9/1/2016	Feedback to teachers	5/29/2017 monthly
G1.B6.S6.MA1 M306366	AVID site coordinator and district director will meet to assess fidelity of implementation of AVID...		9/30/2016	CSS - 11 essentials; feedback to AVID site team; feedback to AVID elective teacher on use of tutors	5/29/2017 quarterly
G1.B6.S1.MA1 M306355	Instructional focus FSQ and USA assessments.	Fitch, Angie	8/15/2016	Student progress monitored throughout the school year.	6/1/2017 monthly
G1.B1.S2.MA1 M306335	Notify parents of upcoming events and programs to encourage parent involvement.	Thomas, James	8/15/2016	Flyers in multiple languages, phone tree messages, social media announcements	6/1/2017 biweekly
G1.B1.S2.A2 A301706	Parent Link will be used to provide parents with important reminders and inform of upcoming...	Thomas, James	8/15/2016	Phone Tree Log	6/1/2017 weekly
G1.B1.S2.A3 A301707	Parent conferences will be scheduled and will include a team of teachers along with behavior...	Yates, Jeanel	8/15/2016	1051 Conference Notes, Calendar Invite	6/1/2017 weekly
G1.B3.S3.A1 A301712	Off-site and On-site Professional Development opportunities for instructional staff are encouraged...	Thomas, James	8/15/2016	Evidence of strategies implemented (i.e. lesson plans, observation notes, student samples	6/1/2017 monthly
G1.B3.S1.MA1 M306338	Action plans, lesson plans and student based evidence is collected by the LTF to determine if the...	Fitch, Angie	8/15/2016	Lesson plans, and student based evidence to show that teachers are following plans set forth in LTM's.	6/2/2017 biweekly
G1.B3.S1.MA4 M306340	Administration will observe LTF and coach, collect feedback from teachers on support, adjust...	Thomas, James	8/31/2016	Admin team meeting agendas, sign-ins, notes reflecting discussion of coaching, PLCs; feedback to coach and LTF; written reflections; action plans	6/2/2017 biweekly
G1.B3.S1.A1 A301708	Learning Team Facilitator will build the capacity of teachers to conduct effective PLCs including...	Fitch, Angie	8/15/2016	Schedule of PLC meetings, PLC agendas, sign-ins, work products.	6/2/2017 daily
G1.B3.S1.A2 A301709	Math coach will assist teachers in maintaining academic rigor throughout coursework and model...	Brooks, Clotilla	8/15/2016	Coach's Schedule, PLC sign-ins, PD documentation. Products of collegial planning. Coaching/debriefing notes.	6/2/2017 one-time
G1.B6.S1.MA1 M306356	Walthroughs observing implementation of rotational models, as well as lesson plans including the...	Ahmad-Farook, Shabana	8/29/2016	Lesson plans, meeting agendas, and sign-in sheets for common planning days.	6/2/2017 monthly
G1.B6.S1.A1 A301721	Rotational models will be used in class along with peer learning, pairing higher achieving students...	Liebowitz, Dana	8/15/2016	ESOL Coordinator will monitor instructional focus calendars and implementation of focus calendar. ESOL Coordinator assists teachers with implementation of various ESOL instructional strategies. Assessments	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				such as WIDA, and diagnostics are utilized to monitor results.	
G1.B1.S2.A1 A301705	Utilize agendas with 6th grade students to ensure immediate day to day communication with parents.	Fitch, Angie	8/15/2016	Purchase of agendas, samples of 6th Grade student agendas with teacher/ parent notes	6/2/2017 daily
G1.B3.S2.MA1 M306341	Teachers reflect on implemented strategies from collegial planning.	Mendez, Wanda	8/29/2016	Teachers analyze test data such as FSQ's, USA's, unit assessments, diagnostics, pre and post tests to determine effectiveness.	6/2/2017 biweekly
G1.B3.S2.MA1 M306342	Administrator observation of planning or attendance at planning meetings	Thomas, James	8/22/2016	Feedback to PLC leaders; review of work products	6/2/2017 monthly
G1.B3.S3.MA1 M306343	Student Achievement	Thomas, James	9/5/2016	Teachers will monitor student progress through evaluation of student work, FSQ's, USA's and unit assessments.	6/2/2017 annually
G1.B3.S3.MA1 M306344	Walk though, and follow-up that professional development ideas are being implemented in classrooms.	Thomas, James	8/15/2016	Observations and Evaluations available on IObservation.	6/2/2017 weekly
G1.B6.S3.A1 A301723	Create additional computer labs to support digital and blended learning.	Jonas, Latisha	8/15/2016	Computer lab calendars. Observations. Scores from reading programs. Data sheets for students, so that they are aware of their progress within the reading programs. Assessment data from EDW and Performance Matters.	6/2/2017 monthly
G1.B6.S3.A2 A301724	Adaptive technologies will be used to support differentiated instruction across content areas.	Fitch, Angie	8/15/2016	Lab schedules, lesson plans, usage reports	6/2/2017 daily
G1.B6.S3.A3 A301725	Literacy resource teacher will provide support to teachers incorporating adaptive technology in...	Jonas, Latisha	8/15/2016	Lesson Plans, usage reports	6/2/2017 weekly
G1.B6.S4.MA1 M306362	Administration will review course loads, student rosters, lesson plans to ensure intent of position...	Thomas, James	8/15/2016	Feedback to teachers, reflection, agendas/sign-ins/notes from admin meetings	6/2/2017 monthly
G1.B6.S4.A1 A301726	Additional math unit will provide scheduling flexibility to allow the creation of Algebra I support...	Thomas, James	8/15/2016	TERMS C-20 and C-16 screens, EDW courseloads	6/2/2017 daily
G1.B6.S4.A2 A301727	The addition of a Science teacher will create smaller classes and additional scheduling flexibility...	Thomas, James	8/15/2016	Teacher schedule, lesson plans, work product, instructional pacing calendar, anchor charts.	6/2/2017 daily
G1.B6.S6.MA1 M306365	Student participants' data will be monitored for improvement	Fitch, Angie	10/24/2016	USAs, FSQs, quarterly grades, AVID data reports	6/5/2017 quarterly
G1.MA1 M306367	Administration will monitor student data to determine if progress is being made toward goal	Thomas, James	10/31/2016	Data analysis and notes from data meetings at which USA, FSQ, Diagnostic, EOC, and FSA data is discussed	6/22/2017 quarterly
G1.B6.S5.A3 A301731	Notify parents and students of opportunity to participate in THRIVE.	Kolodny, Amy	7/17/2017	Sample flyers, invitations, call out logs	7/19/2017 one-time
G1.B6.S5.A2 A301730	Recruit teachers to conduct THRIVE program to orient students to middle school and inform parents...	Kolodny, Amy	6/26/2017	Email or other communication to teachers	7/27/2017 weekly
G1.B6.S5.A4 A301732	THRIVE program will allow incoming 6th grade students the opportunity to transition to middle...	Kolodny, Amy	7/31/2017	Invitations, schedule, teacher time sheets, student sign-ins, lesson plans and/or agendas	8/3/2017 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students in a positive, safe and supportive environment, then we will increase the percentage of students considered high school ready.

G1.B3 Teachers having difficulty incorporating test item specifications into instructional planning and teaching.Lack of time for collaborative planning to address students' diverse needs - particularly for ESE and ELL students, real-world application, and data discussions. Lack of consistent rigor across classrooms of like grades/subjects.

G1.B3.S1 Provide professional development for all teachers in the Marzano framework, blended learning, technology resources, data analysis, best practices for targeted students and, content area knowledge development.

PD Opportunity 1

Learning Team Facilitator will build the capacity of teachers to conduct effective PLCs including disaggregation of student data and the development of rigorous instruction.

Facilitator

Fitch, Angie

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Math coach will assist teachers in maintaining academic rigor throughout coursework and model effective instruction.

Facilitator

Clotilla Brooks

Participants

Math Teachers

Schedule

On 6/2/2017

G1.B3.S2 Teachers will collaborate in multiple settings to ensure instruction is aligned to students' needs and consistent in content and rigor.

PD Opportunity 1

Develop a calendar for PLC's, common planning, department plannings,

Facilitator

Angela Fitch

Participants

Content Area Teachers

Schedule

On 8/31/2016

PD Opportunity 2

Teachers will voluntarily meet in the summer (August) and outside of contract hours to collaboratively plan units of instruction.

Facilitator

Angela Fitch, Lead teachers

Participants

content area teachers

Schedule

Biweekly, from 7/25/2016 to 4/28/2017

G1.B6 Loss of academic instructional time due to students requiring additional support in time management, language acquisition, study skills, and use of technology. Lack of sufficient technology to support and address individual student needs.

G1.B6.S5 The T.H.R.I.V.E. program, a two day orientation, will introduce incoming 6th graders to L.C. Swain by building familiarity with our school structure.

PD Opportunity 1

Notify parents and students of opportunity to participate in THRIVE.

Facilitator

Participants

Schedule

On 7/19/2017

G1.B6.S6 AVID College Readiness System will support students in building and reaching aspirations through the development of critical thinking, literacy, math, and soft skills.

PD Opportunity 1

Teachers will attend AVID training in the summer

Facilitator

AVID professional developers

Participants

AVID site coordinator, administrators, select AVID content teachers, AVID elective teacher

Schedule

Daily, from 7/6/2016 to 7/8/2016

VI. Technical Assistance Items

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

G1. If we provide effective and relevant instruction to meet the needs of all students in a positive, safe and supportive environment, then we will increase the percentage of students considered high school ready.

G1.B1 Parents not equipped to academically support students at home (resources and strategies).

G1.B1.S2 Develop a comprehensive communication plan to keep parents informed of student progress, academic initiatives, school meetings and events, and District policies and procedures.

TA Opportunity 1

Utilize agendas with 6th grade students to ensure immediate day to day communication with parents.

Facilitator

Angie Fitch

Participants

6th Grade Students

Schedule

Daily, from 8/15/2016 to 6/2/2017

VII. Budget

1	**G1.B1.S1.A1**	**Staff (instructional and non-instructional) will collaborate to plan and implement the parent engagement activities detailed in the Parent Involvement Plan (attached in narrative section of SIP).**				**$7,556.92**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0021 - L C Swain Middle School	Title I, Part A		$3,161.25
			Notes: Part time in system pay for teachers and staff to plan, present, facilitate and translate Parent University and other parent engagement programs/meetings.			
	6150	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$4,395.67
			Notes: Food for parent trainings, paper and ink for parent communication, training materials, books, folders, pens, pencils, highlighters, chart paper, post-it notes, manipulatives, pamphlets			
2	**G1.B1.S2.A1**	**Utilize agendas with 6th grade students to ensure immediate day to day communication with parents.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$3,000.00

			Notes: Student agendas			
3	**G1.B1.S2.A2**	**Parent Link will be used to provide parents with important reminders and inform of upcoming activities.**				**$0.00**
4	**G1.B1.S2.A3**	**Parent conferences will be scheduled and will include a team of teachers along with behavior coaches when necessary.**				**$0.00**
5	**G1.B3.S1.A1**	**Learning Team Facilitator will build the capacity of teachers to conduct effective PLCs including disaggregation of student data and the development of rigorous instruction.**				**$73,854.55**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0021 - L C Swain Middle School	Title I, Part A	1.0	$73,154.55
			Notes: 1.0 Learning Team Facilitator - Salary & Benefits - Angela Fitch			
	6400	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$700.00
			Notes: Supplies for professional development to include paper, folders, binders, dividers, popsicle sticks, white-boards and markers. Post-it notes, chart paper, high-lighters, and organizational materials. Professional development books.			
6	**G1.B3.S1.A2**	**Math coach will assist teachers in maintaining academic rigor throughout coursework and model effective instruction.**				**$73,654.55**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0021 - L C Swain Middle School	Title I, Part A	1.0	$73,154.55
			Notes: Math Coach - salary and benefits - Clotilla Brooks			
	6400	510-Supplies	0021 - L C Swain Middle School	Title I, Part A	1.0	$500.00
			Notes: Math Coach supplies such as: calculators, manipulatives, graphs paper, pencils, chart paper, binders/folders, and professional books.			
7	**G1.B3.S2.A1**	**Develop a calendar for PLC's, common planning, department plannings,**				**$0.00**
8	**G1.B3.S2.A2**	**Teachers will voluntarily meet in the summer (August) and outside of contract hours to collaboratively plan units of instruction.**				**$28,348.50**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0021 - L C Swain Middle School	Title I, Part A		$16,348.50
			Notes: Summer Collab Planning Pay			
	6400	100-Salaries	0021 - L C Swain Middle School	Title I, Part A		$12,000.00
			Notes: Year round after school planning pay			
9	**G1.B3.S3.A1**	**Off-site and On-site Professional Development opportunities for instructional staff are encouraged and supported by administrators.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	6400	750-Other Personal Services	0021 - L C Swain Middle School	Title I, Part A		$2,000.00
			Notes: Substitutes provided for teachers that attend professional development.			
10	**G1.B6.S1.A1**	**Rotational models will be used in class along with peer learning, pairing higher achieving students with lower level learners.**				**$0.00**
11	**G1.B6.S2.A1**	**Daily morning and select afternoon tutorials will be offered to students in content specific subjects.**				**$37,651.14**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0021 - L C Swain Middle School	Title I, Part A		$30,360.89
			Notes: Instructional salaries for highly qualified instructors for tutorial program			
	5100	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$7,290.25
			Notes: Tutorial supplies-paper, ink, loose leaf paper, notebooks, composition books, calculators, pens, pencils, chart paper, folders, post it notes, highlighters, Gateway workbooks, iReady workbooks			
12	**G1.B6.S3.A1**	**Create additional computer labs to support digital and blended learning.**				**$123,868.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0021 - L C Swain Middle School	Title I, Part A		$69,000.00
			Notes: Laptops for 2 laptop labs and one mobile lab			
	5100	644-Computer Hardware Non-Capitalized	0021 - L C Swain Middle School	Title I, Part A		$39,000.00
			Notes: 60 Desktop computers			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0021 - L C Swain Middle School	Title I, Part A		$10,000.00
			Notes: 3 Laptop Carts			
	5100	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$5,868.00
			Notes: Headphones, mice, mouse pads, power cords, batteries			
13	**G1.B6.S3.A2**	**Adaptive technologies will be used to support differentiated instruction across content areas.**				**$17,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0021 - L C Swain Middle School	Title I, Part A		$17,200.00
			Notes: iReady, VMath, Gateway to Civics, Reading Plus			
14	**G1.B6.S3.A3**	**Literacy resource teacher will provide support to teachers incorporating adaptive technology in their instruction.**				**$0.00**

15	**G1.B6.S4.A1**	**Additional math unit will provide scheduling flexibility to allow the creation of Algebra I support classes.**				**$67,021.46**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0021 - L C Swain Middle School	Title I, Part A	1.0	$66,342.45
			Notes: 1.0 Math Teacher Salary and Benefits Mr. Pablo Unday			
	5100	750-Other Personal Services	0021 - L C Swain Middle School	Title I, Part A		$679.01
			Notes: Substitites for Math Teacher			
16	**G1.B6.S4.A2**	**The addition of a Science teacher will create smaller classes and additional scheduling flexibility so that L.C. Swain can continue to offer Home Language instruction in science.**				**$67,021.46**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0021 - L C Swain Middle School	Title I, Part A	1.0	$66,342.45
			Notes: 1.0 SCIENCE Teacher Salary and Benefits: Alisha Parker			
	5100	750-Other Personal Services	0021 - L C Swain Middle School	Title I, Part A		$679.01
			Notes: Substitutes for Science Teacher			
17	**G1.B6.S4.A3**	**Incorporate supplemental materials in social studies classrooms that provide a richer context for material covered in classes.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0021 - L C Swain Middle School	Title I, Part A		$2,500.00
			Notes: Globes and maps			
	5100	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$2,500.00
			Notes: Environmental print resources, novels, interactive costuming, weekly literacy reading material			
18	**G1.B6.S5.A1**	**Partner with feeder elementary's to identify students to invite to THRIVE.**				**$0.00**
19	**G1.B6.S5.A2**	**Recruit teachers to conduct THRIVE program to orient students to middle school and inform parents of the middle school academic and behavioral expectations.**				**$0.00**
20	**G1.B6.S5.A3**	**Notify parents and students of opportunity to participate in THRIVE.**				**$0.00**
21	**G1.B6.S5.A4**	**THRIVE program will allow incoming 6th grade students the opportunity to transition to middle school knowing the academic and behavioral expectations and having built a relationship with several students and teachers.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	5100	100-Salaries	0021 - L C Swain Middle School	Title I, Part A		$12,000.00
			Notes: Salary and benefits for tutors			
22	**G1.B6.S6.A1**	**Teachers will attend AVID training in the summer**				**$0.00**
23	**G1.B6.S6.A2**	**Students will be recruited for participation**				**$0.00**
24	**G1.B6.S6.A3**	**Ensure students are equipped to participate in AVID program by providing necessary organizational materials**				**$6,006.75**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0021 - L C Swain Middle School	Title I, Part A		$6,006.75
			Notes: Binders, dividers, pencil pouches, dividers, highlighters, paper, loose leaf paper, composition books, pencils, pens, post its, markers, colored pencils, folders			
25	**G1.B6.S6.A4**	**AVID Tutors will facilitate tutorial sessions during AVID elective classes**				**$5,167.50**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	0021 - L C Swain Middle School	Title I, Part A		$5,167.50
			Notes: Salary and Bens for out of system AVID tutors above allocated amount			
					Total:	**$529,350.83**