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Loggers' Run Community Middle School

11584 W PALMETTO PARK RD, Boca Raton, FL 33428

<https://lrms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Loggers' Run Middle School is committed to providing an world-class, elite education to each student, driven by standards-based instruction implemented by content knowledgeable staff, with the skills, principles and fortitude for students to reach their highest potential to ensure creative, collaborative thinking for the challenges of the 21st century.

Provide the school's vision statement.

Loggers' Run Middle School is dedicated to providing a rigorous, standards-based education designed to promote high expectations through engaging and personalized instruction.

School Leadership Team

Membership

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

Name	Title
Capitano, Edmund	Principal
Graham, Sherri	Assistant Principal
Ganguzza, Deborah	Teacher, ESE
Kabinoff, Richard	Teacher, K-12
Milos, Ana	Teacher, K-12
Temple, Evelyn	Teacher, K-12
Stathopoulos, Christina	Dean
Gates, Julie	Teacher, K-12
Fennell, Alexandra	Teacher, K-12
Pfeil, Dennis	Assistant Principal

Duties

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

As Principal of the School my role and responsibilities aside from school safety, stem from being the Instructional Leader of the school. With my team, I make sure that the curriculum followed and the daily lesson plans are in alignment with the Florida Standards and Benchmarks. Assistant Principals, Mr. Pfeil, Mrs. Graham and Mrs. Giraldo visit classes daily to observe and make professional growth recommendations when the opportunities present themselves. Our ESE Contact, Mrs. Ganguzza, and our ELL Contact Ms. Fennell, work with our departments to ensure an equitable education is presented to each student to ensure their academic growth. Our content specific department chairs share best practices by holding Professional Learning Community meetings with our teachers during common planning. These shared best practice sessions keep our teachers in alignment with standards and raises the bar for rigorous instruction. Additionally, in compliance with SB 2.09, our SAC membership assists with the vision and mission of the school. Our monthly meetings updates its

members and solicites ideas to make our school programs grow and progress under the auspice of our stakeholders and business partners.

Early Warning Systems

Year 2017-18

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	50	49	52	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	8	13	11	0	0	0	0	32
Course failure in ELA or Math	0	0	0	0	0	0	17	40	25	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	0	0	0	81	57	42	0	0	0	0	180

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	26	33	24	0	0	0	0	83

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	15	10	19	0	0	0	0	44
Retained Students: Previous Year(s)	0	0	0	0	0	0	15	10	19	0	0	0	0	44

Date this data was collected

Thursday 9/13/2018

Year 2016-17 - As Reported

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Absences below 90%	0	0	0	0	0	0	30	31	33	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	18	23	24	0	0	0	0	65
Course Failure in ELA/ Math	0	0	0	0	0	0	9	36	37	0	0	0	0	82
FSA/FCAT/EOC Level 1 (ELA/Math)	0	0	0	0	0	0	59	72	71	0	0	0	0	202

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	
	0	0	0	0	0	0	20	32	40	0	0	0	0	92

Year 2016-17 - Updated

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Absences below 90%	0	0	0	0	0	0	30	31	33	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	18	23	24	0	0	0	0	65
Course Failure in ELA/ Math	0	0	0	0	0	0	9	36	37	0	0	0	0	82
FSA/FCAT/EOC Level 1 (ELA/Math)	0	0	0	0	0	0	59	72	71	0	0	0	0	202

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	
	0	0	0	0	0	0	20	32	40	0	0	0	0	92

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

For our school, our lowest 25% performance is the most challenging to move in ELA as well as Math. This is not a trend. The significant drop for our school is within the content English Language Arts (ELA). We lost points in the components of Proficiency, Learning Gains, and Low 25%.

Which data component showed the greatest decline from prior year?

English Language Art, had an -19 pt. deficiency compared to the previous year. The ELL population has the most opportunity for growth.

ELL had a -16 pts drop from 51% in 2017 to 35% in 2018 in ELA Proficiency.

ELL had a -14 pts drop from 70% in 2017 to 56% in 2018 in ELA Learning Gains.

ELL had a -11 pts drop from 70% in 2017 to 58% in 2018 in ELA Low 25%.

Which data component had the biggest gap when compared to the state average?

Our school has surpassed the State in every component. Our content Gaps are in the positive. Our ELL students made a 16 pts gain from 68% to 84% in Civics.

Which data component showed the most improvement? Is this a trend?

Our overall student performance in the Civics content is performing an upward trend. Currently at 90% proficiency.

Describe the actions or changes that led to the improvement in this area.

What led to our consistent increase in the Civics content area are common planning, Standards-Based shared best practices & planning, and Standards-Based Instruction.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	71%	56%	53%	68%	55%	52%
ELA Learning Gains	62%	57%	54%	63%	56%	53%
ELA Lowest 25th Percentile	48%	49%	47%	53%	49%	45%
Math Achievement	82%	61%	58%	74%	59%	55%
Math Learning Gains	77%	61%	57%	65%	60%	55%
Math Lowest 25th Percentile	65%	54%	51%	53%	48%	47%
Science Achievement	74%	55%	52%	68%	54%	50%
Social Studies Achievement	90%	75%	72%	80%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	50 (0)	49 (0)	52 (0)	151 (0)
One or more suspensions	8 (30)	13 (31)	11 (33)	32 (94)
Course failure in ELA or Math	17 (18)	40 (23)	25 (24)	82 (65)
Level 1 on statewide assessment	81 (9)	57 (36)	42 (37)	180 (82)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	64%	53%	11%	52%	12%
	2017	71%	54%	17%	52%	19%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	69%	54%	15%	51%	18%
	2017	70%	55%	15%	52%	18%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
08	2018	74%	60%	14%	58%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	68%	56%	12%	55%	13%
Same Grade Comparison		6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	71%	56%	15%	52%	19%
	2017	68%	55%	13%	51%	17%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	67%	39%	28%	54%	13%
	2017	58%	38%	20%	53%	5%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
08	2018	85%	65%	20%	45%	40%
	2017	77%	63%	14%	46%	31%
Same Grade Comparison		8%				
Cohort Comparison		27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	71%	54%	17%	50%	21%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	66%	-66%	63%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	72%	16%	71%	17%
2017	81%	73%	8%	69%	12%
Compare		7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	62%	37%	62%	37%
2017	100%	59%	41%	60%	40%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	51	44	52	55	48	59	75	52		
ELL	35	57	59	61	68	62	38	85	64		
ASN	71	60		90	93			93	87		
BLK	58	59	48	69	73	74	52	83	53		
HSP	70	63	54	81	74	63	73	94	69		
MUL	74	58		91	81			100			
WHT	74	63	46	83	78	64	76	88	75		
FRL	62	58	48	74	72	59	65	86	53		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	43	60	54	52	67	54	44	75	41		
ELL	51	71	70	59	75	69	25	68			
ASN	76	79		93	79			100	75		
BLK	63	63	54	70	72	63	61	77	50		
HSP	70	68	58	75	73	65	59	86	58		
MUL	84	72		83	69		83		100		
WHT	75	73	59	78	75	71	73	86	73		
FRL	64	65	57	69	72	67	52	79	50		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Area of Focus is our Lower 25% in ELA and Math to ensure we are meeting our long term outcome (LTO) for student High School Readiness.

Rationale We are facing a concerning gap between our lowest 25% students with the performance Non-ELL students and our ELL students. We had a significant PYG drop in their performance in English Language Arts from four years worth of growth in 2017 to just below one year's worth of growth in 2018.

Intended Outcome Our focus will be to increase our Low 25% to at least 75% proficiency. Our timeline for meeting our Long Term Objective of our strategic plan will be met at the latest by 2021 in both areas of ELA and Math.

Point Person Edmund Capitano (edmund.capitano@palmbeachschools.org)

Action Step

Description Through our strategic plan and Pillars of Effective Instruction, students are immersed in rigorous tasks, that address the FULL intent of the Florida State Standard required by Florida State Statute 1003.42. Students will have access to tutoring during non-core classes, small group instruction, pull-out and push-ins, and teacher driven differentiation techniques & strategies.

Person Responsible Dennis Pfeil (dennis.pfeil@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Administration will use data to guide teachers on how to individualize, personalized instruction with their students. Teachers will use FSQ's and Unit Assessments that are aligned with state standards to monitor the student progress. Small group instruction will be a non-negotiable in ELA and Math classes. ELL students will learn through WIDA benchmarks and strategies.

Person Responsible Christina Stathopoulos (christina.stathopoulos@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent engagement opportunities will include Curriculum night, Showcase of Schools, PTSA, SAC, Volunteers in Public Schools, Parent Teacher conferences and participation in fund raising events.

PFEP Link

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

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.

Loggers' Run has a School Based Team in which staff actively refer our at risk students. Guidance counselors are also available to speak with students on a regular basis to ensure our struggling students are focused and on-task.

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

Our elementary feeder schools' students visit Loggers' Run for an introductory assembly and tour of our campus. This allows them to see and hear first hand about middle school before they arrive thus easing any anxieties and provides an opportunity to meet with teachers and staff.

Our feeder high school makes several visits to speak with our current 8th grade students to discuss high school opportunities. They also provide a DVD for us to show to the students that answers student generated questions to help them be better prepared.

Our ESE and ELL coordinators also work with both the elementary and high schools to be sure transitions and matriculation are smooth and all paperwork is completed in a timely manner.

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.

Resources are allocated and aligned for instructional purposes based on student and teacher needs. Data is used to identify areas of growth opportunities and to identify key factors for student success.

School wide data is daily reviewed to evaluate effectiveness of core instruction and to facilitate effective decision making relative to resource allocation and student performance. Also, it is used to provide teacher support as well as to identify and address level small group instruction and individual student needs.

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix (CHAMPS) and teaching expected behaviors, communicating with parents, and monitoring SwPBS (PATH). We update our action plans during Department meetings. We instill an appreciation for multicultural diversity through structured lessons, and implementation of SwPBS programs.

The school leadership team problem solves by regularly reviewing instructional needs including the status of computers and support technology. The team identifies new pathways for students to increase interest in Pre-Medical, Pre-Law, Culinary as well as other areas of interest.

The leadership team meets on a weekly basis and the technology team meets once a month for upcoming projects. Resources are monitored by the leadership and technology team as well as the school treasurer.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. We also employed a District trainer, Elena Singer, who will work with educating our ELL students through small group instruction and provide strategies to teachers to improve their pedagogical instruction.

Violence prevention programs: SwPBS, conflict resolution, character counts, NOPE, and CHAMPS (classroom management)

CTE: Digital Divide program enables students to refurbish computers for the community through technical education.

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

All students are exposed to our career academies and academic opportunities available to them. Current 8th graders will participate in a career academy orientation by the neighboring high schools as well as career and academic counseling assemblies. Certified School Counselors are available for individual counseling to ensure students are on the correct path toward high school and college/career readiness.

Part V: Budget

Total:	\$3,000.00
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