Loggers' Run Community Middle School

2019-20 Schoolwide Improvement Plan

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Loggers' Run Community Middle School

11584 W PALMETTO PARK RD, Boca Raton, FL 33428

https://lrms.palmbeachschools.org

Demographics

Principal: Krista Rogers

Start Date for this Principal: 9/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (71%) 2016-17: A (71%) 2015-16: A (66%) 2014-15: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Loggers' Run Middle School is committed to providing a world-class, elite education to each student, driven by standards-based instruction implemented by the content knowledgable 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	Job Duties and Responsibilities
Rogers, Krista	Principal	The school-based MTSS leadership team will be comprised of the principal, assistant principals, guidance counselors, school psychologist, teachers, SBT leader, nurse, school police officer, SLP, and will include parents as needed. The team will meet and discuss intervention implementation, monitoring of specifically targeted students and make recommendations for any changes that are deemed necessary.

The school-based MTSS leadership team will meet weekly to discuss the academic and emotional needs of our students. An academic review of data collected is conducted during the meeting and plans are made to address any changes needed to successfully reach the School Improvement Plan goal for high school readiness with a focus on increasing Math across all categories and all subgroups with an emphasis on SWD. At time of the weekly meeting, we also address academic referrals and monitor the progress of students in various tiers. The MTSS leadership team works cooperatively with the ESE and ESOL department to utilize appropriate staff and resources.

All Department Heads are responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to 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 raise the bar for rigorous instruction.
ESE Department Head is responsible for tracking student progress and monitoring the fidelity of implementation of the ESE programs, provide/ schedule professional development to staff to better support our SWD as well as a member of the SBT committee.

Guidance counselors are responsible for monitoring the mental and emotional health of the students. Attend leadership meeting, as well as act as case liaisons for individual students who are being monitor through the RTI process. Provide professional development to staff as requested on topics related to student needs. Attend district meetings to stay informed on the latest resources, as well as serve as a resource for students, parents, teachers, and community as it relates to students' improvement goals.

Additionally, in compliance with SB 2.09, our SAC membership assists with the vision and mission of the school. Our monthly meetings update its members and solicit ideas to make our school programs grow and progress under the auspice of our stakeholders and business partners. |
| Graham, Sherri | Assistant Principal | Assistant Principals: Provide insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Review and monitor math data ongoing in all categories and subgroups with a specific focus on SWD. The data categories of school-wide Math Achievement, Math low 25% students and Math Learning Gains performance compared to the previous |

Name	Title	Job Duties and Responsibilities
		year's results. Particularly 7th-grade math declined from 67% in 2018 to 54% in 2019, a 13 point drop.
Levine, Melisa	Teacher, ESE	ESE Contact: Participate in collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based decision-making activities.
Kabinoff, Richard	Teacher, K-12	All Department Heads are responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to 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 raise the bar for rigorous instruction with a focus on differentiated instruction to meet the needs of all students with a target on our students with disabilities as we had a decrease of 23 pts from 59% on their science achievement to 36 %.
Milos, Ana	Teacher, K-12	All Department Heads are responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to 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 raise the bar for rigorous instruction with a focus on differentiated instruction to meet the needs of all students with a focus on our students with disabilities and increasing the percentage of all students making learning gains in Math FSA by 4% and 8% in Math low 25%
Temple, Evelyn	Teacher, K-12	All Department Heads are responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to 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 raise the bar for rigorous instruction with a focus on differentiated instruction to meet the needs of all students with a focus on our students with disabilities since our SWD have not demonstrated an increase in ELA Achievement, Math achievement, or Low 25 in both categories. SWD ELA Achievement stayed the same from 43% in 2018 to 43% in 2019,
Stathopoulos, Christina	Dean	Work with all departments to ensure an equitable education is presented to each student to ensure their academic growth by overseeing our new teacher mentoring program, supporting teachers on data analysis to differentiated instruction and providing suppport/coaching throughout the PLC cycle.

Name	Title	Job Duties and Responsibilities
Gates, Julie	Teacher, K-12	All Department Heads are responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to 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 raise the bar for rigorous instruction with a focus on differentiated instruction to meet the needs of all students with a focus on our students with disabilities as they demonstrated a 4 pt decrease from 75% Achievement to 71% as measured on the Civics EOC.
Fennell, Alexandra	Teacher, K-12	Work with all departments to ensure an equitable education is presented to each student to ensure their academic growth and continue our upward trend. Our ELL students increased 22 pts in ELA Achievement, 11pts on ELA learning gains and 10pts on the Lowest 25% category as measured by the 2019 FSA results. Ms. Fennell will work with the ESE department to align differentiated strategies across all content areas.
Pfeil, Dennis	Assistant Principal	Assistant Principals: Provide insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Review and monitor ELA and Civics data on going in all categories and subgroups with a specific focus on SWD since our SWD have not demonstrated an increase in ELA Achievement, Math achievement, or Low 25 in both categories. SWD ELA Achievement stayed the same from 43% in 2018 to 43% in 2019,
Giraldo, Sandra	Assistant Principal	Assistant Principals: Provide insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Review and monitor ELL data across all contents as well as progress monitor of science data ongoing in all categories and subgroups with a specific focus on SWD due to a decrease of 23 pts from 59% on their science achievement to 36%. as measured on last year's state assessment.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	381	418	435	0	0	0	0	1234
Attendance below 90 percent	0	0	0	0	0	0	38	41	54	0	0	0	0	133
One or more suspensions	0	0	0	0	0	0	12	25	23	0	0	0	0	60
Course failure in ELA or Math	0	0	0	0	0	0	22	29	41	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	0	0	69	76	53	0	0	0	0	198

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	30	29	41	0	0	0	0	100

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	20	12	16	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

76

Date this data was collected or last updated

Wednesday 10/2/2019

Prior Year - 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	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	26	33	24	0	0	0	0	83

Prior Year - 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	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	26	33	24	0	0	0	0	83

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	58%	54%	73%	56%	52%
ELA Learning Gains	65%	56%	54%	71%	57%	54%
ELA Lowest 25th Percentile	58%	49%	47%	58%	48%	44%
Math Achievement	79%	62%	58%	77%	61%	56%
Math Learning Gains	72%	60%	57%	74%	61%	57%
Math Lowest 25th Percentile	56%	53%	51%	68%	52%	50%
Science Achievement	73%	52%	51%	68%	53%	50%
Social Studies Achievement	88%	75%	72%	85%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	381 (0)	418 (0)	435 (0)	1234 (0)
Attendance below 90 percent	38 (50)	41 (49)	54 (52)	133 (151)
One or more suspensions	12 (8)	25 (13)	23 (11)	60 (32)
Course failure in ELA or Math	22 (17)	29 (40)	41 (25)	92 (82)
Level 1 on statewide assessment	69 (81)	76 (57)	53 (42)	198 (180)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	70%	58%	12%	54%	16%
	2018	64%	53%	11%	52%	12%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	70%	53%	17%	52%	18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	69%	54%	15%	51%	18%
Same Grade Comparison		1%				
Cohort Comparison		6%				
08	2019	75%	58%	17%	56%	19%
	2018	74%	60%	14%	58%	16%
Same Grade Comparison		1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	73%	60%	13%	55%	18%
	2018	71%	56%	15%	52%	19%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	54%	35%	19%	54%	0%
	2018	67%	39%	28%	54%	13%
Same Grade Comparison		-13%				
Cohort Comparison		-17%				
08	2019	82%	64%	18%	46%	36%
	2018	85%	65%	20%	45%	40%
Same Grade Comparison		-3%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	70%	51%	19%	48%	22%
	2018	71%	54%	17%	50%	21%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	72%	13%	71%	14%
2018	88%	72%	16%	71%	17%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	64%	35%	61%	38%
2018	99%	62%	37%	62%	37%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	49	44	50	58	44	36	71	45		
ELL	57	68	70	79	79	65	61	66	71		
ASN	84	73	64	96	91		88	90	95		
BLK	69	62	50	63	66	48	55	88	72		
HSP	70	65	63	76	70	58	72	84	72		
MUL	79	62		91	85		91	93	73		
WHT	77	66	55	82	72	56	74	89	74		
FRL	66	64	57	71	68	54	65	82	62		
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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	718
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

There were four areas that were lower-performing as compared to the other academic components. The data categories of school-wide Math Achievement, Math low 25% students and Math Learning Gains performance compared to the previous year's results. Particularly 7th-grade math declined from 67% in 2018 to 54% in 2019, a 13 point drop.

When analyzing our Subgroup data our SWD have not demonstrated an increase in ELA Achievement, Math achievement, or Low 25 in both categories. SWD ELA Achievement stayed the same from 43% in 2018 to 43% in 2019, Math Achievement decline from 52% in 2018 to 50% in 2019. Low 25 in ELA stayed the same 44% in 2018 to 44% in 2019. There was a decline in the Low 25 Math from 48% in 2018 to 44% in 2019.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The category of school-wide Math showed a decrease of a three percent point drop.
Math had an overall 17 pt. deficiency compared to the previous year.
Math had a 3 pt drop from 82% in 2018 to 79% in 2019 in Proficiency.
Math had a 5pt drop from 77% in 2018 to 72% in 2019 in Learning Gains.
Math had a 9 pts drop from 65% in 2017 to 56% in 2018 in Low 25%
We can attribute this decline to the increase of students placed in the accelerated courses for math leaving only our level 1,2, and low level 3 students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our school has surpassed the state in every component. Our content gaps are in the positive. Our ELL students made a 22 pts gain from 35% to 57% in ELA Achievement. ELA is the data component that had the biggest gap compared to the state average with 20% above the state.

Which data component showed the most improvement? What new actions did your school take in this area?

Loggers' Run Community Middle is well above the state average in all categories. Particularly in ELA our students increased by 16 pts. ELA low 25% showed an increase of 10 pts from 48% in 2018 to 58% in 2019. What led to our increased in ELA was common planning and Professional Learning Communities, where teachers shared best practices and analyzed data intentionally to drive their instruction to better support students' needs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to the EWS data, areas of potential concern are the increase of Level 1 students on the statewide assessment from 180 in 2018 to 198 in 2019 and the number of students with two or more early warning indicators increased, from 83 in 2018 to 100 in 2019.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math
2. Students with disabilities across all categories
3. Gifted students in ELA
4. ELL across all categories
5. Continuing the upward trend for ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we deliver effective and relevant instruction to meet the needs of all students, with an emphasis on increasing Math proficiency, Math Low 25, and Math Learning Gains, then we will ensure high school readiness
Rationale	The category of school-wide Math showed a decreased of a three percent drop with an overall -17 pt deficiency compared to the previous year. Math learning gains had a 5 pt drop from 77% in 2018 to 72% in 2019 and 9 pt drop from 65% in 2017 to 56% in 2018 in Low 25%. This area of focus aligns with our District Strategic Plan and The Every Student Succeeds Act (ESSA) guidelines which emphasize Math proficiency levels measures of high school readiness
State the measurable outcome the school plans to achieve	Increase the percentage of all students making learning gains in Math FSA by 4% and 8% in Math low 25%
Person responsible for monitoring outcome	Krista Rogers (krista.rogers@palmbeachschools.org)
Evidence-based Strategy	Teachers will utilize data from the Florida Standards Quizzes (FSQ's) and the Unit Standards Assessments (USA's) to monitor student progress and achievement. Targeted intervention will take place through small group instruction and tutorial programs in math for students who scored at a level 1 or 2 on the previous year's Math FSA as well as SWD Teachers will technology such as Khan Academy, XL Through Textbook, Prodigy, Math Antics and Number Rocks. Teachers will utilize Bellinger and Exit Tickets to gauge student's understanding of skills.
Rationale for Evidence-based Strategy	The Pillars of Effective Instruction (standard-based instruction, high expectations, engaged learners, and personalized instruction) guide our teaching practices in providing all of our students with opportunities that will support their academic success. LRCMS provides support for all students by ensuring that: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Students are actively engaged in building, connecting, and applying knowledge. Students collaborate in student-centered and personalized environments. ESOL/ESE support is provided in order to provided students with proper scaffolds to meet the demand of the standards. Our teachers have been provided PDD and resources to differentiated instruction of our ELLs. Students are empowered and supported through high expectations to be college and career ready.
Action Step	
Description	1. The leadership team will monitor school-wise and individual data on a regular basis to ensure appropriate placement of students 2. Administration will conduct classroom walk throughs and observation on a regular basis to insure intentionally within the classroom 3. Data analysis will be conducted through PLC (Professional Learning Communities) with administrative guidance. . 4. Lesson planning will focus on best practices to increase the achievement of our low performers. 5. Students needing remediation will be identified and provided support during small group

instruction
6. Administration will also set up time for peer observation
7. Teachers will collaborate with one another and will maintain a data binder. The binder will become a regular part of PLCs and will be used when conducting data chats with administration

Person Responsible   Krista Rogers (krista.rogers@palmbeachschools.org)

#2	
Title	Increasing collaboration between General Education and Special Education teachers in order to increase student achievement for students with disabilities to ensure high school readiness
Rationale	When analyzing our subgroup data, our SWD have not demonstrated an increase in ELA Achievement, Math achievement, or Low 25 in both categories. SWD ELA Achievement stayed the same from 43% in 2018 to 43% in 2019, Math Achievement decline from 52% in 2018 to 50% in 2019. Low 25 in ELA stayed the same 44% in 2018 to 44% in 2019. There was a decline in the Low 25 Math from 48% in 2018 to 44% in 2019. This area of focus aligns with our District Strategic Plan and The Every Student Succeeds Act (ESSA) guidelines which emphasize equity and access.
State the measurable outcome the school plans to achieve	Students with disabilities will show an increase in ELA and Math Achievement by 3% as measured by EOY FSA
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	1. Students will be remediated through small group target skills instruction in ELA and Math 2. All content area teachers will engage in standard-based instruction cycle during collaborative planning and PLC 1. What do students need to understand? 2. What scaffolds and supports are necessary for student's understanding 3. Teachers will analyze standards and Test item Specification during the planning process. 4. Tutoring will be provided for our SWD. 5. Professional Development will be provided to support and classroom teachers.
Rationale for Evidence-based Strategy	Small group instruction will provide our students with disabilities increased instructional time, increased peer interaction, and an opportunity to improved generalization of skills. The practice of aligning learning to standards helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed-upon learning targets.

Action Step	
Description	1. Professional Development would be provided to teach inclusion practices 2. Continuous data analysis will be conducted to determine areas for remediation 3. Students will maintain a portfolio/Data binder 4. Ability grouping to work on specific strategies will be provided 5. Teacher led direct instruction of specific skills to small groups of students with similar need 6. Teacher will be provided with IEP/EP and 504 plan so that proper accommodation and modifications are in place 7. Review and monitoring of students goal and adjustment as need 8. Making sure that task are being modified to meet the needs of SWD 9. Case manger will provide bi-montly review of student progress and recommend supports

Person Responsible   Krista Rogers (krista.rogers@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Recruit parents for SAC membership and participation to increase volunteer hours and provide additional parent input and guidance. Recruit parents for PTSA involvement and volunteer opportunities.
LRCMS will also solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through the SEQS. Open House, curriculum night, and PTSA and school activities will be well advertised. Teachers and administrators will be available to parents to provide support and guidance.
LRCMS will hold Science Stem Night and Science Fair. Throughout the year several family engagement events are held such as band, dance, and drama performance. An International Food and Cultural event is held to provide students, parents and the community with an inclusive and welcoming school community.
Our ESOL department will offer parent informational meetings three times per year.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Our school ensures a cohesive Single School Culture by implementing our Universal Guidelines for Success, teaching expected behaviors, following our behavioral matrix, communicating with parents, and monitoring discipline incidents within the context of Positive Behavior Support.
We instill an appreciation for multicultural diversity through our anti-bullying campaign, through structured lessons, and through the implementation of SwPBS programs.
Additionally, an appreciation of diversity is instilled through various lessons taught in social studies and other core classes and through literature.
In addition, we ensure that relationship-building is a clear priority with our staff. We 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. Within the classroom, teachers embed
cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 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.

Note: Loggers' Run Community School is not a Title 1 school. The information in this section is not required, but it is included in order to provide more information about the school and its programs.)

Loggers' Run continues to reach out to the parents of our students to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the ParentLink System (call out phone delivery system), texts, SIS School Messenger, and Weekly Newsletter distribution to inform parents of upcoming events and important school-related information. Additionally, classroom and school news is communicated to parents through the school website, Twitter, and school marque. Teachers now have easier access to up-to-date parent contact information through the Student Information System (SIS), allowing for increased parent-teacher communication. LRMS also conducts several evening events to promote parental involvement such as (STEM Night, Science Fair, Social Studies Fair, International Food and Culture Night, Performing Arts showcase).

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.

LRCM has two school counselors and a Behavior Counselor who meet with students, as needed, to discuss
academic, emotional, social, and mental health concerns. One of the Guidance Counselors is in charge of the School-Based Team which meets once a week to discuss and provide support for students who require academic and/or behavioral interventions. This team refers to students who need additional support to the Child Study Team. The Child Study Team (CST) is a group of selected teachers, counselors, and parents who act as educational liaisons to develop and review plans to best meet the needs of individual students.
The school facilitates a presentation to each grade level. The topic discussed are the school's positive behavior program, school matrix, academic and mental health resources. The presentation is aligned with the SEL guidelines. Throughout the year several assemblies are offered to meet the needs of students such as Vaping prevention, Anti-bullying,and safe use of social media.

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 are bused to LRCMS for an introductory assembly to share expectations and academic opportunities as well as a tour of our campus. This allows them to see and hear first hand about middle school before they arrive thus easing any anxieties. Many other strategies are also in place to ensure a
smooth and supportive transition to middle school such as incoming 6 grade parent information night. Teachers are provided with PDD and resources to assist our incoming ESOL and ESE students. FSA data and teacher recommendations are used to determine students' placement in advance or remedial courses.

To assist our eighth graders who are transitioning to high school, the guidance counselors meet with students individually to make sure they are on track for promotion. Our feeder high schools visit LRCMS to share information with students about course selection, answer questions and provide information on programs offered.

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 instill an appreciation for multicultural diversity through structured lessons and the 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, Performing Arts, Foreign Languages as well as other areas of interest.

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, who will work with educating our ELL students through small group instruction and provide strategies to teachers to improve their pedagogical instruction.

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.

An ongoing, systematic problem-solving process is consistently used to guide decision making across a continuum of needs. Data collection related to academic achievement, discipline, attendance, and other factors is used to determine the effectiveness of core instruction of students. Based on this, the school leadership team identifies the professional development activities needed to create and improve effective learning
environments. Administrators monitor data, perform classroom walk-through, evaluates and provide feedback to teachers to improve academic instruction and improve positive behavior in each classroom. Administrators make sure highly qualified teachers are providing instruction with fidelity. A variety of data is analyzed by grade group and department collaboration meetings (EDW, Diagnostic Reports, Individual Student Work Samples) to determine the effectiveness of instruction in reading, math, writing and Science.
Departmental collaboration meetings occur weekly during common planning. SWPBSS team meets monthly to review school-wide discipline data and makes recommendations to improve safety and positive behavior.
Departments meet monthly to review current data and make curriculum recommendations and collaboratively plan. Administration meets weekly every Tuesday. Administrators and department chairs meet monthly to problem solve any issues arising or observed during weekly monitoring and/or data collection. Classroom walk-through, PLCs & student data reviews are done continuously. Students who are not proficient in reading based on Reading Plus & FSA results receive supplemental instruction in an Intensive Reading Class or intervention course. Teachers and administrators respond to students with academic and behavior difficulty by providing supplemental instruction and support prior to students being referred to SBT for evaluation. Interventions include: Evidence-based interventions matched to students deficiency, smaller group instruction, intensive classes in deficient area of need or guidance support. SBT uses the problem solving process : define the problem, analyze the data, Implement a research based strategy and then evaluate effectiveness. If unsuccessful, begin the process again.

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

Every year, after State Standardized testing, students receive a course selection card with all the core and elective subjects available for them. The administration selects a time when all students of a grade level join their teachers and administrators to receive an explanation of the course selection process. The students then take the selection card home to their parents/guardians. Together, students and the adults responsible for their
education, make the decisions on what courses the student will be taking in the following school year. The students count on the help of the guidance counselors in case they have questions or are in need of advice.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction to meet the needs of all students, with an emphasis on increasing Math proficiency, Math Low 25, and Math Learning Gains, then we will ensure high school readiness	$0.00
2	III.A.	Areas of Focus: Increasing collaboration between General Education and Special Education teachers in order to increase student achievement for students with disabilities to ensure high school readiness	$0.00
		Total:	**$5,674.67**