

The School District of Palm Beach County

Loggers' Run Community Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	21
Positive Culture & Environment	24
Budget to Support Goals	26

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: 9/2/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	26

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>48%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>48%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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 a world-class, elite education to each student, driven by standards-based instruction implemented by the 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Rogers, Krista	Principal	
Graham, Sherri	Assistant Principal	<p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>SWD. 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.</p>
Levine, Melisa	Teacher, ESE	<p>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.</p>
Milos, Ana	Teacher, K-12	<p>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%</p>
Gates, Julie	Teacher, K-12	<p>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.</p>
Fennell, Alexandra	Teacher, K-12	<p>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.</p>
Pfeil, Dennis	Assistant Principal	<p>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,</p>

Name	Title	Job Duties and Responsibilities
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.
Stathopoulos, Christina	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice
Corbiciero, Jaclyn	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
Axe, Jennifer	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.
Koota, Robin	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.
Balais, Denise	School Counselor	Guidance counselors are responsible for monitoring the mental and emotional health of the students. Attend leadership meetings, as well as act as case liaisons for individual students who are being monitored 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.

Name	Title	Job Duties and Responsibilities
Walker, Ykisha	School Counselor	Guidance counselors are responsible for monitoring the mental and emotional health of the students. Attend leadership meetings, as well as act as case liaisons for individual students who are being monitored 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.
Savona, Alison	SAC Member	

Demographic Information

Principal start date

Wednesday 9/2/2020, Krista Rogers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

32

Total number of teacher positions allocated to the school

78

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners Native American Students

(subgroups below the federal threshold are identified with an asterisk)	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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	15	28	24	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	7	20	28	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	0	26	36	40	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	12	48	74	0	0	0	0	134
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	42	43	37	0	0	0	0	122
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	43	46	0	0	0	0	125
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	117	135	145	0	0	0	0	397
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	100	100	86	0	0	0	0	286

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	8	28	39	0	0	0	0	75

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	1	2	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/25/2020

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	
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	0

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
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	0

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	
	(0)	(0)	(0)	0 (0)

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	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%
	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%
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		
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%	0

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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 percentage point drop on the 2019 FSA DATA and a decrease in Level 3 or higher on the District Diagnostic data across grade levels. 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. Our 2020 Diagnostic data drop from 74% to 73% in 6th grade, 71%-70% in 7th grade, and 71% to 64%.

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 increase 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

Unfortunately, our 2020 District diagnostic data did show a decrease in our projection of students scoring Level 3 or higher. 7th-grade drop from 70% to 67% and 8th-grade drop from 76% to 66%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey will be negatively affected. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners.

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

Based on our most recent FSA assessment data, comparing FY19 to FY18, our Math showed an overall decrease of 17 points, including all categories of Lowest 25%, Learning Gains, and Proficiency. We particularly had a drop 13 point drop in 7th grade Math in Proficiency. Our SWD sub-group also dropped 2 points from 52% in FY19 to 50% in FY20. For those reasons, the following areas are our priority for schoolwide improvement in the upcoming school year.

1. Math - proficiency decreased from 82% to 79%, learning gains decreased from 77% to 72%, and Low 25 decreased from 65% to 56%
- 2 Students with disabilities across all categories - ELA had no change, Math decreased from 52% to 50%, Science decreased from 59% to 36%, and Civics decreased from 75% to 71%.
3. 8th Grade Science - based on Winter Diagnostics overall decreased from 75% to 64%

At Loggers' Run Middle School, we are emphasizing the importance of every student reaching their individual fullest potential. Assistant Principals for each content area will be progress monitoring through the various assessment data points, including, but not limited to, FSQs, USAs, NGSQs, Fall and Winter Diagnostics, IXL, and iReady data. The Instructional and Literacy Coaches will provide data analysis meetings within the PLC cycle and administrative meetings. The Coaches will also provide guidance and support within the PLCs with lesson planning, professional development, and best practices to target students with academic achievement gaps. Math, ESE, and Science teachers will analyze assessment data, including pre- and post assessment results and Diagnostic data, to determine student areas of growth. With the guidance of the Coaches, teachers will provide targeted differentiated instruction. All teachers will provide differentiation and targeted remediation. Teacher lesson plans are monitored by Assistant Principals and lesson plan feedback is provided. In addition to our core academic classes, we targeted students who are on the cusp of a Level 1 and Level 2 and placed students in an intervention course that teachers will identify specific gaps to build those foundational skills. We are also offering an ESE direct instruction class in ELA and Math to strengthen ESE students' foundational skills and close their academic gaps.

At Loggers' Run Middle School, we aim to provide a supportive and engaging learning environment for all students. To best serve our students academically, we also have a problem-solving protocol in place to support all our students' needs. Additional data points are collected to increase the effectiveness of core instruction within the classroom include, but are not limited to, academic achievement, discipline, and attendance. Based on the data analysis, the school Leadership Team determines which professional development activities are needed to support teachers and students in an effective and positive learning environment. After all supports are in place, the Leadership Team determines which students are not meeting their goals. The students are then referred to SBT, which

meets weekly and creates plans to meets the students' academic, behavioral, and social-emotional needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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. 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

Measurable Outcome:

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. The 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, IXL, and Nearpod. 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 Steps to Implement

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

Sherri Graham (sherri.graham@palmbeachschools.org)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Increase collaboration between General Education and Special Education teachers in order to increase student achievement for students with disabilities to ensure high school readiness. 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.

Measurable Outcome: Students with disabilities will show an increase in ELA and Math Achievement by 3% as measured by EOY FSA

Person responsible for monitoring outcome: Krista Rogers (krista.rogers@palmbeachschools.org)

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. The support teacher will have common planning with the content area teacher.
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 Steps to Implement

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. Integration of online platform Nearpod to supports teacher instruction & increase student engagement
7. Integration of online platform Mobymax which specializes in closing learning gaps for ALL subjects by both finding & fixing missing skills
8. Teachers will be provided with IEP/EP and 504 plans so proper accommodation and modifications are in place
9. Review and monitoring of students' goals & adjust as need
10. Making sure task is being modified to meet the needs of SWD
11. The case manager will provide a bi-monthly review of student progress and recommend supports

Person Responsible: Sandra Giraldo (sandra.giraldo@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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**

As well as Florida Statute 787.06 by integrating the 360 suite to educate students on the dangers of human trafficking.

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: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Loggers' Run Middle School, we aim to provide a supportive and engaging learning environment for all students. To best serve our students academically, we also have a problem-solving protocol in place to support all our students' needs. Additional data points are collected to increase the effectiveness of core instruction within the classroom include, but are not limited to, academic achievement, discipline, and attendance. Based on the data analysis, the school Leadership Team determines which professional development activities are needed to support teachers and students in an effective and positive learning environment. After all supports are in place, the Leadership Team determines which students are not meeting their goals. The students are then referred to SBT, which meets weekly and creates plans to meet the students' academic, behavioral, and social-emotional needs.

Loggers' Run Middle School 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 marquee. 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 has a very involved PTSA who sponsors multiple events and initiatives. With the help of PTSA, we also conduct several evening events to promote parental involvement such as (STEM Night, Science Fair, Social Studies Fair, International Food and Culture Night, Performing Arts showcase).

LRMS ensures a cohesive School-wide Positive Behavior System by implementing our Universal Guidelines for Success, teaching expected behaviors, following our behavioral matrix, the PATH - Be Proud, Be Accountable, Be Thoughtful, Be Helpful - we monitor and respond to discipline incidents based on our Guidelines. We also celebrate our student's diversity throughout the school year, with a culminating Multicultural evening.

At LRMS, we offer the following Choice programs: Pre-Law, Pre-Medical, and Pre-Performing Arts. Our Pre-Law Academy is designed to provide students the opportunity to examine laws and learn the dynamics of our legal system. Our Pre-Medical Academy is a rigorous program that exposes students to medical skills, such as, learning how to analyze vital signs, use emergency first aid, aseptic and cardiopulmonary resuscitation equipment. Our Pre-Performing Arts Academy offers training in the disciplines of theatre, vocal, instrumental band, and dance.

In addition to our evening events, we have many clubs as well. We offer Art, Book Club, Chess, Environmental, Gardening, HOSA, LjTV, Math Academic Games, National Junior Honor Society, Oceanography, Robotics, Science Fair, SECME, Student Government, Step Team, and Yearbook.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$13,777.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	369-Technology-Related Rentals	1751 - Loggers' Run Community Middle School	School Improvement Funds		\$13,777.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$4,153.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	519-Technology-Related Supplies	1751 - Loggers' Run Community Middle School	School Improvement Funds		\$4,153.00
			<i>Notes: Generation Genius, Nearpod, Mobymax</i>			
					Total:	\$41,789.00