Loggers' Run Community Middle School

2021-22 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: 8/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2020-21 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%)
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	

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	47%

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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Loggers' Run Middle School is committed to providing 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rogers, Krista	Principal	Provides a common vision and mission focused on student improvement for all students. Provides effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Develops, implements, and monitors the outcome of the SIP and achievement data to improve student learning for all students. Works with and engages faculty and staff in a shared vision for effective teaching and learning by focusing on implementing a standards-based curriculum, relevant to student needs that provides academic rigor in every classroom. Uses disaggregated data to ensure continuous academic improvement. Maintains a single and positive school culture that assists in supporting SBT and RtI. Provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, a problem solving team (SBT) is assisting with academic and behavioral interventions, assessment of RtI skills of school staff is conducted, fidelity of implementation of intervention support is documented, adequate professional development to support the RtI framework is provided, and effective communication with parents regarding SBT and RtI plans and activity occurs. Ensures adequate professional development to support the staff in their professional growth.
Giraldo, Sandra	Assistant Principal	Supports Alpha G-N. Oversees Science, ELL, and ESE departments. Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports content areas with specific feedback and improve effective teaching strategies for rigorous, standards-based curriculum. Participates in SBT, assisting in the implementation and follow-through of documentation and interventions. Attends department and PLC meetings to support teacher collaboration. Supports PBS team. Oversees parent newsletters, PTSA Liaison, Academy Choice.
Graham, Sherri	Assistant Principal	Supports Alpha A-F. Oversees Math and Electives departments, as well as the Choice academies. Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports content areas with specific feedback and improve effective teaching strategies for rigorous, standards-based curriculum. Participates in SBT, assisting in the implementation and follow-through of documentation and interventions. Attends department and PLC meetings to support teacher collaboration. Supports PBS team. Oversees school-based activities - school calendar, field trips, and fundraising.
Pfeil, Dennis	Assistant Principal	Supports Alpha O-Z. Oversees ELA and Social Studies departments. Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports content areas with specific feedback and improve effective teaching strategies for rigorous, standards-based curriculum. Participates in SBT, assisting in the

Name	Position Title	Job Duties and Responsibilities
		implementation and follow-through of documentation and interventions. Attends department and PLC meetings to support teacher collaboration. Supports PBS team. Safety Facilitator. Serves as Facilities Coordinator to assist with school leases, logistics, and supervision of Custodial. Oversees student interns with placement, support, and guidance during their internship.
Stathopoulos, Christina	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels, identifying and creating professional development with 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. Serves as ESP Contact for new teachers and Testing Coordinator. EDW/PM Contact. Professional Development Contact.
Fennell, Alexandra	Teacher, K-12	ESOL Coordinator Works with all departments to ensure an equitable education is presented to each student to ensure their academic growth with our ELLs. Collaborates with the ESE department to align differentiated strategies across all content areas.
Levine, Melisa	Teacher, ESE	ESE Coordinator Works with all departments to ensure an equitable education is presented to each student to ensure their academic growth with our SWD students. Participates in collection, interpretation, and analysis of data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical evaluation, and facilitates data-based decision-making activities. Maintains IEPs and EPs to meet compliance, goal-setting, and scheduling of ESE students.
Balais, Denise	School Counselor	Alpha, L-Z Monitor the mental and emotional health of the students. Attend leadership meetings. Supports SBT and assists teachers and students with 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.
Walker, Ykisha	School Counselor	Alpha, A-K Monitor the mental and emotional health of the students. Attend leadership meetings. Serves as SBT Chair and assists teachers and students with 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

Name	Position Title	Job Duties and Responsibilities
		students, parents, teachers, and community as it relates to students' improvement goals.
Arroyo Casillas, Myrna	Teacher, K-12	ELA Department Chair 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 PLCs during common planning.
Milos, Ana	Teacher, K-12	Math Department Chair 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 PLCs during common planning.
Koota, Robin	Teacher, K-12	Science Department Chair 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 PLCs during common planning.
Gates, Julie	Teacher, K-12	Social Studies Department Chair 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 PLCs during common planning.
Savona, Alison	SAC Member	

Demographic Information

Principal start date
Monday 8/9/2021, 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.*
24

Total number of teacher positions allocated to the school
74

Total number of students enrolled at the school

1,092

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

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

4

Demographic Data

Early Warning Systems

2021-22

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	367	347	378	0	0	0	0	1092
Attendance below 90 percent	0	0	0	0	0	0	35	11	19	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	4	7	8	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	4	40	65	0	0	0	0	109
Course failure in Math	0	0	0	0	0	0	3	19	47	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	44	27	0	0	0	0	118
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	46	50	22	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	117	134	86	0	0	0	0	337
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	134	165	129	0	0	0	0	428
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	136	156	106	0	0	0	0	398

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	51	27	56	0	0	0	0	134

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	4	5	5	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	1	3	0	0	0	0	0	4

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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

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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

2020-21 - Updated

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

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	359	372	416	0	0	0	0	1147
Attendance below 90 percent	0	0	0	0	0	0	13	25	33	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	10	11	12	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	46	73	66	0	0	0	0	185
Course failure in Math	0	0	0	0	0	0	20	55	73	0	0	0	0	148
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	49	73	46	0	0	0	0	168
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	56	83	57	0	0	0	0	196
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	117	136	144	0	0	0	0	397
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	100	101	85	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	47	97	80	0	0	0	0	224

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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	58%	54%	71%	56%	53%
ELA Learning Gains				65%	56%	54%	62%	57%	54%
ELA Lowest 25th Percentile				58%	49%	47%	48%	49%	47%
Math Achievement				79%	62%	58%	82%	61%	58%
Math Learning Gains				72%	60%	57%	77%	61%	57%
Math Lowest 25th Percentile				56%	53%	51%	65%	54%	51%
Science Achievement				73%	52%	51%	74%	55%	52%
Social Studies Achievement				88%	75%	72%	90%	75%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	70%	58%	12%	54%	16%
Cohort Comparison						
07	2021					
	2019	70%	53%	17%	52%	18%
Cohort Comparison		-70%				
08	2021					
	2019	75%	58%	17%	56%	19%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	73%	60%	13%	55%	18%
Cohort Comparison						
07	2021					
	2019	54%	35%	19%	54%	0%
Cohort Comparison		-73%				
08	2021					
	2019	82%	64%	18%	46%	36%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	70%	51%	19%	48%	22%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	72%	13%	71%	14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	64%	35%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
-Unit Standardized Assessments (USAs) gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.
-IXL in Math and ELA gives teachers an additional tool to use for small groups after assessment data is analyzed. Teachers target standards that have not been mastered by individual students.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	61	66
	Economically Disadvantaged	62	55	58
	Students With Disabilities	39	30	28
	English Language Learners	19	21	23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	61	62
	Economically Disadvantaged	49	53	54
	Students With Disabilities	24	33	38
	English Language Learners	22	31	29

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	61	62
	Economically Disadvantaged	49	48	49
	Students With Disabilities	30	31	31
	English Language Learners	24	18	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	48	47
	Economically Disadvantaged	27	39	32
	Students With Disabilities	19	26	24
	English Language Learners	18	21	17
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	85	54	60
	Economically Disadvantaged	78	39	46
	Students With Disabilities	53	27	29
	English Language Learners	60	15	25

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	77	79
	Economically Disadvantaged	68	70	72
	Students With Disabilities	35	49	51
	English Language Learners	44	42	42
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	48	43
	Economically Disadvantaged	30	40	34
	Students With Disabilities	5	16	8
	English Language Learners	33	25	19
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	85	86
	Economically Disadvantaged	73	80	82
	Students With Disabilities	41	57	59
	English Language Learners	43	66	74

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	30	20	29	31	22	31	45	50		
ELL	53	57	51	52	47	42	50	58	58		
AMI	36	45		36	27						
ASN	78	63		89	63		89		88		
BLK	55	52	19	43	37	25	58	62	87		
HSP	68	57	39	61	40	24	66	71	59		
MUL	88	67		75	41		90		86		
WHT	68	58	43	70	50	38	70	80	71		
FRL	60	55	39	57	39	25	60	69	57		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	52
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	36
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	78
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	49
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	54
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	75
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	62
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Across all grade levels and subjects, all core content areas dropped, especially our ESE and ELL sub-groups; however we are above the state and district averages.
FY21 Diagnostics v FY21 FSA
ELA - Overall +14 (52 to 66), 6th +13 (52 to 65), 7th +10 (52 to 62), 8th +20 (51 to 71)
Math - Overall +17 (33 to 50), 6th +24 (36 to 60), 7th -3 (28 to 25), 8th +30 (35 to 65)
Civics - +16 (50 to 76)
Science - +14 (53 to 67)

FY19 FSA v FY21 FSA
ELA - Proficiency -6 (74 to 68), Gains -7 (65 to 58), L25 -19 (58 to 39)
Math - Proficiency -13 (79 to 66), Gains -26 (72 to 46), L25 -27 (56 to 29)
Civics - 11 point decrease (88 to 77)
Science - 4 point decrease (73 to 69)

ELL and SWD Sub-groups
ELA - ELL -14 (37 to 23), SWD -13 (38 to 25)
Math - ELL -32 (66 to 34), SWD -20 (48 to 28)
Civics - ELL -9 (56 to 47), SWD -22 (69 to 47)
Science - ELL -28 (49 to 21), SWD no change (maintain at 27)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

FINISH Based on all data points, Math continues to be an area of improvement, especially in 7th and 8th grade. Factors that attribute to this is that fact that our higher leveled students are pushed into 7th Accelerated Math from 6th grade and then Algebra from 7th grade. The 7th and 8th grade math classes make-up is only of Level 1, 2, and low-level 3 students. However, this further increases the gap for our ELL and SWD sub-groups. See data in F-a.

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

Covid had a negative impact of student participation, as well as in-person school attendance creating challenges for progress monitoring and efficacy of genuine student participation. About 60% of our students were remote learners versus 40% in school. Additionally, our two Community Language Facilitators, that support our ELLs, were on Medical leave and 2 ESE teachers were on remote assignment making it challenging to support students on campus and virtually.

Since all students are on campus this school year, we can better monitor standards-based, targeted small group instruction in Math. In addition to FSQs and USAs, teachers can provide mini-assessments to better gage interventions before USAs are given. Diagnostic data will be used to group students for interventions/tutorials for misunderstood standards prior to FSA.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Using our progress monitoring data, our 8th grade Science increased from Fall to Spring in all categories, including sub-groups. All students increased 80% to 86% for 6 points, FRL increased 73% to 82% for 9 points, SWD increased 41% to 59% for 18 points, and ELL increased 31 points from 43% to 74%. When comparing FY20 to FY21 Diagnostic data, Science increased 5 points from 64% to 69%. Even though there was a decrease of 4 points in FY21 on the SSA to 69% from 73% in FY19, the FY21 Diagnostic data indicated the school would have a proficiency of 69%.

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

As a whole, the Science department, increased the fidelity of PLCs and teacher collaboration. This included not only the Science teachers, but also the ESE and ELL support teachers. Additionally, data chats were conducted throughout the school year in PLCs, culminating with a team data analysis with all data points, including NGSQ, USA, and diagnostic data points by reporting categories and standards.

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

Targeted small-group instruction/rotations will continue to be our primary focus during planning, instruction, PLCs, and data chats that leadership with have with teachers, and then teachers with students. Resources will be aligned by grade level and scaffolds will be placed to support all students not performing successfully on grade level.

We will accelerate learning for all students by:
1. Hosting Math/STEM Parent Nights
2. During school interventions/tutorials
3. Incorporate Reading Plus in Intensive Reading and IXL in Math and ELA, both programs with increased fidelity.
4. Re-vamp our SwPBS program, utilize Reward System within SIS

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

To best support our students, our teachers must undergo Professional Development throughout the school year, on PD days and within the PLCs. Teachers will participate in collaborative training in:
Data Analysis - Data Digs
Small-group instruction/rotations - school visits
SwPBS - update PATH, Universal Guidelines
SEL - within our lunch block
SBT Process - Guidance Counselors
Technology - SMART, Google

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

In order for any service/program to be implemented throughout the years, we must focus on building the capacity of our teacher leaders in coaching and progress monitoring their specific teams (department and PLC leads).

Our goal is to continuously grow and improve strategies, initiatives, and systems developed in FY22.
1. Improve SEL for students and staff
2. Solidify and improve SwPBS systems
3. Teachers continue to collaborate within PLCs and disaggregate data to identify opportunities of growth in order to best support all students for small-group instruction to close gaps.

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. Overall, Math decreased 13 points from FY19, 79% to 66% in FY21, Math Learning Gains decreased 26 points from FY19, 72% to 46% in FY21, and our Lowest 25% decreased 27 points, 56% in FY19 to 29% in FY21. 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:	By FY22, our achievement will increase to 73%, learning gains to 60%, and Lowest 25% to 43%.
Monitoring:	Teachers will utilize classroom assessments, FSQs, and USAs to monitor student progress and achievement. After Diagnostics, teachers will analyze data and make instructional decisions based on student data.
Person responsible for monitoring outcome:	Krista Rogers (krista.rogers@palmbeachschools.org)
Evidence-based Strategy:	The standards-based, 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. Teachers will utilize technology programs, such as Khan Academy, Prodigy, and IXL. Additionally, teachers will utilize bellringers and exit tickets gage student understanding of daily 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. LRMS provides support for all students by ensuring 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 provide 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 and SWD. Students are empowered and supported through high expectations to be college and career ready.

Action Steps to Implement

1. Student Scheduling - students will be placed in various levels of Math based on student needs.
2. Incorporate small-group instruction
- Lesson planning will focus on best practices to increase student engagement
- Students will be assessed with FSQs and USAs
- Teachers will analyze student data and be grouped based on student skills
- Monitoring through data chats with administration and peer observations
3. Adaptive Technology - IXL
- Teachers will be trained in the use of IXL program
- Teachers will plan collaboratively within the PLC cycle, analyzing IXL data

Person Responsible	Sherri Graham (sherri.graham@palmbeachschools.org)

1. PLCs and Professional Development (PD)
- Development of PLC Schedule
- Data-driven discussion

- PD - Data Digs
- Support and coaching
2. Remediation of Standards-based Instruction
- Teachers analyze all data points - FSQs, USAs, Diagnostics, IXL
- Teachers work collaboratively to develop questions from assessments to remediate skills
- Daily Bell ringers will be developed to address missed standards

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	In order for teachers to increase student achievement, teachers must provide high-level, intentional student engagement strategies to ensure high school readiness. Our ELL and SWD populations decreased significantly FY19 to FY21. In ELA, our ELL decreased from 37% in 2019 to 23% in 2021, a 14 point decrease, and our SWD decreased from 38% in 2018 to 25% in 2021, a 13 point drop. In Math, our ELL decreased 66% in 2019 to 34% in 2021, a 32 point drop, and our SWD decreased from 48% in 2019 to 28% in 2021, a 20 point drop. In Civics, our ELL decreased from 56% in 2019 to 47% in 2021, a 9 point drop, and our SWD decreased from 69% in 2019 to 47% in 2021, a 22 point drop. In Science, our ELL decreased from 49% in 2019 to 21% in 2021, a 28 point drop; however, SWD maintained from 2019 to 2021 at 27%. Based on the above trends, each content area will focus on scaffolding instruction with ESOL/ESE support teachers in the content-area classrooms. 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:	By FY22, ELL and SWD sub-groups will improve to the following levels: ELL - ELA to 30%, Math to 50%, Civics to 50%, Science to 35%. SWD - ELA to 32%, Math to 46%, Civics to 50%, Science to 35%.
Monitoring:	Teachers will utilize classroom assessments, FSQs, and USAs to monitor student progress and achievement. After Diagnostics, teachers will analyze data and make instructional decisions.
Person responsible for monitoring outcome:	Krista Rogers (krista.rogers@palmbeachschools.org)
Evidence-based Strategy:	Through the use of PLCs and teacher collaboration, teachers will utilize a co-teaching model of instruction in all content areas to support all levels of students. This approach will especially assist our Lowest 25%, ELL, and SWD sub-groups.
Rationale for Evidence-based Strategy:	Based on standards-based, targeted, and intentional small-group instruction that will support students at their present level of instruction and provide teachers the opportunity to provide interventions to meet the needs of all their students.

Action Steps to Implement

ELA/Civics - focus on academic vocabulary, data chats with teachers

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

Science - increased focus on vertical planning to support 8th grade
ESE/ESOL - provide support for co-teaching model in supported classrooms, data chats with ESE/ESOL Coordinators and teachers

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

Math - focus on academic vocabulary, data chats with teachers

Person Responsible	Sherri Graham (sherri.graham@palmbeachschools.org)

PLC Implementation - monitor and support teachers within PLC cycle, focus on data analysis, data chats with leadership team

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org, Loggers' Run Middle ranks 87 out of 553, Very Low when compared to all middle/junior schools statewide. In the 2019-2020 school year, we reported 1.3 incidents per 100 students. This rating was for a total enrollment of 1,235, with 54 incidents. When looking at the ranking details the incidents rated High are property incidents. Our issues fall under Larceny, Theft, and Motor Vehicle, with 2 property incidents, ranking 433/553 statewide and 27/36 for the County. We ranked Low for Drug/Public Order incidents, with 8 incidents in Tobacco, Disruption On Campus, Alcohol, and Other Major Offenses, ranking 160/553 statewide and 6/36 for the County. We ranked Very Low in Violent Incidents, with 6 incidents in Fighting, Physical Attack, and Threat or Intimidation, ranking 88/553 statewide and 6/36 for the County. Our total reported suspension ranked Very Low, ranking 75/553 statewide and 4/69 for the County. We had a total of 53 suspensions, all which were out-of-school in the 2019-2020 school year.

To support our students and make a positive impact on incidents, we will continue to integrate our School-wide Positive Behavior Support by sharing our Universal Guidelines for Success and communicate these expectations to students and parents via our school newsletters, school handbook, and monitoring SwPBS through discipline data and the implementation of the Suite 360 platform.

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.

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.

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 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 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, "Follow 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. We continue to maintain a single-school culture through PBS quarterly celebration as well as advisory sessions that discuss applicable topics based on school culture and climate, as well as mental health. We also implement mental health lessons mandated by Florida using the Suite 360 platform/lessons which are delivered to students with school-wide assemblies and/or as a one-day, school-wide lesson plan.

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.

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

Principal - promoting opportunities for teachers to meet through PLCs and Data Dives to allow for collaboration and to share best practices.
School Counselors - support a positive culture and environment through small-group interactions to help students feel safe and welcomed, assist with behavior Tier 2 and 3 interventions.
Teachers - incorporate and follow-through with PBS Universal Guidelines Matrix and supports, provide interventions with academic Tier 2 and 3 interventions.
PTSA - provide breakfast, lunches to staff throughout the year.
SAC - business partners help direct funds and provide voice into programs where needed.
Students - Student Government sponsors multiple Spirit Weeks throughout the year to celebrate or show support to various organizations.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$6,885.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	369-Technology-Related Rentals	1751 - Loggers' Run Community Middle School	School Improvement Funds		$6,885.00
			Notes: IXL Math			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$8,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	519-Technology-Related Supplies	1751 - Loggers' Run Community Middle School	School Improvement Funds		$8,295.00
			Notes: Learning Internet Inc, Generation Genius, IXL ELA			
					Total:	$15,180.00