L C Swain Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

L C Swain Middle School

5332 LAKE WORTH RD, Greenacres, FL 33463

https://lcsm.palmbeachschools.org

Demographics

Principal: Isha Reyes   Start Date for this Principal: 8/17/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (52%) 2017-18: C (46%)
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	ATSI

> * 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

L C Swain Middle School

5332 LAKE WORTH RD, Greenacres, FL 33463

https://lcsm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The L.C. Swain Middle School Community is dedicated to help our students continue on their journey through life "Galloping to Greatness". We strive to develop learners who aspire to be Self-Confident, Talented, Ambitious, Life Long Learners and Leaders, Inspire Originality and Nurture Success. Our goal is to enable all of our students to become socially, politically, and academically successful.

Provide the school's vision statement.

With the support of community stakeholders, we at Lawrence Carter Swain Middle School are the cornerstone for our future innovators, leaders and forward thinkers of tomorrow. L.C. Swain Middle shall motivate through engaging and rigorous academic programming which serves to be reflective and responsive to the diverse needs of our learners. We are supportive of learners' social, emotional and personal growth while nurturing a safe and positive environment for all. L.C. Swain Middle will honor achievements and promote pride on campus and within our community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Reyes, Isha	Principal	Provides strategic direction for the school. Leads teachers and staff in setting goals and ensuring students meet their learning objectives. Assesses teaching methods, monitors students achievement, and encourages parent involvement. Oversees all school operations and insures the safety of all staff and students.
Ahmad-Farook, Shabana	Assistant Principal	Supervises and provides instructional leadership for Mathematics and Electives departments. Oversees and manages grade level operations.
Zitner, Michael	Assistant Principal	Supervises and provides instructional leadership for Social Studies, Science, and ESE departments. Oversees and manages grade level operations.
Fitch, Angie	Assistant Principal	Supervises and provides instructional leadership for ELA, Reading and ESOL departments. Oversees and manages grade level operations.
Black, Claudia	School Counselor	Director of School Counseling Dept; 7th grade school counselor; Provides group and/or individual student counseling; Promotes high school/college/career readiness; Supports social, emotional, and personal growth of all students; Conduct Parent-Teacher conferences; Collaborate with SBT members
Oakley, Herele	School Counselor	8th grade school counselor; Provides group and/or individual student counseling; Promotes high school/college/career readiness; Supports social, emotional, and personal growth of all students; Conduct Parent-Teacher conferences; Collaborate with SBT members
Strong, Damion	School Counselor	6th grade school counselor; Provides group and/or individual student counseling; Promotes high school/college/career readiness; Supports social, emotional, and personal growth of all students; Conduct Parent-Teacher conferences; Collaborate with SBT members
Odigie, Nayda	School Counselor	ESOL bilingual school counselor; Provides group and/or individual student counseling; Promotes high school/college/career readiness; Supports social, emotional, and personal growth of all students; Conduct Parent-Teacher conferences; Collaborate with SBT members; Works with Multicultural Department to support ELL students
Oates, Cinnamon	Other	The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities.

Name	Position Title	Job Duties and Responsibilities
Zephyr, Mildred	Other	Identifies and places ELL students in appropriate classroom settings based on assessment data; Conducts ESOL department meetings; Monitor ELL student progress and reevaluate student placement; Communicates regularly with ELL students and families regarding their needs.
Brooks, Clotilla		Provides instructional support for the math department to include data analysis, collaboration during PLCs, effective teaching strategies, small group instruction, tutorial, and monitoring student achievement; Models effective instruction

Demographic Information

Principal start date
Wednesday 8/17/2022, Isha Reyes

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
15

Total number of teacher positions allocated to the school
108

Total number of students enrolled at the school
1,426

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	497	504	495	0	0	0	0	1496
Attendance below 90 percent	0	0	0	0	0	0	130	157	187	0	0	0	0	474
One or more suspensions	0	0	0	0	0	0	118	112	111	0	0	0	0	341
Course failure in ELA	0	0	0	0	0	0	77	13	118	0	0	0	0	208
Course failure in Math	0	0	0	0	0	0	52	67	167	0	0	0	0	286
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	191	238	210	0	0	0	0	639
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	235	209	186	0	0	0	0	630
Number of students with a substantial reading deficiency	0	0	0	0	0	0	191	238	210	0	0	0	0	639

Using the table above, complete the table below with the number of students by current grade level who have 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	223	245	216	0	0	0	0	684

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	1	4	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	4	5	2	0	0	0	0	11

Date this data was collected or last updated

Friday 9/9/2022

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	474	480	476	0	0	0	0	1430
Attendance below 90 percent	0	0	0	0	0	0	47	71	79	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	36	38	28	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	220	177	172	0	0	0	0	569
Course failure in Math	0	0	0	0	0	0	122	170	105	0	0	0	0	397
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	174	194	144	0	0	0	0	512
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	213	231	184	0	0	0	0	628
Number of students with a substantial reading deficiency	0	0	0	0	0	0	174	194	144	0	0	0	0	512
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	302	301	337	0	0	0	0	940
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	282	306	285	0	0	0	0	873

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	257	279	220	0	0	0	0	756

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	14	10	14	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	6	6	14	0	0	0	0	26

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	474	480	476	0	0	0	0	1430
Attendance below 90 percent	0	0	0	0	0	0	47	71	79	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	36	38	28	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	220	177	172	0	0	0	0	569
Course failure in Math	0	0	0	0	0	0	122	170	105	0	0	0	0	397
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	174	194	144	0	0	0	0	512
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	213	231	184	0	0	0	0	628
Number of students with a substantial reading deficiency	0	0	0	0	0	0	174	194	144	0	0	0	0	512
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	302	301	337	0	0	0	0	940
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	282	306	285	0	0	0	0	873

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	257	279	220	0	0	0	0	756

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	14	10	14	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	6	6	14	0	0	0	0	26

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	53%	50%				40%	58%	54%
ELA Learning Gains	38%						51%	56%	54%
ELA Lowest 25th Percentile	31%						47%	49%	47%
Math Achievement	34%	35%	36%				48%	62%	58%
Math Learning Gains	57%						54%	60%	57%
Math Lowest 25th Percentile	63%						51%	53%	51%
Science Achievement	26%	56%	53%				35%	52%	51%
Social Studies Achievement	53%	64%	58%				56%	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	2022					
	2019	43%	58%	-15%	54%	-11%
Cohort Comparison						
07	2022					
	2019	30%	53%	-23%	52%	-22%
Cohort Comparison		-43%				
08	2022					
	2019	40%	58%	-18%	56%	-16%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	60%	-15%	55%	-10%
Cohort Comparison						
07	2022					
	2019	19%	35%	-16%	54%	-35%
Cohort Comparison		-45%				
08	2022					
	2019	46%	64%	-18%	46%	0%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	33%	51%	-18%	48%	-15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	72%	-20%	71%	-19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	64%	34%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	60%	38%	57%	41%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	30	30	19	51	54	8	33	64		
ELL	20	33	29	23	53	61	9	33	70		
ASN	57	62		46	62		40				
BLK	36	41	39	40	59	71	33	63	96		
HSP	30	37	32	31	55	63	22	49	78		
MUL	58	67		55	70						
WHT	34	33		48	66	68	54	63	85		
FRL	30	37	31	33	56	63	25	52	83		
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	10	17	17	13	18	20	16	11	28		
ELL	24	33	25	17	20	28	13	27	44		

| 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
ASN	52	53		32	20			45			
BLK	40	43	33	29	24	34	28	46	69		
HSP	33	35	25	25	22	27	34	30	49		
MUL	50	43		43	36						
WHT	33	29	18	32	24	29	41	50	44		
FRL	34	36	25	26	23	28	34	34	52		
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	21	44	39	23	43	43	21	30	73		
ELL	25	45	42	35	48	45	18	38	69		
AMI	8	25		25	33						
ASN	63	58		85	78		56		95		
BLK	41	48	51	46	54	56	30	65	79		
HSP	39	52	48	46	53	50	33	52	85		
MUL	63	68		47	53						
WHT	48	51	22	57	53	52	62	65	91		
FRL	39	51	47	47	53	50	34	55	84		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
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	39
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	53
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	51
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	44
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	63
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	50
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When comparing FY19 to FY22 FSA and EOC Data, we see the following:

FY19 FY22 Learning Gains

ELA Overall 31.0% 38.0%
6 43.5% 31.1%
7 29.7% 28.1%
8 40.3% 30.7%
SWDs 19.8% 13.1%
ELLs 12.4% 11.0%
Low 25s 31.0%

MATH Overall 34.0% 57.0%
6 45.4% 26.8%
7 19.4% 17.4%
8 46.5% 37.4%
SWDs 22.0% 16.9%
ELLs 21.4% 14.6%
Low 25s 63.0%

SCIENCE
8 32.7% 24.1%
SWDs 16.9% 5.3%
ELLs 6.3% 3.0%

CIVICS
7 52.1% 50.1%
SWDs 29.8% 30.9%
ELLs 28.5% 22.0%

Based on this data trend our focus will be to improve the learning gap in core content areas, increasing learning gains and achievement. Our data trends show additional support is needed in all content areas. Math, ELA, Reading, Science, and Civics classrooms will focus on rigorous instruction using research-based strategies, allowing for intentional steps to remediate standards, re-teach foundational skills, and scaffold instruction when needed. We will specifically focus on our TS&I identified subgroups - ELL and SWD students - who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our data, we have needs in all content areas. The focus, however, will be on Math, ELA, Science, and our subgroups (SWDs and ELLs). Despite significant learning gains in Math, especially in our lowest 25%, overall data indicates a strong need for improvement. Additionally, underwhelming learning gains and overall lower scores in ELA indicate a need to target this area. Finally, our Science data has fallen below our previous years' data and exposes a significant need for remediation in both our SWD and ELL subgroups.

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

As students returned to brick and mortar schooling, there were a higher number of discipline-related issues that impacted student learning time, making it evident that frequent adjustments in academic behavior were needed. For SY23, we are focusing on increasing SWPBS and grade-level assemblies.

Although attendance improved from the prior school year, the school's average total absence rate was 11.5 days, and the percentage of students with 11 or more absences 38.4%. Student attendance was still a major issue. Along with the support of our grade level secretaries and school counselors, parents/guardians were contacted in multiple languages in an attempt to maximize communication and minimize student absences. A parent liaison was hired in SY23 to contact families and address attendance concerns.

Another factor affecting student achievement was the teacher absence rate, which was still high (5.3%) due to ongoing illnesses, etc.... This was compounded by the lack of substitute teachers, many of whom were unable or unwilling to return to brick & mortar, resulting in only 58.6% of sub positions being filled. Alternate coverage options were less than ideal and placed a strain on school-wide resources. We have hired permanent subs to alleviate shortages in SY23.

For the majority of SY22, family events such as Open House, Parent Teacher Conferences, and Family Nights were held virtually, leading to decreased attendance, lower parent engagement, and technical/translation issues. In SY23, all family events are offered in-person with activities that encourage active participation and high engagement for all stakeholders.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Student Growth in Math, particularly amongst the lowest 25%, was a success for LCSMS in SY22. Overall, student growth was 57%, for the lowest 25% it was 63%. Another notable achievement was the improvement in the Native American subgroup. They are no longer a TSI category.

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

In SY22, the school purchased IXL and implemented it with fidelity in all Math classes. We also hired a math resource teacher that conducted push-in and pull-out sessions to support our students in the first semester of SY22. Additionally, our master board includes intensive Math blocks to support the lowest 25% of students. Free morning tutorial sessions were offered to all students for any core subject. We believe that the return to full brick and mortar learning had the greatest impact on student achievement, especially for our students that struggle academically.

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

The following strategies will be implemented in to accelerate learning In Math: IXL is being used in the Math classes as a resource for instruction and remediation of the Florida Math Standards. It provides individual diagnostic analysis and adapts in real-time to meet every learner's needs. In addition, the program provides the teacher with specific guidance on how to help each student grow. In addition, progress monitoring through FSQ's and USA's allows teachers to determine student needs to accelerate learning. In ESOL DLA-R classes, ACHIEVE 3000 will be utilized to measure students increased reading comprehension and Lexile data.

Based on our data, we have needs in all content areas. In order to accelerate learning, we first need to ensure we build foundational learning. Our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy, math, and science that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas will make difference. ELL and SWD students will be targeted through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

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.

1. Teacher Collaboration through weekly ELL PLCs
2. Rotational models, small group instruction, flexible student groups
3. AVID: WICOR strategies
4. Differentiated instruction

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

At LC Swain our goal is to support all learners. We want to ensure we focus on the following:
1. Increase ELLs and SWDs achievement in all content areas
2. Improve school-wide Science Achievement.
3. Strengthen foundational Math skills.
4. Build literacy skills across all grades.

For our ELLs/SWDs:
1. CLF/SF who provide translation or assist individual students in the classroom
2. District instructional support in Math and ELA, ELD, and DLA-R
3. Teacher Collaboration through weekly PLCs
4. Rotational models, small group instruction, flexible student groups
5. Implementation of digital platforms to increase student engagement and provide personalized instructional support [i.e., Achieve 3000 (ESOL), Imagine Learning (ESOL), IXL (math, civics, science), Newsela (ELA/Reading), Nearpod, NoRedInk (ELA/Reading), V-Math, Paper (online tutorial), KAMI]

Instructional support will continue to be provided through the following:
1. PLCS- all teachers collaborate on lesson planning, data analysis aligned to the state standards for content areas.
2. District curriculum specialists will support teachers with scope and sequence, pacing, additional instructional resources for lesson planning and analyze data as needed.
3. AVID: WICOR strategies
4. Collaborative Grouping-student-centered instruction (Labs, Project Groups, etc.)
5. Differentiated instruction focusing on individual assignments, visual learning, hands-on activities, discussions to reinforce real-world connections, vocabulary activities
6. Resource teachers will support teachers with small group, differentiated instruction. They will provide push-in support to strategically targeted classrooms based on current data. Teachers will continue to collaborate through regular PLCs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When comparing FY19 to FY22 FSA and EOC Data, we see the following: FY19 FY22 Learning Gains ELA Overall 40.0% 31.0% 38.0% 6 43.5% 31.1% 7 29.7% 28.1% 8 40.3% 30.7% SWDs 19.8% 13.1% ELLs 12.4% 11.0% Low 25s 31.0% MATH Overall 48.8% 34.0% 57.0% 6 45.4% 26.8% 7 19.4% 17.4% 8 46.5% 37.4% SWDs 22.0% 16.9% ELLs 21.4% 14.6% Low 25s 63.0% SCIENCE 8 32.7% 24.1% SWDs 16.9% 5.3% ELLs 6.3% 3.0% CIVICS 7 52.1% 50.1% SWDs 29.8% 30.9% ELLs 28.5% 22.0% Our data shows a decline in student achievement in all content areas from SY19 to SY22. ELA achievement dropped nine points, from 40% to 31%, Math Achievement dropped 14.8 points, from 48.8% to 34%, Science decreased by 8.6 points, from 32.7% to 24.1%, and Civics scores dipped by two points, from 52.1% to 50.1%. In alignment to the District's strategic plan we will ensure all students engage in teaching and learning that results in academic excellence and growth for all in an equal and equitable manner. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February 2023, we hope to increase the overall percentage of students making learning gains in all content measurable content area assessments by 2 points. By May of 2023, we hope to increase the overall percentage of students making learning gains in all content measurable content area assessments by 2 additional points. February 2023 May 2023 Student learning outcomes ELA Overall 33% 35% 6 33% 35% 7 30% 32% 8 32% 34% SWDs 15% 17% ELLs 13% 15%

MATH Overall 34% 36%
6 28% 30%
7 20% 22%
8 40% 42%
SWDs 19% 21%
ELLs 17% 19%

SCIENCE
8 26% 28%
SWDs 7% 9%
ELLs 5% 7%

CIVICS
7 52% 54%
SWDs 33% 35%
ELLs 24% 26%

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At L.C. Swain Middle we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments, and Technology. The monitoring will be supported by key members of the leadership team: Principal Assistant Principals support content and grade levels Single School Culture Coordinator Math PLC Resource Teacher Choice Program Coordinator ESOL Coordinator ESE Coordinator Department Chairs and Grade Level Team Leaders
Person responsible for monitoring outcome:	Isha Reyes (isha.reyes@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. PLCs/Standards-based Lessons 2. Technology 3. Small Group Instruction

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Instructional teams meet regularly for PLCs which are documented on PLC Agenda(s)/Sign-in(s). Teachers collaborate on and implement rigorous standards-based daily lessons throughout the school year.
2. Technology will provide differentiated adaptive support for all students [i.e., Achieve 3000 (ESOL), Imagine Learning (ESOL), IXL (math, civics, science), Newsela (ELA/Reading), Nearpod, NoRedInk (ELA/Reading), V-Math, Paper (online tutorial), KAMI].
3. Small group differentiated instruction will provide students with remediation and enrichment opportunities at their level. This occurs throughout classroom lessons as well as in Stallion Learning Zone (morning tutorial).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs/Standards-based Lessons
1. Instructional teams meet regularly for PLCs which are documented on PLC Agenda(s)/Sign-in(s). Teachers collaborate on and implement rigorous standards-based daily lessons throughout the school year.
a- PLCs meeting occur where teachers collaborate on planning and implementing rigorous standards-based engaging daily lessons throughout the school year.
b- Resources and strategies are learned and incorporated in the lessons, specifically for ELLs and SWDs.
c- Teachers analyze data to modify instruction and ensure equitable success for all students.
d- Teachers receive PD/mentoring opportunities to build capacity.
e- District instructional planning support as needed.
f - Monitoring will occur through PLC logs, data reports, and classroom walkthroughs.

Person Responsible   Isha Reyes (isha.reyes@palmbeachschools.org)

Technology
2. Technology will provide differentiated adaptive support for all students [i.e., Achieve 3000 (ESOL), Imagine Learning (ESOL), IXL (math, civics, science), Newsela (ELA/Reading), Nearpod, NoRedInk (ELA/Reading), V-Math, Paper (online tutorial), KAMI].
a- Teachers receive training and on-going support on the use of technology programs.
b- Teachers develop rotational schedules for students to ensure all have equitable & equal access.
c- Teachers develop lesson plans utilizing data from programs and use the tools or lessons provided.
d- Monitoring will occur through data reports and classroom walkthroughs.

Person Responsible   Isha Reyes (isha.reyes@palmbeachschools.org)

Small Group Instruction
3. Small group differentiated instruction will provide students with remediation and enrichment opportunities at their level. This occurs throughout classroom lessons as well as in Stallion Learning Zone (morning tutorial).
a- Teachers analyze data independently and during PLCs to develop groups based on trends and needs.
b- Teachers develop lesson plans ensuring use of best practices and strategies to close the achievement gaps.
c- PMs/NGSQs/FSQs/USAs will be administered to progress monitor.
d- Teachers provide remediation/enrichment as needed during small group.
e- Teachers conduct data chats throughout the year to establish goals for continued growth.
f- Monitoring will occur through data reports and classroom walkthroughs.

Person Responsible   Isha Reyes (isha.reyes@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

L.C. Swain will build engagement through Stallion Family Nights, Café con Pastelitos, and Open House where families will interact with a variety of content intended to help support various parent/family needs including but not limited to technology, content-specific awareness, grade monitoring, operating procedures, and exposure to opportunities for future academic success.

At L.C. Swain we celebrate multiple cultural events, such as Hispanic Heritage Month, Black History Month, and Haitian Independence Day, etc.

We also promote a college-going culture as displayed by multiple college/university pennants and displays. We also host a Career Day for all AVID Students and a College Awareness Week. The AVID students also tour various local colleges and universities.

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

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

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

We cooperate with The Caregiving Youth Project to strengthen students and their families to provide needs-driven direct services in school (skills building/support groups), at home (resource links to community agencies, tutoring, therapeutic services, technology), and in the community.

L. C. Swain will connect students to agencies who have cooperative agreements with the School District or are available on campus (Youth Services Department, Chrysalis Health, Multilingual Psychotherapy, co-located mental health therapist, behavioral health professional and social services facilitator). Our Behavioral Health Professional and School Counselors support students with small group and individual counseling sessions. They develop activities focused on boosting self-esteem and developing characteristics to support student life-long success.

SWPBS is utilized to provide incentives to students who exhibit exemplary behavior. Students who display exemplary conduct or who go above and beyond to assist others are eligible for athletics season tickets, school shirts, dance tickets, trips to Boomers or the Rapids, and additional prizes. Students who meet thresholds in various subject area assessments will be rewarded with jean days, ice pops and additional treats. In addition, teachers nominate students for weekly Stallion Shout Out Awards, which are delivered to students in their first period classes.

L.C. Swain also acknowledges faculty and staff. Staff members are encouraged to recognize colleagues for an act of kindness by writing a short message on paper "water drops". We also implement a Stallion Staff Member of the Month program to celebrate outstanding staff members.

M.I.N.T.S. Club (Magnificent Individuals Noted To Success) empowers young females with personal social issues to build the necessary attributes to be confidant in believing/thriving in society. The club will encourage positive change in their attitude and potential. SUPREME Future Leaders Club designed to promote leadership and empower young men to become future leaders. the goal is to enhance character, promote respect, responsibility, self-esteem, etc.

At LC Swain we ensure all students are learning and are supported through their continuous improvement journeys.
• Identify, target and support students needing additional academic and behavior support.
• Teachers utilize corrective intervention behavior plans, observation forms, parent conference documentation prior to SBT and discipline referrals.
• PLCs occur weekly with departments to facilitate collegial planning, develop units of instruction, collaborate on implementing effective instructional strategies.

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

Stakeholders: Our stakeholders include parents, students, staff members, faculty, administration and community members.

The Pillars of Effective Instruction focus on ensuring ALL students receive instruction that will prepare them for post-secondary success. Students are immersed in rigorous tasks encompassing the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready by providing teachers to participate in collaborative planning and instruction.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans, and the value of Medal of Honor recipients
Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Effects of alcohol and narcotics

• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.