

The School District of Palm Beach County

Loggers' Run Community Middle School



2022-23 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: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
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: A (68%) 2018-19: A (71%) 2017-18: 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	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.

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<https://lrms.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	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Loggers' Run Middle School is committed to providing a world-class, elite education to each student, driven by standards-based instruction implemented by the content 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

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
Rogers, Krista	Principal	<p>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 Rtl. 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 Rtl skills of school staff is conducted, fidelity of implementation of intervention support is documented, adequate professional development to support the Rtl framework is provided, and effective communication with parents regarding SBT and Rtl plans and activity occurs. Ensures adequate professional development to support the staff in their professional growth.</p>
Graham, Sherri	Assistant Principal	<p>Supports Alpha A-F. Oversees Math and Electives departments. Oversees 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 follows 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.</p>
Pfeil, Dennis	Assistant Principal	<p>Supports Alpha O-Z. Oversees ELA, Social Studies, ELL, and Technology 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. 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.</p>
Stathopoulos, Christina	Assistant Principal	<p>Supports Alpha G-N. Oversees Science and ESE departments. Provides insight/input on academic achievement, discipline data, and work as a</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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. ESP Contact. EDW/PM Contact. Testing Coordinator. 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.</p>
Levine, Melisa	Teacher, ESE	<p>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.</p>
Fennell, Alexandra	Teacher, K-12	<p>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. 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.</p>
Balais, Denise	School Counselor	<p>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.</p>
Gil, Cynthia	School Counselor	<p>Alpha, A-K Monitor the mental and emotional health of the students. Attend leadership meetings. Supports SBT and assists teachers and students with RtI</p>

Name	Position Title	Job Duties and Responsibilities
		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.
Arroyo Casillas, Myrna	Teacher, K-12	<p>ELA Department Chair</p> <p>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.</p>
Milos, Ana	Teacher, K-12	<p>Math Department Chair</p> <p>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.</p>
Koota, Robin	Teacher, K-12	<p>Science Department Chair</p> <p>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.</p>
Gates, Julie	Teacher, K-12	<p>Social Studies Department Chair</p> <p>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.</p>
Savona, Alison	SAC Member	PTSA President

Demographic Information

Principal start date

Monday 7/1/2019, Krista Rogers

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.*

3

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.*

0

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,106

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

9

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	361	377	364	0	0	0	0	1102
Attendance below 90 percent	0	0	0	0	0	0	83	100	106	0	0	0	0	289
One or more suspensions	0	0	0	0	0	0	19	28	38	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	12	31	51	0	0	0	0	94
Course failure in Math	0	0	0	0	0	0	14	17	59	0	0	0	0	90
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	50	71	63	0	0	0	0	184
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	64	60	42	0	0	0	0	166
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	61	64	0	0	0	0	160

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	58	63	56	0	0	0	0	177

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	0	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	9	18	9	0	0	0	0	36

Date this data was collected or last updated

Monday 8/29/2022

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	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

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	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

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	69%	53%	50%				74%	58%	54%
ELA Learning Gains	55%						65%	56%	54%
ELA Lowest 25th Percentile	38%						58%	49%	47%
Math Achievement	73%	35%	36%				79%	62%	58%
Math Learning Gains	75%						72%	60%	57%
Math Lowest 25th Percentile	69%						56%	53%	51%
Science Achievement	66%	56%	53%				73%	52%	51%
Social Studies Achievement	83%	64%	58%				88%	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	70%	58%	12%	54%	16%
Cohort Comparison						
07	2022					
	2019	70%	53%	17%	52%	18%
Cohort Comparison		-70%				
08	2022					
	2019	75%	58%	17%	56%	19%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	60%	13%	55%	18%
Cohort Comparison						
07	2022					
	2019	54%	35%	19%	54%	0%
Cohort Comparison		-73%				
08	2022					
	2019	82%	64%	18%	46%	36%
Cohort Comparison		-54%				

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	70%	51%	19%	48%	22%
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	85%	72%	13%	71%	14%
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	99%	64%	35%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

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	27	33	25	34	54	52	19	46			
ELL	49	52	46	54	72	63	40	72	59		
AMI	45	60		55	90						
ASN	89	67		95	94			91	92		
BLK	54	46	24	54	65	70	50	88			
HSP	67	55	43	71	78	65	62	83	84		
MUL	77	63		78	75	60	92	87	85		
WHT	70	56	38	76	73	71	68	83	85		
FRL	58	51	36	64	73	65	54	78	73		
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		

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
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		
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		

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	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	688
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	58
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	63
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
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	56
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	68
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	77
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	69
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	62
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?

FY21 FSA v FY22 FSA

ELA - Overall Proficiency +1 (68 to 69), Gains -3 (58 to 55), L25 -1 (39 to 38)

ELA ELL/SWD Sub-groups

ELL -4 (53 to 49), Gains -5 (57 to 52), L25 -5 (51 to 46)

SWD -1 (28 to 27), Gains +3 (30 to 33), L25 +5 (20 to 25)

Math - Overall Proficiency +7 (66 to 73), Gains +29 (46 to 75), L25 +40 (29 to 69)

Math ELL/SWD Sub-groups

ELL -4 (53 to 49), Gains -5 (57 to 52), L25 -5 (51 to 46)

SWD -1 (28 to 27), Gains +3 (30 to 33), L25 +5 (20 to 25)

Civics - Overall +6 (77 to 83)

Civics ELL/SWD Sub-groups - ELL -3 (47 to 44), SWD -2 (47 to 45)

Science - Overall -3 (69 to 66)

Science ELL/SWD Sub-groups - ELL -10 (50 to 40), SWD -12 (31 to 19)

FY19 FSA v FY22 FSA

ELA - Overall Proficiency -5 (74 to 69), Gains -10 (65 to 55), L25 -20 (58 to 38)

Math - Overall Proficiency +6 (79 to 73), Gains +3 (72 to 75), L25 +13 (56 to 69)

Civics - Overall -5 (88 to 83)

Science - Overall -8 (74 to 66)

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

Based on all data points, ELA has had no change and has continued to decrease since 2019. Depending on the year, our sub-groups flip in increases/decreases, in 2021 our ELL increased and in 2022 our SWD increased. Our focus will be to increase learning gains and our L25. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey.

When we focus on targeting remediation of standards, while scaffolding instruction that meets the full intent of the standards in all content areas, we will support all learners, especially our ELL and SWD ESSA sub-groups. Progress monitoring of student achievement using FSQs, NGSQs, USAs, IXL, Reading Plus formative assessments will occur. Admin will follow up with data chats that will lead to action planning to address standards that need to be re-taught in small-groups to address the needs of our ELL and SWD populations.

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

With respect to staff, we had two struggling ELA teachers, one ELA teacher on maternity leave, one Reading teacher on maternity leave, and a new teacher in the Reading department. These challenges made it challenging to support our students in ELA.

Standards-based Instruction will continue to be a primary focus during instruction planning sessions, PLCs, and data chats with teachers and students. Resources and strategies must align to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Additionally, we will continue to better monitor standards-based, targeted small group instruction in ELA and Reading. In addition to FSQs and USAs, teachers can provide mini assessments to better gauge interventions before USAs are given. PM1 and PM2 data will be used to group students for interventions/tutorials for misunderstood standards prior to PM3.

In addition to our ELL tutorial program, we plan on developing during the school day tutorial program to ensure student participation. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days and student participation guaranteed. Administrators will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

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

Math demonstrated an increase in all categories - Achievement +7 (66 to 73), Gains +29 (46 to 75), L25 +40 (29 to 69). Additionally, 6th grade increased by 5 points (60 to 65), 7th grade increased by 18 points (25 to 43), and 8th grades increased by 11 points (65 to 76).

ELL - Achievement +2 (52 to 54), Gains +25 (47 to 72), and L25 +21 (42 to 63)

SWD - Achievement +5 (29 to 34), Gains +23 (31 to 54), and L25 +30 (22 to 52)

Black - Achievement +11 (43 to 54), Gains +28 (37 to 65), L25 +45 (25 to 70)

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

Actions taken in 2021-2022 to support these improvements were our after-school ELL tutorials, implementation of IXL, and increase in collaborative planning by general education teachers and 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 will 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. Parent Nights/Resources
2. During school interventions/tutorials
3. Incorporate Reading Plus in Intensive Reading and IXL ELA, both programs with increased effective implementation and fidelity.

L25/Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and

improved student achievement towards grade level success and ensure continuous improvement. Early identification of our L25 will allow for ample tracking and support to ensure their growth.

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 FY23.

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.

This year our team has focused to improve our PBS Guidelines and Behavior Matrix. Students will be responsible to abide by the guidelines of our Behavior Matrix of being positive, accountable, trustworthy, and hard-working. The leadership team will incorporate district initiatives that motivate increased student attendance and engagement. We continue to maintain a single school culture through quarterly celebrations as well as weekly check-ins that assist boosting student engagement, morale, and that assist our school culture, climate, mental health, and well-being of students, teachers, and staff. Hopefully these efforts will continue to build and maintain momentum and increase academic focus, social and emotional support and awareness.

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 ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we deliver effective and relevant instruction to meet the needs of all students, with an emphasis on increasing ELA proficiency, ELA L25, and ELA Learning Gains, then we will ensure high school readiness. Overall, FY22 ELA only increased 1 point in FY21 from 68 to 69 and has dropped 5 points from FY19 from 74 to 69. In FY22, ELA dropped 3 points from 58 to 55 in Gains and 1 point in L25 from 39 to 38. However, we have not increased since FY19, for Gains we lost 10 points from 65 to 55 and in L25 20 points from 58 to 38. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By FY23, ELA Achievement will increase to 72%, Learning Gains to 60%, and L25 to 60%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will utilize classroom assessments, FSQs, USAs, IXL/Reading Plus benchmarks, and PM1 to monitor student progress and achievement. After PM2, 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: Describe the evidence-based strategy being

The standards-based, targeted intervention will take place through small group instruction and tutorial programs in ELA for students who scored at a level 1 or 2 on the previous year's ELA FSA. Teachers will utilize technology programs, such as Reading Plus in Intensive Reading and IXL in ELA classes.

implemented for this Area of Focus.

Rationale for Evidence-

based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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

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.

1. Student Scheduling - students will be placed in various levels of ELA 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, USAs, PM1 and PM2
 - 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 in ELA classes and Reading Plus in Intensive Reading
 - Teachers will be trained in the use of IXL program
 - Teachers will plan collaboratively within the PLC cycle, analyzing IXL data

Person

Responsible

Dennis Pfeil (dennis.pfeil@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

In ELA, our SWD decreased from 28 to 27 in FY22, but increased 3 points in FY22 in Gains from 30 to 33 and 5 points in our L25 from 20 to 25. However, these numbers are still significantly below from FY19. When comparing FY19 to FY22 all areas dropped significantly - ELA Achievement 43 to 27, decrease of 16 points, ELA Gains 49 to 33, 16 point decrease, ELA L25 44 to 25, 19 point decrease, Math Achievement 50 to 34, 16 point decrease, Math Gains 58 to 54, 4 point decrease, Math L25 44 to 52, 8 point decrease, Science Achievement 36 to 189, 17 point decrease, and Civics 71 to 46, 25 point decrease.

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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By FY22, SWD sub-group will improve to the following levels: ELA to 32%, Math to 40%, Science to 25%, and Civics to 55%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will utilize classroom assessments, FSQs, USAs, and PM1 to monitor student progress and achievement. After PM2, teachers will analyze data and make instructional decisions.

Person responsible for monitoring outcome:

Krista Rogers (krista.rogers@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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 L25 and SWD sub-group.

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

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.

1. Student Scheduling - students were placed with appropriate ESE/Gen Ed teachers
2. Incorporate small-group instruction
 - Lesson planning will focus on best practices to increase student engagement
 - Students will be assessed with FSQs, USAs, PM1 and PM2
 - Teachers will analyze student data and be grouped based on student skills
 - Monitoring through data chats with administration and peer observations
3. PLC Implementation
 - Monitor and support teachers within PLC cycle, focus on data analysis, data chats with teachers and Admin

Person Responsible Christina Stathopoulos (christina.stathopoulos@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.

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-to-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, "Loggers' Run Students ARE...Positive, Accountable, Trustworthy, and Hard-working - so we stay on the PATH." 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 celebrations 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, 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 school culture and environment.

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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.