

The School District of Palm Beach County

L C Swain Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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L C Swain Middle School

5332 LAKE WORTH RD, Greenacres, FL 33463

<https://lcsm.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The L.C. Swain Middle School Community is dedicated to helping our students continue on their journey through life "Gallopig 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Reyes, Isha	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Reyes must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Fitch, Angie	Assistant Principal	<p>As assistant Principal, Ms. Fitch supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Ahmad-Farook, Shabana	Assistant Principal	<p>As assistant Principal, Ms. Farook supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Zitner, Michael	Assistant Principal	<p>As assistant Principal, Mr. Zitner supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal</p>

Name	Position Title	Job Duties and Responsibilities
		assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
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
Francisco, Gelsie	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.
Pinkney, Michele	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.
Cuprill Morales, Maritza	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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, ESOL, ESE Coordinator and the Administrative Team.

? Our ESOL Coordinator and ESOL School Counselors work in conjunction with the District's multicultural

department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

? A District Migrant Liaison works with our ESOL Coordinator/Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide

supports for students and families.

? A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this in our assemblies. The "Raptor System" is used to sign-in parents/visitors before they can go to

a classroom, or school event on campus.

? School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

All staff participate in collaborative learning communities that meet regularly. 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 tutorial 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 SLL 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, at home, and in the community.

L. C. Swain will connect students to agencies who have cooperative agreements with the District or are available on campus. 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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of District Diagnostics: FSQ's USA's, Midterms, Semester Exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, IXL, Algebra Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, end-of-course assessments, and teacher-made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts & Math). The assessments will occur one to two times a year in Algebra I, Geometry, and Civics (Midterm or Diagnostic/EOC). Science will be assessed one to two times a year (Diagnostic and SSA).

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students & proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single School Culture (Academics, Behavior, Climate): Collaborative Planning Communities and Professional Learning Communities occur every two weeks per content area. Content area teachers meet with the instructional support staff and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and have access to C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	129	149	146	424	
One or more suspensions	0	0	0	0	0	0	150	109	92	351	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	23	26	66	115	
Course failure in Math	0	0	0	0	0	0	34	57	101	192	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	278	257	241	776	
Level 1 on statewide Math assessment	0	0	0	0	0	0	211	168	150	529	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	335	314	295	944	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	255	228	231	714

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	11	67	92	170
Students retained two or more times	0	0	0	0	0	0	0	2	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	130	157	187	474	
One or more suspensions	0	0	0	0	0	0	118	112	111	341	
Course failure in ELA	0	0	0	0	0	0	77	13	118	208	
Course failure in Math	0	0	0	0	0	0	52	67	167	286	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	191	238	210	639	
Level 1 on statewide Math assessment	0	0	0	0	0	0	235	209	186	630	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	191	238	210	639	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	223	245	216	684

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	1	4	8
Students retained two or more times	0	0	0	0	0	0	4	5	2	11

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	130	157	187	474	
One or more suspensions	0	0	0	0	0	0	118	112	111	341	
Course failure in ELA	0	0	0	0	0	0	77	13	118	208	
Course failure in Math	0	0	0	0	0	0	52	67	167	286	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	191	238	210	639	
Level 1 on statewide Math assessment	0	0	0	0	0	0	235	209	186	630	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	191	238	210	639	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	223	245	216	684	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	1	4	8
Students retained two or more times	0	0	0	0	0	0	4	5	2	11

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	51	49	31	53	50	35		
ELA Learning Gains				38			36		
ELA Lowest 25th Percentile				31			26		
Math Achievement*	42	59	56	34	35	36	27		
Math Learning Gains				57			23		
Math Lowest 25th Percentile				63			28		
Science Achievement*	29	50	49	26	56	53	34		
Social Studies Achievement*	41	68	68	53	64	58	35		
Middle School Acceleration	67	76	73	83	52	49	53		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	36	37	40	39	85	76	35		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	1
ELL	27	Yes	4	1
AMI	29	Yes	1	1
ASN	59			
BLK	45			
HSP	38	Yes	1	
MUL	58			
PAC				
WHT	47			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	37	Yes	3	
AMI				
ASN	53			
BLK	51			
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	63			
PAC				
WHT	50			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	28			42			29	41	67			36
SWD	12			23			13	21	53		6	45
ELL	15			31			10	28	41		6	36
AMI	21			36							2	
ASN	56			61							2	
BLK	33			44			39	44	75		6	33
HSP	25			40			24	39	65		6	35
MUL	55			60							2	
PAC												
WHT	32			47			52	41	63		5	
FRL	27			42			30	41	64		6	30

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	38	31	34	57	63	26	53	83			39
SWD	15	30	30	19	51	54	8	33	64			28
ELL	20	33	29	23	53	61	9	33	70			39
AMI												
ASN	57	62		46	62		40					

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	36	41	39	40	59	71	33	63	96			29
HSP	30	37	32	31	55	63	22	49	78			40
MUL	58	67		55	70							
PAC												
WHT	34	33	0	48	66	68	54	63	85			
FRL	30	37	31	33	56	63	25	52	83			38

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	36	26	27	23	28	34	35	53			35
SWD	10	17	17	13	18	20	16	11	28			26
ELL	24	33	25	17	20	28	13	27	44			35
AMI												
ASN	52	53		32	20			45				
BLK	40	43	33	29	24	34	28	46	69			43
HSP	33	35	25	25	22	27	34	30	49			34
MUL	50	43		43	36							
PAC												
WHT	33	29	18	32	24	29	41	50	44			
FRL	34	36	25	26	23	28	34	34	52			35

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	48%	-24%	47%	-23%
08	2023 - Spring	26%	47%	-21%	47%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	22%	45%	-23%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	33%	54%	-21%	54%	-21%
07	2023 - Spring	32%	36%	-4%	48%	-16%
08	2023 - Spring	47%	65%	-18%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	46%	-19%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	48%	46%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	65%	-29%	66%	-30%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

When comparing FY19 to FY23 FAST and EOC Data, we see the following:

FY19 FY22 Learning Gains FY23 FAST/EOC

ELA Overall 31.0% 38.0% 24%

6 43.5% 31.1% 22%

7 29.7% 28.1% 24%

8 40.3% 30.7% 26%

SWDs 19.8% 13.1% 9%

ELLs 12.4% 11.0% 6%

Low 25s 31.0%

MATH Overall 34.0% 57.0% 37%

6 45.4% 26.8% 33%

7 19.4% 17.4% 32%

8 46.5% 37.4% 47%

SWDs 22.0% 16.9% 23%

ELLs 21.4% 14.6% 25%

Low 25s 63.0%

SCIENCE

8 32.7% 24.1% 27%

SWDs 16.9% 5.3% 12%

ELLs 6.3% 3.0% 4%

CIVICS

7 52.1% 50.1% 37%

SWDs 29.8% 30.9% 20%

ELLs 28.5% 22.0% 16%

Based on this data trend our focus will be to improve the learning gap in core content subjects, especially in the areas of ELA and Civics, where our scores declined. Our data trends show that additional support could be useful 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 ATS&I identified subgroups - ELL and SWD students - who will continue to receive strategic, targeted support through various modes of instruction, including small group, tutorials, data chats, technology, and student monitoring. To support classroom instruction, we will increase opportunities for professional learning and collaboration amongst faculty.

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

FY19 FY22 Learning Gains Fy23 FAST/EOC

ELA Overall 31.0% 38.0% 24%

6 43.5% 31.1% 22%

7 29.7% 28.1% 24%

8 40.3% 30.7% 26%

SWDs 19.8% 13.1% 9%

ELLs 12.4% 11.0% 6%

CIVICS

7 52.1% 50.1% 37%

SWDs 29.8% 30.9% 20%

ELLs 28.5% 22.0% 16%

As demonstrated in the chart above, our greatest declines were in ELA and Civics. Each grade level and subgroup decreased in ELA for SY23, with the largest drop seen in 6th Grade ELA (a nine point deficit). Civics scores reflected dramatic drops in overall scores (a loss of thirteen points), SWD scores dropped by nearly eleven points, and ELLs declined by six points. The Civics team experienced several staff changes throughout the year, and as a result, most students did not have a consistent classroom teacher for all of seventh grade. Some classes were taught intermittently by a variety of substitute teachers while the school worked to address teacher shortages. As for ELA, SY23 brought a new set of BEST standards, as well a new standardized test that both students and teachers needed to adapt to.

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

STATE SCHOOL**ELA**

6 47% 22%

7 47% 24%

8 47% 26%

MATH

6 54% 33%

7 48% 32%

8 55% 47%

ALGEBRA 54% 94%

GEOMETRY 49% 100%

SCIENCE 47% 27%

CIVICS 66% 37%

Our greatest gaps were in ELA (6th grade in particular) as well as in Civics. In ELA, our scores trailed the State by 25 points in 6th grade, 23 points in 7th grade, and 21 points in 8th grade. Our Civics scores were 29 points lower than the State average. As we mentioned earlier, new ELA standards and resources presented a challenge for both students and teachers, likely leading to our low scores. High teacher turnover on the Civics team may have negatively affected the Civics scores. One positive trend is that both Math and ELA average scores increased with each higher grade level. Possible explanations could be that ELL students entering our school in 6th grade have had more time to acquire the English language by 8th grade, or that over time, students become more competent in test-taking strategies and academic routines.

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

MATH Overall 34.0% 57.0% 37%

6 45.4% 26.8% 33%

7 19.4% 17.4% 32%

8 46.5% 37.4% 47%

SWDs 22.0% 16.9% 23%

ELLs 21.4% 14.6% 25%

Low 25s 63.0%

SCIENCE

8 32.7% 24.1% 27%

SWDs 16.9% 5.3% 12%

ELLs 6.3% 3.0% 4%

Our Math and Science overall scores both increased by three points from SY22 to SY23. The largest gain was in 7th grade Math, with an increase of nearly fifteen points. 8th grade Math students also increased by nearly ten points. The ELL subgroup improved by over ten points in Math, and the SWD subgroup improved by over six points in Science. In SY23, our school invested in IXL for Math and Science, which was used with fidelity schoolwide. We implemented targeted pull-out tutorials for Math students in the Spring of 2023. Our school offered Saturday Success Sessions in the Spring of 2023, which focused on core content benchmarks. We also had a consistent support facilitators in those content classes 90% of the time. Science teachers also conducted consistent lab work based on the District's Scope & Sequence.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

? 10% or more Absence

? Level 1 State Assessments ELA & Math

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

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. Build literacy skills across all grades.
3. Strengthen foundational Math skills.
4. Improve school-wide Science Achievement.

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), DreamBox, 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. SSCC will support teachers with during PLCs to provide guidance on how to implement 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.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When comparing FY19 to FY23 FAST and EOC Data, we see the following:

FY19 FY22 Learning Gains FY23 FAST/EOC

ELA Overall 31.0% 38.0% 24%

6 43.5% 31.1% 22%

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SWDs 29.8% 30.9% 20%

ELLs 28.5% 22.0% 16%

If we focus on collaborative planning to increase the quality of instruction with a focus on learning gains in all content areas, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. By creating a community of educators that are knowledgeable in best practices, we can deliver content, concept, or skills that are aligned to the benchmark and intended learning. Our leadership team has built in several systems to prioritize PLCs and additional, intentional professional development opportunities for the faculty. All actions will support differentiation and instructional support for our ELL and SWD subgroups.

Measurable Outcome:

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

By February 2024, we hope to increase the overall percentage of students making learning gains in all measurable content area assessments by 3 points. By May of 2024, we hope to increase the overall percentage of students making learning gains in all content measurable content area assessments by 3 additional points. Additionally, we wish to improve teacher practice as evidenced by effective

implementation of best practices, with 50% of our teachers implementing best practices by February of 2024, and 90% of teachers using best practices by May 2024.

February 2024 May 2024

Student learning outcomes

ELA Overall 27% 30%

6 25% 28%

7 27% 30%

8 29% 32%

SWDs 12% 15%

ELLs 9% 12%

MATH Overall 40% 43%

6 36% 39%

7 35% 38%

8 50% 53%

SWDs 26% 29%

ELLs 28% 31%

SCIENCE

8 30% 33%

SWDs 15% 18%

ELLs 7% 10%

CIVICS

7 40% 43%

SWDs 23% 26%

ELLs 19% 22%

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

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. PLCs/Standards-based Lessons
2. Small Group Instruction
- 3.. Professional Development

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. SSCC supports PLCs throughout the year by assisting with data analysis.
2. Small group differentiated instruction will provide students with remediation and enrichment opportunities at their level. Teachers will use data-driven technology to remediate, support, and enrich traditional lessons. This occurs throughout classroom instruction as well as in Stallion Learning Zone (morning tutorial).
3. In addition to the three Professional Development (PD) days built into the District Calendar, LCSMS will be offering supplemental PD throughout the year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. PLCs/Standard Based Instruction - ESOL and ESE teachers will participate in PLCs

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)

By When: PLCs will begin in August of 2023 and will be ongoing until the school year ends in May of 2024.

2. Small Group Instruction - 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/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)

By When: Small group instruction will commence in August of 2023 and will continue until the school year ends in May of 2024.

3. Professional Development

- a - Detailed agendas will be drafted for each of the PD sessions
- b - Implementation evidence will be outlined on the agendas so that teachers have guidance on how to implement professional learning in their classrooms
- c - Best practices will be modeled in PD sessions so that teachers understand how to utilize strategies in the classroom
- d - Sessions will be facilitated by both school-based and District-based personnel
- e - Leadership team will monitor for implementation

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

By When: Professional Development will begin in August of 2023 and will continue through the spring of 2024.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher absence rate: SY22 5.3% SY23 5.5%

Students with 11+ absences: SY22 49% SY23 47%

Teachers with 7+ Years of Total Experience: SY22 65% SY23 54%

SEQ Teacher Response Rate: SY22 90% SY23 86%

Over the last few years, the morale and sense of community have declined for both students and teachers. This is evident in the increased teacher absence rate, and the large amount of teacher turnover. Additionally, the SY23 SEQ data indicates that the lowest areas of teacher satisfaction were in Mental Health and Committed & Impactful Employees. These responses may correlate with the increase in absenteeism and turnover. In order to create a Single School Culture that engages and inspires our students and faculty, we are moving to a "One Team, One Dream" school motto. Our rationale is that if we foster a positive school culture, stakeholders will want to come to campus each day and strive to do their best. When we have an inclusive school community, attendance will improve, and with an increase in attendance comes an increase in student achievement.

Measurable Outcome:

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

Student Outcomes:

Reducing the amount of students with 11+ absences by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

By December 2023, 50% of our teachers will positively reinforce student behaviors via participation in SWPBS activities.

By February 2024, 80% of our teachers will positively reinforce student behaviors via participation in SWPBS activities.

Monitoring:

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

The leadership team will use scheduled monitoring of student attendance rates regularly throughout the year by analyzing data from the Principal's dashboard and/or SIS. The team will also monitor teacher participation in SWPBS activities via data from various school-based spreadsheets.

Person responsible for monitoring outcome:

Isha Reyes (isha.reyes@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

What is the evidence-based interventions you will use to see the improvements for your Area of Focus?

1. SLL & Character Development
2. SWPBS
3. Parent Involvement
4. Schoolwide Attendance Focus
5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. SLL & Character Development: the foundation of character education is the development of positive character qualities. Students who develop positive character qualities will in turn exhibit many of the outcomes envisioned, such as demonstrating respect, being responsible, being honest and trustworthy, etc. SLL strengthens teaching & learning of academic content, builds confidence, supports mental health, and enables youth & adults to overcome challenges.
2. SWPBS: supports the decrease of disruptive behavior incidents, rates of office referrals, and suspensions. It can also improve school climate, safety, and order, leading to an increase in instructional time.
3. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
4. Schoolwide Attendance Focus: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance focus will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
5. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. SLL & Character Development:
 - a. SLL via Homeroom using lesson plans created by District SLL Department.
 - b. Suite 360 implemented by school counseling team.
 - c. Professional Development for teachers on both SLL and character development.

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

By When: Ongoing beginning in August 2023 continuing to the end of the school year, May 2024.

2. SWPBS
 - a. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms
 - b. Monitor executions and implementation with fidelity.
 - c. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
 - d. Teachers will distribute tickets to reinforce positive behavior that students can redeem for prizes.
 - e. Teachers will nominate students for weekly shutouts for prizes

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

By When: Ongoing beginning in August 2023 continuing to the end of the school year, May 2024.

3. Parent Involvement in schools
 - a. Monthly SAC meetings where all stakeholders are invited to attend and participate in school decision making.
 - b. Ongoing communication in various languages via parent link, social media, and traditional methods of communication.

- c. Open House Curriculum night to introduce families and teachers and engage families in curriculum.
- d. Cafe con Pastelitos: informational sessions for parents on how to support their students.

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

By When: Ongoing beginning in August 2023 continuing to the end of the school year, May 2024.

4. School wide attendance focus

- a. Student conductor system to track student tardies and attendance with an automated notification send to parents.
- b. Student certificates at the end of the nine weeks celebrating students with excellent attendance.
- c. Establishing a positive school culture, "One Team, One Dream", to encourage student attendance.

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

By When: Ongoing beginning in August 2023 continuing to the end of the school year, May 2024.

5.Required Instruction 1003.42 and Policy 2.09:

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:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: Ongoing beginning in August 2023 continuing to the end of the school year, May 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATS&I) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement.

These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. The Multicultural and ESE departments will provide additional support to help meet the needs of our ESSA identified subgroups.
5. Regular (i.e., quarterly) data collection and review meetings will be scheduled for the leadership team to determine individual school needs and provide additional training and support.
6. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a