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**Title I Comprehensive Schoolwide Plan  
L C SWAIN MIDDLE SCHOOL (0021)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Quarter 2 Core F's have increased by 14% from FY23. Based on PM1 for FY24, literacy proficiency has decreased 1 point from FY23 PM1 Based on PM2 for FY24, literacy proficiency has increased by 2 points from FY23 PM2. 17.7% of students have been absent 11+ days.

## 2. List the root causes for the needs assessment statements you prioritized.

Students are below grade level reading. The department has several new teachers this year. More follow-up and communication is needed with students and families regarding absences. Lack of student motivation and understanding of the effects on the students' future.

## 3. Share possible solutions that address the root causes.

Additional training for teachers to include standards and content. Additional staff needed to address truancy issues. Additional incentive for students. Additional staff to support lowering classroom sizes. Additional curriculum support materials and classroom supplies. Make sure that all announcements are made in both languages (English and Spanish). Provide teachers with an opportunity to plan collaboratively. Technology to support remediation.

## 4. How will school strengthen the PFEP to support ELA?

### • Communication

Record and post on our school website, text, parent link, email, and use marquee for important information. Send staff to do home visits. Parent-Teacher Conferences.

### • Parent Training

Help parents who do not use email/digital tools become better at this mode of communication. Get parents set up with emails (those without), and complete the database in SIS.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Provide a safe environment. Communicate effectively and frequently with families regarding student progress. Support for struggling students.

- Students

Attend school regularly, complete assignments, and ask for help when needed. Eliminate utilizing other technology in the classroom. Remain on task during instruction. Make sure that the student is taking care of their assigned device.

- Parents

Read and work with students at home. Make sure the student is taking care of their assigned device. Bring a charged device to school. Update contact information as necessary.

- Staff Training

Teacher training on monitoring websites. Familiarize themselves with websites for the department.

- Accessibility

Have meetings on the first floor.

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

18.5% of students have missed more than 11 days. When looking at the data from spring FSA(22) vs. Fall PM1, 6th grade overall growth was 8%, more growth was needed. Quarter 2 Core F's have increased by 14% from FY23.

2. List the root causes for the needs assessment statements you prioritized.

Lack of consequences for excessive absences. Lack of parental enforcement; parents claim they can't make their child attend school. 6th grade students showing a lack of growth; they are lacking foundational skills i.e., fluency facts. Students need additional support in understanding word problems and interpreting what is being asked.

3. Share possible solutions that address the root causes.

Decrease the number of students earning an F in math and increase the number of students earning a passing grade (quality points). Provide incentives for perfect attendance. Educate parents on attendance policies and consequences, i.e., no extended vacations. Provide professional development on best practices for teaching math concepts with math vocabulary and language support. Provide interventions for students lacking proficiency through math tutorials and pullouts. Provide resources for higher level instruction i.e., Jupiter Workbooks (Algebra), additional calculators. Hire a resource teacher/coach for small group instruction. Distribute foundational math flash cards to all students.

4. How will school strengthen the PFEP to support Math?

• Communication

Offer extended opportunities for extra practice.

• Parent Training

Paper, SIS, IXL and Parent nights (Games)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Assist and educate parents on policies, procedures of the school, and programs for support. Provide math opportunities for parents and students to learn and interact with each other.

- **Students**

Work to improve attendance and assignment completion, and put forth greater effort in completing their math classwork and homework to ensure mastery of the material.

- **Parents**

Monitor students grades, attendance and seek tutorial opportunities if needed, participate in workshops/sessions to educate them on how to monitor student attendance and grades. Communicate with their child about their learning each day and make sure their work is completed.

- **Staff Training**

Multilingual education support, parent nights to inform the parents about the resources, SIS, IXL, Algebra Nation

- **Accessibility**

Programs for Migrant students

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

Science is averaging 4 points below the District average. Quarter 2 core Fs have increased by 14% from FY23. 17.7% of students have been absent 11+ days.

2. List the root causes for the needs assessment statements you prioritized.

Need more faculty, teaching all five periods, to keep small class sizes. Students lack incentives for student improvement or accountability. Science teachers need interactive online programs for concepts that cannot be done with experiments hands-on. Students lack foundational skills (in scientific research, reading, and math) necessary for success.

3. Share possible solutions that address the root causes.

Continue funding additional science staff to lower class sizes. Track mastery of benchmarks after every USA (per grade) to give an incentive during lunches. Report absenteeism and follow up with the Truancy Officer doing home visits. Need science online subscriptions (that include interactive activities, like virtual labs) and other hands-on supplies for activities to remediate. Need resources for extra practice and remediation, as well as hands-on activities. Need PD for teachers and opportunities to share best practices.

4. How will school strengthen the PFEP to support Science?

- Communication

N/A

- Parent Training

How to check SIS and respond to teachers for grades and Progress Reports. Paper printed Progress Reports should come back signed by parents for extra credit in class. Have an 8th grade Science Open House with parents/families.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Simplify the language in the Compact for ease of understanding.

- **Students**

Show understanding of the Compact in their daily actions while also using their agendas.

- **Parents**

Communicate with teachers and staff about needs in a timely fashion as needs arise using their school agendas.

- **Staff Training**

Sending weekly Progress Reports. How to use the 5E model for hands-on activities. Train in Everglades Foundation curriculum.

- **Accessibility**

have meetings close to entrance of school.

## **Social Studies**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Literacy proficiency has decreased from FY23 by 1 point on PM 1 and increased by 2 points from FY23 to FY 24 on PM 2. Civics is averaging 13 points below the District average on winter diagnostics. 17.7% of students have been absent 11+ days. Quarter 2 Core F's have increased by 14% from FY23.

**2. List the root causes for the needs assessment statements you prioritized.**

Students lack comprehension and stamina when reading passages and asking to respond. Students need to learn reading and test-taking strategies as well as more practice with reading material. Students are having a hard time retaining information. Students are not getting time to read independently in class. Lack of consequences. Students that receive a large amount of absences are not being followed-up with. Lack of translators and support in classes. Limited support when contacting home. ELL students are spread out between many classes which limits translation support in the classes. New resources do not have meaningful hands-on activities for students. Students struggle with retaining information. There is no background knowledge from elementary school.

**3. Share possible solutions that address the root causes.**

Additional CLFs to support teachers. Additional social studies teacher to support students. Multiple Collaborative planning opportunities within the department. School-wide initiatives centered around attendance. Smaller class size to support learning. Reading initiatives across content areas. Smaller class sizes to support small group instruction. Technology programs to help engage students and track progress. Additional curriculum/resources to increase achievement among students in the classroom. Use icivics to support reading comprehension. Create smaller class sizes to support learning. Train staff on Cambridge programming.

**4. How will school strengthen the PFEP to support Social Studies?**

• **Communication**

Updating SIS information Supporting families when students are truant

• **Parent Training**

SIS support Supporting students throughout the year Technology based trainings Provide Rosetta Stone option to families

**5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?**



- **School**

Support incentive programs that are needed to increase academics and attendance. Expect high expectations of all students regarding behavior. Increase morale within students and faculty. Provide tutorial support to targeted students.

- **Students**

Come to school prepared. Monitor grades and assignments through SIS and Google Classroom. Ask for support as needed.

- **Parents**

Be involved with school activities. Update SIS contact information. Encourage routines for students.

- **Staff Training**

ESE/IEP accommodations and how to support students Trainings on SIS and Parent Link

- **Accessibility**

N/A

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Action Step: Classroom Instruction

Provide differentiated, small group, and individualized instruction and the opportunity for engaging educational and enrichment activities to increase achievement while building students as a whole.

**Budget Total: \$680,182.40**

<b>Acct Description</b>	<b>Description</b>										
Online subscription	<table border="1"><thead><tr><th><b>Item</b></th><th><b>Quantity</b></th><th><b>Rate</b></th><th><b>Type</b></th><th><b>Total</b></th></tr></thead><tbody><tr><td>Nearpod will be used for grades 6-8 all content areas for extra practice schoolwide.</td><td>1</td><td>\$8,450.00</td><td>Original</td><td>\$8,450.00</td></tr></tbody></table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Nearpod will be used for grades 6-8 all content areas for extra practice schoolwide.	1	\$8,450.00	Original	\$8,450.00
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>						
Nearpod will be used for grades 6-8 all content areas for extra practice schoolwide.	1	\$8,450.00	Original	\$8,450.00							

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	IXL math for grades 6-8 and civics grade 7 and science grade 8 will improve foundational skills and provide extra practice and prescriptive learning.	1	\$22,750.00	Original	\$22,750.00	
	Kami will be used for grades 6-8 in all content areas for extra practice schoolwide.	1	\$4,000.00	Original	\$4,000.00	
	BT 490544- Reallocated remaining balance to add 22 hrs for summer tutorial	-1	\$300.00	Budget Transfer	-\$300.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	HAITIAN CREOLE-ENGLISH DICTIONARY	20	\$13.83	Instructional Materials	Original	\$276.60
	FRENCH ENGLISH DICTIONARY	10	\$4.49	Instructional Materials	Original	\$44.90
	Copy paper	62	\$44.61	General Supplies	Original	\$2,765.82
	FARSI-ENGLISH DICTIONARY	2	\$12.59	Instructional Materials	Original	\$25.18
	Colored paper	100	\$12.17	General Supplies	Original	\$1,217.00
	LEGO EDUCATION SPIKE	2	\$399.95	Manipulatives	Original	\$799.90
	NEW WORLD SPANISH/ENGLISH DICTIONARY	200	\$7.99	Instructional Materials	Original	\$1,598.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	WRITE AND WIPE STUDENT NUMBER LINES SET 30	5	\$8.54	Instructional Materials	Original	\$42.70
	LEARNING RESOURCES MAGNETIC WRITE AND WIPE ALGEBRA TILES SET OF 72	12	\$17.35	Manipulatives	Original	\$208.20
	MAGNETIC FRACTION CIRCLES	58	\$9.49	Manipulatives	Original	\$550.42
	3 HOLE PUNCH POLY PORTFOLIOS LETTER PRONG FASTENER 2 POCKETS	100	\$1.06	General Supplies	Original	\$106.00
	3 HOLE PUNCHED LOOSE LEAF PAPER (LETTER)	500	\$1.51	General Supplies	Original	\$755.00
	LOOSE LEAF RINGS	10	\$4.82	General Supplies	Original	\$48.20
	PRE SHARPENED PENCILS #2	500	\$2.91	General Supplies	Original	\$1,455.00
	FILLER PAPER WITH RED MARGIN 3/8 RULE	50	\$2.17	General Supplies	Original	\$108.50
	FOLDING GEOMETRIC SHAPE SET/16	5	\$33.06	Instructional Materials	Original	\$165.30
	TEXAS INSTRUMENT SCIENTIFIC TI-30XA	100	\$11.54	Manipulatives	Original	\$1,154.00
	MINI BLACK POCKET CHART	10	\$14.99	General Supplies	Original	\$149.90
	FOLDER 2 POCKET W/FASTENERS	100	\$16.16	General	Original	\$1,616.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	HIGHLIGHTER BRITE LINER	54	\$3.70	General Supplies	Original	\$199.80
	POST IT 3X5	15	\$5.28	General Supplies	Original	\$79.20
	BIC 4 COLOR REFILLABLE RETRACTABLE BALLPOINT PEN	18	\$3.49	General Supplies	Original	\$62.82
	HIGHLIGHTER BRITE LINER	10	\$4.82	General Supplies	Original	\$48.20
	POST IT NOTES 3X3	10	\$3.33	General Supplies	Original	\$33.30
	CRAYOLA 12BX COLORED PENCILS	100	\$1.73	General Supplies	Original	\$173.00
	SHARPIE POCKET HIGHLIGHTER 36	15	\$26.53	General Supplies	Original	\$397.95
	BAR MAGNETS	8	\$7.47	Manipulatives	Original	\$59.76
	EXPO DUAL ENDED AST 4PK	9	\$8.66	General Supplies	Original	\$77.94
	GYMPACT DIGITAL SCALE WITH BOW	4	\$18.90	Manipulatives	Original	\$75.60
	CLASSPACK 5 INCH MIGHTY MAGNETS	4	\$29.69	Manipulatives	Original	\$118.76

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	EXPO MAGNETIC FINE 8 PACK	27	\$7.47	General Supplies	Original	\$201.69
	HI LTER DESK STYLE 12PACK	25	\$13.85	General Supplies	Original	\$346.25
	CONSTRUCTION PAPER 9X12	25	\$10.62	General Supplies	Original	\$265.50
	5 TAB MULTI COLOR DIVIDERS	60	\$0.88	General Supplies	Original	\$52.80
	POST IT MINI EASEL PAD 6CT	6	\$73.06	General Supplies	Original	\$438.36
	ONE HOLE PUNCH	10	\$2.34	General Supplies	Original	\$23.40
	FLIPSIDE DRY ERASE ANSWER PADDLE	18	\$3.49	Instructional Materials	Original	\$62.82
	3 HOLE PUNCH CORNER LOCK SLEEVE	54	\$2.29	General Supplies	Original	\$123.66
	MARKER BLACK EXPO DRY ERASE 12/BOX	51	\$6.49	General Supplies	Original	\$330.99
	LIQUID HIGHLIGHTER	15	\$4.88	General Supplies	Original	\$73.20
	INDEX CARD 3X5	18	\$0.45	General Supplies	Original	\$8.10

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	INTEGRA PEN FLUORESCENT HIGHLIGHTERS	17	\$1.89	General Supplies	Original	\$32.13
	DOWLING MAGNETS IRON FILINGS VARIETY PACK	8	\$14.65	Manipulatives	Original	\$117.20
	POST IT 3X3 15 PACK	30	\$6.27	General Supplies	Original	\$188.10
	LARGE EQUILATERAL PRISM 3 INCHES	8	\$4.15	Manipulatives	Original	\$33.20
	COLOR CARDSTOCK	40	\$13.99	General Supplies	Original	\$559.60
	PLASTIC PIPETTES PK 12	15	\$3.35	Manipulatives	Original	\$50.25
	GLUE STICKS	25	\$22.42	General Supplies	Original	\$560.50
	Painters blue tape	5	\$12.20	General Supplies	Original	\$61.00
	ERASER BEVELED	1000	\$1.78	General Supplies	Original	\$1,780.00
	WOODEN RULERS SET OF 12	10	\$4.11	Manipulatives	Original	\$41.10
	INTEGRA PEN FLUORESCENT HIGHLIGHTERS	17	\$1.89	General Supplies	Original	\$32.13
	COMPOSITION NOTEBOOKS	400	\$2.84	General Supplies	Original	\$1,136.00



Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	COLORED PENCILS	450	\$1.73	General Supplies	Original	\$778.50
	LABEL FILE FOLDER	10	\$69.43	General Supplies	Original	\$694.30
	FOLDERS ASSORTED COLORS 1/3 CUT 100 PACK	100	\$23.98	General Supplies	Original	\$2,398.00
	EXPO LOW ODOR DRY ERASE MARKERS PASTEL COLORS	50	\$15.83	General Supplies	Original	\$791.50
	SPIRAL NOTEBOOKS (6PACK)	70	\$65.47	General Supplies	Original	\$4,582.90
	PACON ANCHOR CHART PAPER 24X32	16	\$25.87	General Supplies	Original	\$413.92
	WINDOW ENVELOPES	1	\$97.21	General Supplies	Original	\$97.21
	POST IT STIKY NOTEPAD 2X2	17	\$12.86	General Supplies	Original	\$218.62
	Shipping	1	\$2.30	General Supplies	Original	\$2.30
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$577.25	General Supplies	Original	\$577.25

Acct Description	Description																	
	<table border="1"> <thead> <tr> <th data-bbox="407 201 1159 277">Item</th> <th data-bbox="1159 201 1308 277">Quantity</th> <th data-bbox="1308 201 1465 277">Rate</th> <th data-bbox="1465 201 1696 277">Supply Type</th> <th data-bbox="1696 201 1896 277">Type</th> <th data-bbox="1896 201 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
Item	Quantity	Rate	Supply Type	Type	Total													
	BT 490544- Reallocated the allocation differential and reducing classroom supplies to add 22 hrs for summer tutorial	-1	\$796.00	General Supplies	Budget Transfer		-\$796.00											
	Amend 33- Reduced classroom supplies to add PD sub days (BT 492487)	-1	\$5,987.53	General Supplies	Amendment		-\$5,987.53											
Extra Periods	5 Extra Periods will be built into the Master Board for smaller class sizes. They will be in tested core academic areas (Math, ELA/Reading, Science, Civics)																	
Classroom Teacher	This Classroom Science Teacher will allow for increased focus and targeted instruction of students through smaller class sizes, individualized instruction, and hands-on experiences to apply knowledge. They will work with grades 6-8.																	
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="407 862 1073 954">Item</th> <th data-bbox="1073 862 1236 954">Quantity</th> <th data-bbox="1236 862 1373 954">Rate</th> <th data-bbox="1373 862 1482 954">Days</th> <th data-bbox="1482 862 1612 954">Hours</th> <th data-bbox="1612 862 1749 954">Weeks</th> <th data-bbox="1749 862 1896 954">Type</th> <th data-bbox="1896 862 2024 954">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total											
	Subs for Title I funded classroom teachers	6	\$19.00	7	6.5	1	Original	\$5,187.00										
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="407 1040 984 1136">Item</th> <th data-bbox="984 1040 1129 1136">Quantity</th> <th data-bbox="1129 1040 1249 1136">Rate</th> <th data-bbox="1249 1040 1350 1136">Days</th> <th data-bbox="1350 1040 1461 1136">Hours</th> <th data-bbox="1461 1040 1583 1136">Weeks</th> <th data-bbox="1583 1040 1732 1136">Certified</th> <th data-bbox="1732 1040 1896 1136">Type</th> <th data-bbox="1896 1040 2024 1136">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Afterschool/Before school/ Saturday/Summer tutorial for grades 6-8 in all core academic areas. This will help with remediation.	7	\$37.00	5	1.25	33	Certified	Original	\$53,419.00									
	Thrive Summer program grades 6-8 remediation/credit recovery	6	\$37.00	1	7	1	Certified	Original	\$1,554.00									
	BT 490544- Adding 1 hr to existing day	6	\$37.00	1	1	1	Certified	Budget	\$222.00									

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	to cover THRIVE							Transfer	
	BT 490544- Adding 2 teachers to existing THRIVE summer program	2	\$37.00	1	8	1	Certified	Budget Transfer	\$592.00
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>		<b>Rate</b>		<b>Type</b>		<b>Total</b>	
	KENSINGTON HI-FI HEADPHONES	50		\$16.99		Original		\$849.50	
Classroom Teacher	This Classroom Reading Teacher works with grades 6-8 and provides smaller class sizes.								
Charter bus	<b>Item</b>	<b>Quantity</b>		<b>Rate</b>		<b>Type</b>		<b>Total</b>	
	Transportation for AVID college tours transportation grades 6-7 to go to Lynn or FAU or PBSC in November	1		\$1,999.00		Original		\$1,999.00	
	Transportation for AVID college tours transportation for grade 8 to go to Miami (FIU) in Feb. 2025	1		\$1,999.00		Original		\$1,999.00	
Classroom Teacher	This Classroom Intensive Math Teacher for Grade 8 will allow for increased focus and targeted instruction of students through smaller class sizes and individualized instruction.								
Educational consultants	<b>Item</b>	<b>Quantity</b>		<b>Rate</b>		<b>Type</b>		<b>Total</b>	
	Latinos in Action Renewal -Leadership class that lasts all year and it is an elective offered to any student 7th and 8th grade	1		\$2,500.00		Original		\$2,500.00	

<b>Acct Description</b>	<b>Description</b>
Classroom Teacher	This Classroom Social Studies Teacher will allow us to offer additional sections and electives, as well as lower class sizes and broaden student schedule choices.
Classroom Teacher	This Classroom 6th and 7th Grade Language Arts Teacher will allow for increased focus and targeted instruction of students through smaller class sizes, individualized instruction, and hands-on experiences to apply knowledge
Classroom Teacher	This Classroom Language Arts Teacher will allow for increased focus and targeted instruction of students through smaller class sizes, differentiated instruction, and hands on experiences to apply knowledge. She will work with grades 6-8.

## Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

**Budget Total: \$123,488.00**

<b>Acct Description</b>	<b>Description</b>								
Out-of-system PD Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Amend 33- Added 60 PD SubDays for Teachers to attend curriculum planning during the day with Teaching and Learning to plan units and analyze data to align with school's FY25	60	\$19.00	1	6.5	1	Non-Certified	Amendment	\$7,410.00

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	strategic plan for core academic areas. By grade level and content areas. Starting August about 5 subs a day for grade level core content PD provided by secondary curriculum. (BT 492487)								
	Amend 33- Added 60 PD SubDays for Teachers to attend curriculum planning during the day with Teaching and Learning to plan units and analyze data to align with school's FY25 strategic plan for core academic areas. By grade level and content areas. second quarter in October. 5 per day for PD by district. (BT 492487)	60	\$19.00	1	6.5	1	Non-Certified	Amendment	\$7,410.00
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Collegial Planning for classroom teachers and coaches to collaborate and analyze student data outside of contract time to complete standard based planning for FY25 in July 2024. All grade levels	40	\$25.00	2	6	1	Certified	Original	\$12,000.00
	Amend 33- Reduced 195 hrs from tch collaboration to add PD SubDays (BT 492487)	1	\$25.00	1	-195	1	Certified	Amendment	-\$4,875.00

<b>Acct Description</b>	<b>Description</b>											
Single School Culture Coordinator	Single School Culture Coordinator to serve teachers in all grades to coordinate PLCs; implement an ongoing coaching cycle; provide professional development to the team; and analyze and respond to data by providing teams with best-practice instructional resources and strategies. This is a 226-day position.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 383 1167 459"><b>Item</b></th> <th data-bbox="1178 383 1325 459"><b>Quantity</b></th> <th data-bbox="1325 383 1486 459"><b>Rate</b></th> <th data-bbox="1486 383 1707 459"><b>Supply Type</b></th> <th data-bbox="1707 383 1892 459"><b>Type</b></th> <th data-bbox="1892 383 2024 459"><b>Total</b></th> </tr> </thead> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>						
	Chart paper - individual	15	\$13.46	General Supplies	Original	\$201.90						
	Color ink for printing data reports for weekly PLC meetings, data chats and training materials	10	\$90.00	Technology	Original	\$900.00						
	Labels pack of 300	5	\$53.92	General Supplies	Original	\$269.60						
	Card stock reams	15	\$17.35	General Supplies	Original	\$260.25						
	File folders	1	\$59.17	General Supplies	Original	\$59.17						
	Binders 3"	10	\$13.99	General Supplies	Original	\$139.90						
	Pencils 12 pack	30	\$2.44	General Supplies	Original	\$73.20						
	Paper (copy)	15	\$44.61	General Supplies	Original	\$669.15						
Colored paper reams	10	\$11.68	General Supplies	Original	\$116.80							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Index cards	10	\$4.55	General Supplies	Original	\$45.50
	Amend 33- Removed PD supplies to add PD SubDays (BT 492487)	-1	\$2,735.47	General Supplies	Amendment	-\$2,735.47

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$12,561.10**

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Parent Support by School Staff	Parent Liaison will provide parent support for PFEP after hours training OT/ET	1	\$2.00	3	2	1	Non-Certified	Original	\$9.00
	Classroom teachers will provide Family Night support and academic parent trainings documented in PFEP	12	\$25.00	1	3	3	Certified	Original	\$2,700.00

Acct Description	Description											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 201 1199 293">Item</th> <th data-bbox="1199 201 1354 293">Quantity</th> <th data-bbox="1354 201 1486 293">Rate</th> <th data-bbox="1486 201 1759 293">Supply Type</th> <th data-bbox="1759 201 1896 293">Type</th> <th data-bbox="1896 201 2030 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Copy paper	10	\$44.00	General Supplies	Original	\$440.00						
	INK FOR PRINTER FOR PARENT TRAININGS	3	\$25.00	Technology	Original	\$75.00						
	Refreshment for parent trainings	400	\$3.00	Program Supplies	Original	\$1,200.0						
	Student planners	1600	\$2.34	General Supplies	Original	\$3,744.0						
	Cardstock for make and take materials and flash cards	10	\$15.00	General Supplies	Original	\$150.00						
	Colored file folders (50 pack)	10	\$23.98	General Supplies	Original	\$239.80						
	Pens	10	\$4.00	General Supplies	Original	\$40.00						
	Post It Easel Pads pack of 2	10	\$32.00	General Supplies	Original	\$320.00						
	Dry Erase markers	10	\$15.83	General Supplies	Original	\$158.30						
	File folders - 50 pack	10	\$23.98	General Supplies	Original	\$239.80						
Highlighters 12 pack	10	\$4.82	General Supplies	Original	\$48.20							
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 1117 1199 1209">Item</th> <th data-bbox="1199 1117 1354 1209">Quantity</th> <th data-bbox="1354 1117 1486 1209">Rate</th> <th data-bbox="1486 1117 1759 1209">Type</th> <th data-bbox="1759 1117 2030 1209">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
Rosetta Stone for parents to teach them English.	1	\$1,200.00	Original	\$1,200.00								
Overtime	Overtime for CLFs to translate and assist parents end of July and Beginning of August to create parent SIS accounts and sign-ins for parent summary reports for online programs, etc and for the Parent Liaison to I provide parent support for PFEP after-hours training. (2hrs, 2 days, 2 wks)											



## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

L. C. Swain Middle School values family and community involvement working together with the school to form a collaborative partnership that supports student growth and promotes college and career readiness.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Marc Lane	SAC Chairperson
Pracilla Alejandro, Judith Garrad, Christina Ruiz-Waddell	SAC Parent Voting Member
Isha Reyes, Shabana Ahmad-Farook, Angela Fitch, Michael Zitner	Administration
Kathryn Marcum, Meghan O'Rourke, Aretha Coley, Melisa Miranda, Latisha Jonas, Brooke Panunzi	Instructional Leaders
Michael Martin	Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents are invited to provide input. Input from instructional leaders is sought via Professional Learning Communities (PLC's), Department Meetings, etc. SAC members are usually the foundational group that is present at ongoing meetings.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Instructional input was discussed in department level teams via PLC's. Input is sought from members of the School Advisory Council (SAC) and all items are voted on by the voting members. SAC will meet monthly, every second Tuesday of the month.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Instructional leadership and our admin team evaluated current family engagement practices and expanded options for increased opportunities to engage with the school community. Input was provided by stakeholders through face-to-face discussions and feedback, surveys, and parent/family participation. Parent/Family response to school-based engagement opportunities were both positive and well-attended. As a result, we are continuing to offer both morning and evening parent/family engagement events.

<b>Name</b>	<b>Title</b>
Angela Fitch	Assistant Principal
Isha Reyes	Principal
Brooke Panunzi	Testing Coordinator
Natalie DeFranco	AVID Coordinator
Michael Zitner	Assistant Principal
Shabana Ahmad-Farook	Assistant Principal
Meghan O'Rourke	SSCC

## **Annual Parent Meeting**

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Meeting will be held on October 8, 2024 at 5:30 pm in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Call-outs in multiple languages, email messages in multiple languages, newsletter, social media posts (Instagram, Facebook), and emailed invitation.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Agenda, presentation, Parent and Family Engagement Plan, School-Parent Compact, information on additional programs

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

ESOL Strategies To Help Build Family Connections: Session 1

- What specific strategy, skill or program will staff learn to implement with families?

Staff will improve their ability to apply ESOL Strategies and culturally responsive techniques in their interactions with parents and families so that all stakeholders can better support student learning.

- What is the expected impact of this training on family engagement?

Teachers will successfully transfer the skills learned to parents/guardians and families while increasing family engagement.

- What will teachers submit as evidence of implementation?

Teachers will complete a survey indicating they have applied the skills learned to their current role on campus when interacting with parents/families.

- Month of Training

August 2024

- Responsible Person(s)

Meghan O'Rourke

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

ESE Strategies To Help Build Family Connections: Session 2

- What specific strategy, skill or program will staff learn to implement with families?

Staff will improve their ability to apply ESE Strategies and culturally responsive techniques in their interactions with parents and families so that all stakeholders can better support student learning.

- What is the expected impact of this training on family engagement?

Teachers will successfully transfer the skills learned to parents/guardians and families while increasing family engagement.

- What will teachers submit as evidence of implementation?

Teachers will complete a survey indicating they have applied the skills learned to their current role on campus when interacting with parents/families.

- Month of Training

November 2024

- Responsible Person(s)

Meghan O'Rourke

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Tapping into Technology: How to Monitor and Support your Students in a Virtual World

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to monitor student grades, use technology to support their students throughout middle school, and stay in contact with Stallion Nation, teachers, and administrators. This will be a hands-on technology training for parents.

- Describe the interactive hands-on component of the training.

Parents may use their child's device to follow-along in real time with the trainer. The interactive component will be the ability of the parents to click on various links, sites, and/or platforms to access needed information.

- What is the expected impact of this training on student achievement?

When parents/families partner with schools to focus on student achievement, research shows the students improve. By providing parents/families with training on how to navigate the SIS platform, for example, it will allow them to better monitor their child's performance in classes and on assessments.



- **Date of Training**

September 2024

- **Responsible Person(s)**

Amanda Dedrick

- **Resources and Materials**

Student device, Google Slides presentation, Refreshments

- **Amount (e.g. \$10.00)**

\$300.00

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

High School: The Choice is Yours!

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning at home, parents will be able to navigate and explore choice options with District Staff. They will be equipped with a detailed breakdown of the various pathways available through high school choice options and receive assistance in completing the application process. This will provide parents with the opportunity for career explorations and to participate in and support the selection of appropriate programs for their student.

- Describe the interactive hands-on component of the training.

The interactive component will be the ability of the parents to click on various links, sites, and/or platforms to access needed information for Choice Academies and the application process. Furthermore, they will be able to speak directly to Staff Members of various local high schools about their programs.

- What is the expected impact of this training on student achievement?

When parents/families partner with schools to focus on student achievement, research shows the students improve. By providing parents/families with training how on how to navigate the the Choice Program platform, it opens doors to further success in schools and career-related opportunities.

- Date of Training

December 2024

- Responsible Person(s)

Amanda Dedrick

- Resources and Materials

Student device (if needed), Google Slides presentation, Refreshments

- Amount (e.g. \$10.00)

\$300.00

### 5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

• Name of Agency

ESOL/ELL Department

• Describe how agency/organization supports families.

The ESOL/ELL Department has numerous ways in which it supports ELL students. The ESOL Coordinator and support team meets regularly with ESOL Department teachers to monitor student progress. A PLC (Parent Leadership Council) provides input into the ESOL Program, allows parents to become a voice for others in the community, and provides training and workshop opportunities to help families help their ELL children succeed. ESOL Family Night is a training where parents are given an opportunity to learn about monitoring student grades on SIS as well as homework strategies. Support from Community Language Facilitators (CLF's) and the department will help support students and their families. The Social Services Facilitator from the Multicultural Department comes weekly to meet with students, provide resources, including items like vouchers for eye glasses, backpacks and food supplies. Title III funds assist with supplement instructional programming by assisting ELL's in acquiring an developing proficiency in English and meeting grade level academic content. Further support is provided to ELL students and families through ESOL bilingual School Counselors.

• Based on the description list the documentation you will provide to showcase this partnership.

Agenda(s), presentation(s), sign-in(s), communication log, etc.

• Frequency

Ongoing

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

The ESE Department will help our faculty in their interactions with parents and families so that all stakeholders can better support student learning.

- Based on the description list the documentation you will provide to showcase this partnership.

Agenda(s), presentation, sign-in, etc.

- Frequency

Ongoing

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Community High Schools

- Describe how agency/organization supports families.

Santaluces HS, Lake Worth HS, John I. Leonard HS, Suncoast HS, etc. will be invited to attend our Choice Program Family Night where they will promote their academies and inform families on how their children may be a part of them. They also support our families in the course selection / registration process for our 8th graders.

- Based on the description list the documentation you will provide to showcase this partnership.

Agenda, presentation, sign-in, etc.

- Frequency

Ongoing

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents will be informed through face-to-face and/or Google Meet meetings, progress reports, parent conferences, parent trainings, etc. Various communication venues preferred by parents will be utilized such as call-outs, emails, social media, and SIS.

- List evidence that you will upload based on your description.

Invitations, call-out logs, snap shots from social media, Newsletter in native language.

- **Description**

Parents will be informed through face-to-face and/or Google Meet meetings, progress reports, parent conferences, parent trainings, etc. Various communication venues preferred by parents will be utilized such as call-outs, emails, social media, and SIS.

- **List evidence that you will upload based on your description.**

Snapshots of social media posts, copies of emails, conference notes, copies of trainings/agendas, copies of progress reports, etc.

- **Description**

Parents will be informed through Open House, progress reports, parent conferences, parent trainings, etc. Various communication venues preferred by parents will be utilized such as call-outs, emails, social media, and SIS.

- **List evidence that you will upload based on your description.**

IEP sign-in, report card copies and copies of progress reports, etc.

- **Description**

All parents are welcome to participate in our monthly SAC meetings. The Title I Annual Meeting provides parents the opportunity to provide input on the School Compact and Parent Engagement Plan. Call-outs, emails, and social media posts are employed to notify parents of these meetings. CLFs may also assist by making calls to parents inviting them to attend school events.

- **List evidence that you will upload based on your description.**

Annual Meeting presentation, snapshot of the posting of presentation, SAC meeting agenda and notes, etc.

- Description

The school considers the need to be flexible when scheduling meeting, trainings, or events. Devices/hotspots/affordable internet has been offered to all students for learning. Families are able to use those same resources to access our virtual parent/teacher conferences (when available). Meetings are held at various times throughout the day to accommodate varying schedules of parents/families. Most trainings and events are held either in the morning or in the evenings and offered in multiple languages.

- List evidence that you will upload based on your description.

IEP sign-in, snapshots of social media posts, copies of emails, conference notes, etc.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Translated documents are provided and language facilitators provide assistance during trainings, events, and/or meetings. Depending on the event, sometimes an entirely separate meeting is held in a language other than English (i.e., one presentation in English and one presentation in Spanish). Call-outs and social media posts are often done in multiple languages. Emails are sent in multiple languages. CLF's are available for translation.



- List evidence that you will upload based on your description.

Translated documents, presentations, social media posts

- Description

School Counselor(s) maintain communication with Student Intervention Services and ESE and other Assistance Programs. School Counselor(s) communicate relevant information with teachers as it relates to student home situations. As families have disabilities that require assistance, we will partner with departments to ensure that they can attend meetings and get information. (Hard of hearing-sign language interpretation). Meetings will be held on first floor and building is ADA compliant.

- List evidence that you will upload based on your description.

Agendas, emails, photos of ADA accommodations, etc.

- Description

The school partners with both the Multicultural Department and Migrant Education Department to ensure our students and families receive appropriate services and support. Our ESOL Coordinator and/or ESOL Counselor(s) are involved in the communication process.

- List evidence that you will upload based on your description.

Communication logs, email communication

- Description

School Counselor(s) maintain communication with Student Intervention Services and Homeless Assistance Programs. School Counselor(s) communicate relevant information with teachers as it relates to student home situations. Outreach by the School Homeless Contact is ongoing throughout the year. School administrators also communicate with parents and the district as it relates to student home needs.

- List evidence that you will upload based on your description.

Communication logs, email communication

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 2. Activity #2

#### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

The purpose of these interventions is to target our students who have social/emotional, academic and behavioral issues, offering them the skills they need to be successful in academics and life. School-wide SLL Homeroom is designed for teachers to deliver a daily Skills for Learning & Life Welcoming Ritual to students. We are creating a way to provide students daily support and an opportunity to identify students in need of additional support. Teachers use District-created SLL curriculum support materials. Additionally, in Homeroom students are also receive character education through a program that breaks up the pillars by month and includes weekly discussion topics as well as extension activities, if needed. The School Counseling Department supports students through a variety of services including, but not limited to individual counseling, parent-teacher conferences, students needs assessment, Resiliency Lessons through Rethink Education, SBT (School-Based Team), career education through Xello curriculum, Student Promotion Requirements Presentation, College and Career Week, and Honor Roll Award Ceremonies. The School Behavioral Health Professional (BHP) supports students through many channels including individual and group counseling, referrals to local resources and agencies, SBT (School-Based Team), mental health crisis response, social emotional learning support and psychoeducational activities for students and school stakeholders. Various staff members serve as mentors to students, meeting regularly to address positive behavior, healthy habits, and helping to build character. All students are encouraged to have at least one trusted adult on campus to turn to as needed. Student Council The club is designed to promote leadership and empower our students to become future leaders. The goal is to teach students tools to be leaders on campus, demonstrate positive citizenship, and have a voice on campus. Refer students to Youth Services Bureau and/or access services using the Cooperative Agreement which aides School Counselors in providing referrals to family and youth counseling services to parents and families up to age 22. Referrals may include but are not limited to counseling services for bullying, self esteem, family violence, school concerns, behavioral problems, separation/divorce, parent/child relationship, communication and social skills. The School-wide Positive Behavior Interventions & Support Plan (PBIS) referred to as our Stallion S.T.A.R. Program focuses specifically on providing a safe environment, while students are team players, achievers, and respectful. Students who participate receive tickets from teachers and other staff members for exhibiting good character. Students are rewarded through a range of options including star tickets for raffles, school dances, Student Shout-Out of the Week, etc. The A.V.I.D. program at L.C. Swain provides academic instruction and other support to students, helping to prepare them for eligibility to four year colleges and universities. A.V.I.D.'s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Students in the A.V.I.D. Elective receive additional support, i.e., organizational skills and strong study habits.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

The Problem Solving/School Based Team (SBT) develops strategies for and monitors students needing support with academic and/or behavioral needs. Furthermore, the SBT has become an integral part of the district discipline policy. Many discipline incidents on the matrix require a referral to the School Based Team for possible interventions. The School-wide Positive Behavior Interventions & Support Plan (PBIS) referred to as our Stallion S.T.A.R. Program focuses specifically on providing a safe environment, while students are team players, achievers, and respectful. Students who participate receive tickets from teachers and other staff members for exhibiting good character. Students are rewarded through a range of options including star tickets for raffles, school dances, Student Shout-Out of the Week, etc. All students scoring a Level 1 on ELA FSA are scheduled for Intensive Reading or a social studies and/or science classes taught by Content Literacy Standards (CLS) trained teachers. Students scoring a Level 1 on Math FSA who are not already scheduled for Intensive Reading may be scheduled for Intensive Math. All students who earn an F on their report card in a core subject area will have the opportunity to remediate their grade through Middle School Course Recovery. Recovery options will be individualized per student and assigned staff members will follow up with students on their progress. Small group, differentiated instruction will be offered to students various days each week in all core subject areas via the Stallion Learning Zone. L.C. Swain uses multiple learning platforms or programs to provide our students with leveled, targeted support. These include, but are not limited to: Rethink Education, Reading Plus, iXL, Tutorials, Achieve 3000 (ELL's), Imagine Learning (newcomer ELL's), etc. The goal is to help improve the academic performance of students identified by the early warning system. Our school also has an on-site School Behavioral Health Professional (BHP) who supports students through many channels including individual and group counseling, referrals to local resources and agencies, SBT (School-Based Team), mental health crisis response, social/emotional learning support and psychoeducational activities for students and school stakeholders. The purpose of these interventions is to target our students who have social/emotional, academic and behavioral issues, and target the skills they need to be successful in academics and life. The A.V.I.D. program at L.C. Swain provides academic instruction and other support to students, helping to prepare them for eligibility to four year colleges and universities. Students in the A.V.I.D. Elective receive additional support via an A.V.I.D. tutor two days a week.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.

- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

### 1. Well-Rounded Education

L.C. Swain Middle School has four academies: Pre-Medical, Pre-Law, Pre-IT, and Dual Language. The Pre-Medical Program is designed to enhance science, language, and math skills. Classes include Orientation to Health Occupations, Explorations of Health Occupations & Careers, and Medical Skills and Services. The Pre-Law Academy is designed to enhance social studies, math, and language arts skills. Classes include Law Studies and Comprehensive Law Studies. The Pre-IT Academy is designed to provide students with hands-on activity lessons with computer hardware and software. Students can take classes towards Industry Certifications in areas such as: Technology - Emergent Technology and Foundations of Web Design. The Dual Language Academy allows students to develop proficiency in two languages by receiving classroom instruction in English and Spanish. In addition, we offer a Journalism course that focuses on research and writing as well as Band and Art to provide students an opportunity to explore the performing and visual arts. The A.V.I.D. Program at L.C. Swain provides academic instruction and other support to students, helping to prepare them for eligibility to four year colleges and universities. A.V.I.D.'s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. L.C. Swain provides students with the opportunity to participate in before/after school enrichment activities. These activities include: Recycling Club, Art Club, Stallion Student Council, Future Educators of America (FFEA), NJHS, etc. We also offer a College & Career Week which provides students with a week-long agenda of activities providing awareness of colleges, universities and careers. L.C. Swain will ensure the use of curriculum and instructional materials aligned to the B.E.S.T. Standards; collaborate in Professional Learning Communities; provide critical thinking, problem-solving, inquiry-based analytical approaches for students; incorporate strategies and tools based on student needs; offer student-centered, engaging instruction; and integrate digital and project-based instruction. These academic and instructional decisions not only support a deeper level of comprehension, but create healthy conversations, clarifying the expectations around opportunities for growth in instructional practice, curriculum, and the standards.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

L.C. Swain offers Advancement via Individual Determination (A.V.I.D.) to 6th, 7th, and 8th grade students. The A.V.I.D. Program provides academic instruction and other support to students and prepares them for college, careers, and life. Additionally, it aims to prepare and support students for entry into the most rigorous high school courses. Each year the A.V.I.D. Program hosts a Career Day where multiple guests from varied careers are invited to present to students to share more about their career and the educational pathway required to obtain a job. The presentation is interactive and students are able to communicate with presenters. We also offer a College & Career Week at L.C. Swain which provides students with a week-long agenda of activities providing awareness of colleges, universities and careers. Accelerated courses offered at L.C. Swain MS include Algebra I Honors, Geometry Honors, and Physical Science Honors. Students also have the opportunity to enroll in high school credit courses, such as Computer Fundamentals. Additionally, academy students are provided with the opportunity to enroll in high school credit courses, such as Spanish Speaks 1 & 2, Comprehensive Law Studies, or Medical Skills Services in their 8th grade year. These academies are optional pathways for students to continue in the high school level of the same academy. L.C. Swain Middle School has four academies: Pre-Medical, Pre-Law, Pre-IT, and Dual Language. The Pre-Medical Program is designed to enhance science, language, and math skills. Classes include Orientation to Health Occupations, Explorations of Health Occupations & Careers, and Medical Skills and Services. The Pre-Law Academy is designed to enhance social studies, math, and language arts skills. Classes include Law Studies and Comprehensive Law Studies. The Pre-IT Academy is designed to provide students with hands-on activity lessons with computer hardware and software. Students can take classes towards Industry Certifications in areas such as: Technology - Emergent Technology and Foundations of Web Design. The Dual Language Academy allows students to develop proficiency in two languages by receiving classroom instruction in English and Spanish. The School Counseling Department and 8th-grade history teachers at L. C. Swain Middle School use Xello Inc. lessons to help 8th-grade students plan their studies and future careers. These lessons cover important information such as high school graduation requirements, explanation of diploma designation requirements, details about Florida Bright Futures Scholarships, admission requirements for state universities and Florida College System institutions, opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the Advanced International Certificate of Education Program, dual enrollment options, and career education courses including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences leading to industry certification.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners



- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Professional development is conducted in various forms on the campus. Professional Learning Communities are held regularly with teachers in each grade and subject area. They are led by team leaders, teachers, coaches, regional/curriculum support personnel, etc. We receive district curriculum support as needed for sessions in Civics, Science, Reading, Writing Scoring, and Math from the respective specialist or program planner for that area. The Multicultural and ESE Departments or regional specialists provide teachers with ongoing support as needed. ESOL teachers receive training from Achieve 3000 representatives as needed. The CHAMPs: An Introduction to Proactive and Positive Classroom Management is a training offered to provide all instructional staff that are interested in expanding their classroom management strategies skills face to face or via distance learning. Teachers will voluntarily meet in the summer (July) and outside of contract hours to collaboratively plan units of instruction for various core content areas.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Recruitment The school attends the yearly district job fair and interviews possible candidates. We also hire new teachers from a pool of intern, interim, and substitute teachers as well as academic and AVID tutors who currently or previously were employed by L.C. Swain. Additionally, we post all positions on the district Employment Page. Retention All new teachers are invited to attend a special "New Stallion Teacher Orientation" to help them begin to become acclimated to our school and staff. In order to build school/employee morale, we host several fun events for the staff, including, but not limited to the Holiday Celebration(s), Teacher Appreciation Week, End-of-Year Celebration, and other events throughout the school year. Various teachers or staff are nominated for awards throughout the year. Monthly a special "Golden Apple" is awarded to one teacher from each department for integrating research-based strategies in classroom instruction focused on the Fundamental Five. Staff may also nominate a fellow staff member (one instructional and one non-instructional) for the GTG (Gallop to Greatness) Award where their photo will be on display in the Main Office. All teachers designated by the District to be included in the Foundations (new teachers) or Accelerated cohorts participate in our ESP Program. This includes a built-in support system of a Mentor or Buddy Teacher with whom new/beginning/new to Swain teachers are able to plan and/or collaborate with one another throughout the school year. Our department chairs and team leaders are also tasked with working very closely with the new teachers and new staff on campus. Professional Learning Communities are a key component in helping teachers connect to fellow team members and plan collaboratively. Our SSCC and Literacy Coach extend assistance to our teachers in instruction. The principal and the administrative team have an open door policy for all students and teachers. Teachers are supported through a variety of opportunities for professional development to grow their practice both at the school site and via District offerings. Teachers and staff are also offered many opportunities to earn additional supplemental part-time compensation through sponsorship of clubs, the tutorial program, and aftercare program.