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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.

L.C. Swain increased by approximately three percentage points in literacy from FY22 FSA to FY23 PM 1 (FY22 30% / FY23 33%), but still lagging behind the District on USA scores. ELL ELA students slightly increased Level 3 and above from 5.88%(PM1) to 6.54%(PM2) -0.66% increase in ELA. ESE ELA slightly decreased in Level 3 and above achievement from 5.34%(PM1) to 5.02%(PM2)- 0.32% decrease in ELA. 18.5% of students have been absent 11+ days during the FY23 school year, thus far FY23 Quarter 2 core Fs have decreased 2% compared to FY22 Our percentage of core Fs is still high.

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

Students lack motivation. Students not turning in assignments. Students' technology is broken or lost. Students utilizing technology are accessing other sites. Curriculum calendar moves so fast, there is very little time for remediation/making up assignments Cycle and texts from the District do not support teaching new standards. Students are missing school and the make-up work piles on. Students and teachers feel overwhelmed. Teachers and students are learning never before taught standards. Despite modeling and redirection, students are still not completing tasks. No real consequences for destroyed devices.

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

Purchase Newsela Pro for comprehension and No Red Ink for grammar. Students need more HW help and continued tutorials. Students need more support to better navigate technology. Charging stations are needed in classrooms for devices. There is too much testing this school year; need more time in between standards and tests Include remediation time in the calendar. Provide access to a typing program, such as Mavis Beacon. Create a technology orientation for students over the summer. Hire an additional ELA teacher for smaller class sizes. Hire an ELA resource teacher to support students in small group settings. Purchase additional text resources (BEST standards-based supplementary textbooks). Purchase Scholastic Scope (Digital). Provide more specific/targeted PD for our school's specific needs. Provide training to teachers on Cambridge programming Provide texts and materials for students to utilize for Lower Secondary Cambridge. Support AVID students with program materials.

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

Record and post on our school website, text, parent link, and email, and use a 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. Conduct training on Cambridge programming or provide information, as needed.

## 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. Train staff on Cambridge programming.

- **Accessibility**

Communication from the school will continue in multiple ways and languages.

# 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 FY22 vs. Fall PM1, 6th grade overall growth was 8%, more growth was needed. ELL Math students increased in level 3 and above achievement from 3.71%(PM1) to 12.4% (PM2)- 8.69% increase. ESE Math students increased in level 3 and above achievement from 2.31%(PM1) to 10.16%(PM2)- 7.89% increase. Additionally, work needs to be made on the number of students getting their quality points.

## 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 go. Root causes for 6th grade lack of growth, students are missing foundational skills for example, 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.

Provide incentives for perfect attendance, educating parents on attendance policies and consequences, i.e., no extended out-of-country vacations. Provide professional development on best practices for teaching math concepts with math vocabulary and language support. Provide intervention for students in need, small group instruction, math tutorials and pullouts for math instruction with a math coach or resource teacher. Hire an additional math teacher for smaller class sizes. Purchase technology tools that help students remain engaged, i.e., KAMI. Continue opportunities for collaboration with math teams. Need more calculators, foundation math flash cards, and Algebra workbooks.

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

### • Communication

Communication from the school will continue to go home in multiple ways and languages.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math), such as Paper (tutorial program), SIS, IXL and Stallion Family 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 and attendance, 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. Join school programs for parents.

- **Staff Training**

Create trainings that assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math). Provide multilingual education support, parent nights to inform the parents about the resources, i.e., SIS, IXL, Algebra Nation.

- **Accessibility**

Communication from the school will continue in multiple ways and languages.

# Science

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

## 1. List prioritized needs statements.

Underperforming on district assessments: students achieving 5-8 pts below the District on district created science unit assessments. 1% of ELL Science students met threshold or above (average score 27%). 6% of ESE Science students met threshold of above (average score 30%). Students' absenteeism - 18% of the student population absent for eleven days or more of school. Students were 1 point below the District average on FY22 SSA Nature of Science reporting category with an average of 5 pts out of 11 pts. Increasing number of F's on core subjects FY23: Q1-15% to Q2-18%.

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

Students need engagement in understanding scientific practices and foundational concepts via hands-on and inquiry-based lab activities. Students need increased engagement in scientific literature and critical thinking skills. Students need opportunities to practice and demonstrate science literacy via high engagement tools and applications.

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

Science Teacher to create small classes to support specific, high needs science instruction. Pre-planning team collaboration for academic instruction and continued teacher planning/collaboration per term to provide cohesive instruction to build science conceptual foundation and literacy needs. Lab equipment and materials for hands-on activities and experiments. STEM classes/labs/rotations. STEM supplies and STEM Robotics supplies – high engagement science integration. High engagement app/programs/simulation: Nearpod – lesson delivery which increases student engagement and accountability; IXL – remediation of annually assessed benchmark for 6th and 7th grade content tested on the 8th grade SSA; Gizmos – Inquiry based interactive simulation – Science 6-8 -supports science engagement and scientific literacy. Science tutorials.

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

### • Communication

Teacher communication with parents via Parent Link and access to Google Classroom information.

- **Parent Training**

Stallion Family Night “Science in the Know”- Science Department created video blast online/real world science programs available for parent to support science content, vocabulary activities for parents to integrate at home, simple science activities, lab demonstrations, or science activities in the local community.

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

- **School**

Provide opportunities for parents to support science literacy via communication and Parent University Science opportunities.

- **Students**

Engage in classroom curriculum and strengthen learning by completing homework assignments, demonstrating authentic writing via lab activity analysis questions, and continued review of science foundational vocabulary at home.

- **Parents**

Read or review communication sent by the science teacher, view student’s progress on SIS, attend Stallion Family Night programs, and encourage attendance at and for the academic achievement of their student. Attend Parent-Teacher Conferences. Review or check science homework with children.

- **Staff Training**

Continued staff training for Content Literacy, student engagement, and integration of inquiry-based activities.

- **Accessibility**

Communication from the school will continue in multiple ways and languages.

# Social Studies

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

## 1. List prioritized needs statements.

Literacy has increased approximately 3 points. Civics is averaging 7-13 points below the District average. 12% of ELL Civics students met threshold or above (average score 35%). 14% of ESE civics students met threshold or above (average score 33%). 18.5% of students have been absent 11+ days. Quarter 2 Core F's have decreased 2% from FY22.

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

Students are not accountable for work/grades. No direct instruction classes. 6th grade History has all levels in the same class. Teachers are having to teach to the middle. Students are having a hard time retaining information. Writing skills are not improving, they are typing more than ever, not writing on grade level. Teachers are having to use outside resources for instruction, specifically for ELL and Dual Language. Students are struggling to stay organized. Technology is a distraction to students. Lack of parent involvement. No background knowledge from elementary school. Support is not seen for students that need direct instruction. Lacking consistent educators. Students' knowledge of pupil progression. Students being able to pass one nine weeks and able to fail all others, this creates complacency within the students. Lack of translators to contact home to support students.

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

Purchase Nearpod to increase engagement. Create school-wide incentives centered around attendance (grade level/homeroom). Purchase KAMI to help with comprehension. SwPBS: adding academic expectations as a whole school. Use the first week of school to have all teachers/students on the same page. Hold students accountable with grades in core classes. Purchase IXL for Civics review. Purchase Peardeck to keep kids on track with assignments. Purchase Lumio to engage students. Use Flocabulary to support our ELL students. Hire additional CLFs to support teachers. Hire an additional social studies teacher to support students and keep smaller class sizes. Allow for collaborative planning within departments. Need direct instruction and support facilitation classes for social studies. Create cross-curricular writing assignments/activities. 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**

Having updated SIS information..

- **Parent Training**

Include training on the following: SIS support, technology, Social Studies Stallion Family Night, Conduct training on Cambridge programming or provide information, as needed. Provide Rosetta Stone for families Hold a mid-year open house.

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

- **School**

Budget for programs that are needed to support students. For example, incentives for students in academics/behavior/attendance. Provide specific trainings to students to use SIS to their advantage. Expect students to be in dress code with consistent consequences Provide safe transitions after lunch and during hall change

- **Students**

Read more for homework and pleasure at home. Come to class prepared (computer, charger, pencil, etc.). Be respectful when speaking to anyone on campus. Monitor SIS (grades and assignments). Ask for help and go to tutoring offered. Be accountable and responsible coming back from lunch safely.

- **Parents**

Read with their children at home. Monitor SIS and Google Classrooms. Encourage students to go to tutorial. Open lines of communication and ask for help. Set routines at home to help students on campus. Volunteer at the school. Provide updated contact information.

- **Staff Training**

ESE/IEP accommodations and how to implement, connecting better to parents.

- **Accessibility**

Communication from the school will continue in multiple ways and languages.

## **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: **\$733,771.01**

Acct Description	Description											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="428 639 1358 716">Item</th> <th data-bbox="1358 639 1520 716">Quantity</th> <th data-bbox="1520 639 1724 716">Rate</th> <th data-bbox="1724 639 1866 716">Type</th> <th data-bbox="1866 639 2024 716">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	Kami for all grades in all subjects	1	\$3,240.00	Original	\$3,240.00							
	No RedInk for all grades in ELA	1	\$11,850.00	Original	\$11,850.00							
	Newsela site license about 1500 students in ELA and Reading	1	\$7,865.00	Original	\$7,865.00							
	Nearpod all content areas for extra practice schoolwide	1	\$8,650.00	Original	\$8,650.00							
Scholastic Magazine (not yet TCC) ELA classes for grades 6-8	1	\$16,483.50	Original	\$16,483.50								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="428 1117 1228 1193">Item</th> <th data-bbox="1228 1117 1373 1193">Quantity</th> <th data-bbox="1373 1117 1535 1193">Rate</th> <th data-bbox="1535 1117 1772 1193">Supply Type</th> <th data-bbox="1772 1117 1900 1193">Type</th> <th data-bbox="1900 1117 2024 1193">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	The Plant Cell	1	\$92.46	Program Supplies	Original	\$92.46						
	Fine Sand 8 Cupsfine	1	\$7.37	Program Supplies	Original	\$7.37						
Chart Set Gen/Hereditiy	3	\$29.09	Instructional Materials	Original	\$87.27							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Sparco Wirebound Notebook	80	\$15.90	General Supplies	Original	\$1,272.00
	Book Composition Pacon Pastel Blue	60	\$0.74	General Supplies	Original	\$44.40
	Paper Astrobright 28# Terra	1	\$12.31	General Supplies	Original	\$12.31
	Paper, Copy, Green	40	\$4.97	General Supplies	Original	\$198.80
	Hanging File Folder	120	\$5.84	General Supplies	Original	\$700.80
	Ms Earth Sci Vocab Card	1	\$20.10	Instructional Materials	Original	\$20.10
	Label File Folder	2	\$2.57	General Supplies	Original	\$5.14
	File Folder LTR Orange	3	\$20.12	General Supplies	Original	\$60.36
	Paper Easel Post It	1	\$169.81	General Supplies	Original	\$169.81
	Paper, Copy, Pink	40	\$4.97	General Supplies	Original	\$198.80
	Labels LSR White	5	\$24.21	General Supplies	Original	\$121.05

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Modern Genetics Chart	30	\$3.52	Instructional Materials	Original	\$105.60
	Dry Erase Plain Dual Sided 5X7	14	\$79.59	General Supplies	Original	\$1,114.26
	Highlighter - Fluor -Ast	30	\$11.68	General Supplies	Original	\$350.40
	Sheet Protector	5	\$12.93	General Supplies	Original	\$64.65
	Paper Cardstock 8.5×11 Martian Green	25	\$18.47	General Supplies	Original	\$461.75
	Paper Colored Card Rocket Red	5	\$15.06	General Supplies	Original	\$75.30
	Poster Board Super Value White 22×28	15	\$22.90	General Supplies	Original	\$343.50
	PH Paper Insta	10	\$14.40	Program Supplies	Original	\$144.00
	Pencil Pouch Mesh Pocket	154	\$1.84	General Supplies	Original	\$283.36
	Ruler Wood	60	\$0.32	Manipulatives	Original	\$19.20
	Nail	2	\$3.80	Program Supplies	Original	\$7.60

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Folder File 1/3 Yellow	3	\$20.12	General Supplies	Original	\$60.36
	Note Refills RCY	1	\$6.65	General Supplies	Original	\$6.65
	Sparco Professional Protactor	75	\$1.64	Manipulatives	Original	\$123.00
	Avery Polypropylene	5	\$12.93	General Supplies	Original	\$64.65
	Office Depot Brand Student Compass	30	\$1.23	Manipulatives	Original	\$36.90
	The Animal Cell	1	\$172.19	Program Supplies	Original	\$172.19
	File Folder, Manila, Letter	83	\$7.09	General Supplies	Original	\$588.47
	Dictionary French-English	16	\$6.07	Classroom Libraries	Original	\$97.12
	Various Rocks And Fossils	1	\$34.82	Program Supplies	Original	\$34.82
	Folder File Letter 1/3 Pink	3	\$39.73	General Supplies	Original	\$119.19
	Dictionary Spanish-English	5	\$6.07	Classroom Libraries	Original	\$30.35
	File Folder LTR Lavender	3	\$20.12	General	Original	\$60.36

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	Paper Easel Post It 20×23	6	\$27.25	General Supplies	Original	\$163.50
	Eraser Wedge Cap	40	\$1.16	General Supplies	Original	\$46.40
	Calculator Scientific TI	215	\$10.82	Manipulatives	Original	\$2,326.3
	Duct Tape	2	\$5.41	Program Supplies	Original	\$10.82
	Marker Sharpie Chisel	5	\$9.70	General Supplies	Original	\$48.50
	paper clips	20	\$3.50	General Supplies	Original	\$70.00
	File folders - colored	1	\$1,421.90	General Supplies	Original	\$1,421.9
	Label Laser 5160 White	1	\$32.14	General Supplies	Original	\$32.14
	Book Composition Pacon Pastel Blue	30	\$2.63	General Supplies	Original	\$78.90
	8.5×11 In Ruled Graph Paper	30	\$3.28	General Supplies	Original	\$98.40
	Swingline 545 Compact Staples	20	\$11.48	General Supplies	Original	\$229.60



<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pen PM Inkjoy Black Pack	30	\$8.31	General Supplies	Original	\$249.30
	Dictionary Spanish-English	50	\$21.11	Classroom Libraries	Original	\$1,055.5
	Sargent Art Colored Pencils 2	4	\$32.04	General Supplies	Original	\$128.16
	Plant/animal cells chart	30	\$2.00	Instructional Materials	Original	\$60.00
	Staples Duct Tape	2	\$3.60	Program Supplies	Original	\$7.20
	Paper Astrobright Cele	2	\$11.09	General Supplies	Original	\$22.18
	Accordion Pocket Blue	5	\$2.04	General Supplies	Original	\$10.20
	Paper Copier 8.5×11 Martian Green Astrobright	5	\$18.47	General Supplies	Original	\$92.35
	Paper Chart Anchor 27×34	28	\$74.77	General Supplies	Original	\$2,093.5
	Paper Cardstock 8.5×11 Lunar Blue	25	\$18.47	General Supplies	Original	\$461.75
	ruler flexible	30	\$21.38	General Supplies	Original	\$641.40

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Sparco Wirebound Notebook	15	\$4.48	General Supplies	Original	\$67.20
	Paper Construction	10	\$5.01	General Supplies	Original	\$50.10
	Pencils Colored Crayola	3	\$37.81	General Supplies	Original	\$113.43
	Binders	1	\$178.27	General Supplies	Original	\$178.27
	5 composition books	100	\$8.26	General Supplies	Original	\$826.00
	Marker, Black-Sanford Expo-2 markers, 12/Box	119	\$8.06	General Supplies	Original	\$959.14
	Pen sharpie fine	20	\$15.50	General Supplies	Original	\$310.00
	Kensington Hi-Fi Headphones	50	\$16.50	Technology	Original	\$825.00
	Highlighter Desk Chisel 6pk	70	\$3.58	General Supplies	Original	\$250.60
	30 Large Glue Sticks	8	\$15.73	General Supplies	Original	\$125.84
	Rock Cycle Bingo! Game	3	\$31.20	Instructional Materials	Original	\$93.60

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Wave Pendulum	2	\$87.10	Instructional Materials	Original	\$174.20
	Sheet Protector	40	\$9.85	General Supplies	Original	\$394.00
	Stapler Desktop	20	\$9.26	General Supplies	Original	\$185.20
	paper legal pads	80	\$5.27	General Supplies	Original	\$421.60
	Bottle Dispensing Pe Dropping Bottle	10	\$2.73	Manipulatives	Original	\$27.30
	Post It Notes Capetown 3x3	23	\$12.29	General Supplies	Original	\$282.67
	School Smart Flexible Plastic Rulers	4	\$21.38	Manipulatives	Original	\$85.52
	Dividers Write-On	339	\$0.85	General Supplies	Original	\$288.15
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$2,331.00	General Supplies	Original	\$2,331.00
	Expo 2 Dry Erase Markers-Black	40	\$7.85	General Supplies	Original	\$314.00
	PVC CVRD CPPR WR-BLCK	4	\$10.20	Program Supplies	Original	\$40.80
	Eraser Cloth Dry Erase	75	\$29.30	General	Original	\$2,197.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	Dictionary Chinese-English	6	\$6.07	Classroom Libraries	Original	\$36.42
	Markers, Felt Tip, Assorted Colors	180	\$0.98	General Supplies	Original	\$176.40
	Folder LTR 1/3 Poly BE	2	\$14.65	General Supplies	Original	\$29.30
	Paper, Copy, Yellow	40	\$4.97	General Supplies	Original	\$198.80
	Paper Cardstock 8.5×11 Bright White	13	\$18.47	General Supplies	Original	\$240.11
	Folder File LTR 1/3 Red	3	\$20.12	General Supplies	Original	\$60.36
	Paper Copy 20#17 Green	5	\$15.80	General Supplies	Original	\$79.00
	Pen PM Inkjoy Blue Pack	30	\$8.31	General Supplies	Original	\$249.30
	Paper Cardstock 8.5×11 Pulsar Pink	25	\$18.47	General Supplies	Original	\$461.75
	STPLS HD View Binder 2In BLK	154	\$5.17	General Supplies	Original	\$796.18

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dixon Oriole Hexagonal Pencils	15	\$31.28	General Supplies	Original	\$469.20
	Highlighter Pen School Smart	30	\$18.47	General Supplies	Original	\$554.10
	Jumbo Paper Clips	10	\$1.25	General Supplies	Original	\$12.50
	copy paper cases	50	\$44.61	General Supplies	Original	\$2,230.5
	All Purpose School Glue Sticks	20	\$21.41	General Supplies	Original	\$428.20
	File Folder Letter Two Tone Blue	3	\$34.58	General Supplies	Original	\$103.74
	Marker, 4 Assorted Colors - Sanford	55	\$2.80	General Supplies	Original	\$154.00
	Swingline 545 Compact Staples	20	\$11.48	General Supplies	Original	\$229.60
	The Rock Cycle Chart	3	\$41.31	Instructional Materials	Original	\$123.93
	Glove Powder Free Latex Free Large	8	\$25.56	Program Supplies	Original	\$204.48
	Dice In Dice 9Math manipulative for tutorial)	1	\$24.41	Manipulatives	Original	\$24.41

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Stapler 747 Collectors Red	1	\$21.85	General Supplies	Original	\$21.85
	Prokaryotic/Eukaryotic	2	\$7.32	Program Supplies	Original	\$14.64
	Student dry erase boards	75	\$21.97	General Supplies	Original	\$1,647.75
	Marker Sharpie Permanent	1	\$28.04	General Supplies	Original	\$28.04
	Plate Tectonics learning guide	30	\$4.05	Instructional Materials	Original	\$121.50
	Paper Filler 8.5×11 3 Hole PK 500	20	\$7.19	General Supplies	Original	\$143.80
	Wooden Rulers Set Of 12	2	\$4.11	Manipulatives	Original	\$8.22
	Folder 2Pocket W/Fastnr	15	\$19.26	General Supplies	Original	\$288.90
	Eraser Dry Magentic School Smart	30	\$1.38	General Supplies	Original	\$41.40
	Envelope Kraft Clasp	3	\$21.11	General Supplies	Original	\$63.33
	Pencils Wood #2, 48 in a Pack	610	\$3.45	General Supplies	Original	\$2,104.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper Copier 8.5×11 Outrageous Orchid	1	\$18.47	General Supplies	Original	\$18.47
	Bromothymol Blue	2	\$6.20	General Supplies	Original	\$12.40
	Easel Pad Post It	5	\$76.85	General Supplies	Original	\$384.25
	Tape Painters Masking Blue	1	\$12.20	General Supplies	Original	\$12.20
	Charts of Fossils, Earthquakes, Weathering, Solar Syatem, Volcanoos, Sun/Earht?moon, Plant/Animal (30 of each)	210	\$2.00	Instructional Materials	Original	\$420.00
	Envelopes 9×12 In Clear	2	\$19.40	General Supplies	Original	\$38.80
	Glove Latex Free Powder Free BX	8	\$25.56	Program Supplies	Original	\$204.48
	Robotics Supplies - itemized in the additional resources tab	1	\$2,189.45	Program Supplies	Original	\$2,189.4
	Energel X Pens	1	\$12.09	General Supplies	Original	\$12.09
	Note post it ruled	25	\$20.79	General Supplies	Original	\$519.75
	Procell Batteries	5	\$19.05	Technology	Original	\$95.25

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Learning Guides for Cells, Periodic Table, Cycles of Life, Atmosphere, Newton Law, Time Scale, Ecosystems, Genetics, Plate Tectonics, Sun, Earth, Moon (30 of each)	330	\$2.00	Instructional Materials	Original	\$660.00
	Map United States/World Desktop Map	12	\$231.46	Instructional Materials	Original	\$2,777.5
	Tape Transparent Scotch	1	\$14.37	General Supplies	Original	\$14.37
	Seb Whiteboard Cleaner 8 oz	30	\$1.59	General Supplies	Original	\$47.70
	Tumbled Stones	2	\$19.48	Program Supplies	Original	\$38.96
	Meter Stick Metal	10	\$6.18	Manipulatives	Original	\$61.80
	Bottle Dispensing Pe	2	\$24.12	Manipulatives	Original	\$48.24
	Crayola Markers Classpack	3	\$58.91	General Supplies	Original	\$176.73
	Paper Cardstock 8.5×11 Vulcan Green	10	\$18.47	General Supplies	Original	\$184.70
	Cross-section Earth Model	3	\$16.08	Instructional Materials	Original	\$48.24
	Demo Heat Absorption and Radiation	2	\$41.57	Instructional Materials	Original	\$83.14



<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pencil Preshrpnd #2HB	30	\$11.68	General Supplies	Original	\$350.40
	Limestone	6	\$2.34	Program Supplies	Original	\$14.04
	Clipboard	20	\$2.93	General Supplies	Original	\$58.60
	Rolling Stones Rock Tumbler	1	\$63.65	Program Supplies	Original	\$63.65
	Tape ScotchBlue Painters	1	\$5.74	General Supplies	Original	\$5.74
	Glove Latex Free Powder Free Med	8	\$25.56	Program Supplies	Original	\$204.48
	Model Plate Tectonics	3	\$19.18	Instructional Materials	Original	\$57.54
	Eraser Pink Beveled	40	\$4.42	General Supplies	Original	\$176.80
	Markers dry erase	140	\$6.40	General Supplies	Original	\$896.00
	Paper Filler 8×10.5 in College Ruled 150 shts	15	\$2.50	General Supplies	Original	\$37.50
	Cup Foam,Bowl Foam LMNTD,Paper Plates	1	\$72.29	Program Supplies	Original	\$72.29

<b>Acct Description</b>	<b>Description</b>								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Paper Copy 11×17 Yellow	5	\$15.80	General Supplies	Original	\$79.00			
FFE; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>				
	Microscope Stereo Tripower	5	\$196.95	Original	\$984.75				
Tutorial	<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>
	Certified teachers (Reading/English, Math, Science and Civics) 6-8 grade level Beginning in September	9	\$37.00	5	1.25	33	Certified	Original	\$68,681.00
	Certified teachers to provide supplemental small group differentiated instructional summer THRIVE tutorial services in July or August 2023 for sixth (6th) grade students in core content areas. All 6th grade students are invited to attend	10	\$37.00	2	7	1	Certified	Original	\$5,180.00
	Certified teachers to provide supplemental small group differentiated instruction during May 2024 for at risk students enrolled in MSCR	6	\$37.00	5	1	2	Certified	Original	\$2,220.00
AV materials; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>				
	World Map Large Wall Roller	1	\$183.94	Original	\$183.94				

<b>Acct Description</b>	<b>Description</b>															
Classroom Teacher	Additional social studies classroom teacher to offer additional sections and electives to lower class size and broaden student schedule choices.															
Classroom Teacher	Intensive math teacher for Grades 6-8 will allow for increased focus and targeted instruction of students through smaller class sizes and individualized instruction.															
Extra Periods	Teachers will be pulling small group for targeted instruction,5 tutors, 1 period per week, 1 period a day for 5 weeks @ \$37 per hour totalling \$925 salary 7 Extra periods will be built in to the master board for ELA, SS, Ma and Science 7 @\$4500 each totalling =\$31,500															
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="426 638 1472 716"><b>Item</b></th> <th data-bbox="1472 638 1619 716"><b>Quantity</b></th> <th data-bbox="1619 638 1776 716"><b>Rate</b></th> <th data-bbox="1776 638 1906 716"><b>Type</b></th> <th data-bbox="1906 638 2026 716"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="426 716 1472 833">Latinos in Action Renewal -Leadership class that lasts all year and it is an elective offered to anystudent 7th and 8th grade</td> <td data-bbox="1472 716 1619 833">1</td> <td data-bbox="1619 716 1776 833">\$1,800.00</td> <td data-bbox="1776 716 1906 833">Original</td> <td data-bbox="1906 716 2026 833">\$1,800.00</td> </tr> </tbody> </table>	<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 anystudent 7th and 8th grade	1	\$1,800.00	Original	\$1,800.00					
<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 anystudent 7th and 8th grade	1	\$1,800.00	Original	\$1,800.00												
Classroom Teacher	Intensive reading teacher will allow for increased focus and targeted instruction of students through smaller class sizes, individualized instruction, and hands on experiences to apply knowledge.															
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="426 985 1514 1063"><b>Item</b></th> <th data-bbox="1514 985 1656 1063"><b>Quantity</b></th> <th data-bbox="1656 985 1776 1063"><b>Rate</b></th> <th data-bbox="1776 985 1906 1063"><b>Type</b></th> <th data-bbox="1906 985 2026 1063"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="426 1063 1514 1180">HP AC Adapter Charger for Chromebooks to stop interuption of learning for students that don't have computers charged</td> <td data-bbox="1514 1063 1656 1180">150</td> <td data-bbox="1656 1063 1776 1180">\$23.01</td> <td data-bbox="1776 1063 1906 1180">Original</td> <td data-bbox="1906 1063 2026 1180">\$3,451.50</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	HP AC Adapter Charger for Chromebooks to stop interuption of learning for students that don't have computers charged	150	\$23.01	Original	\$3,451.50					
<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>												
HP AC Adapter Charger for Chromebooks to stop interuption of learning for students that don't have computers charged	150	\$23.01	Original	\$3,451.50												
Charter bus	<table border="1"> <thead> <tr> <th data-bbox="426 1208 1472 1286"><b>Item</b></th> <th data-bbox="1472 1208 1619 1286"><b>Quantity</b></th> <th data-bbox="1619 1208 1776 1286"><b>Rate</b></th> <th data-bbox="1776 1208 1906 1286"><b>Type</b></th> <th data-bbox="1906 1208 2026 1286"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="426 1286 1472 1364">Latinos is Action conference FAU in March for LIA classes grades 6-8 students</td> <td data-bbox="1472 1286 1619 1364">1</td> <td data-bbox="1619 1286 1776 1364">\$1,999.00</td> <td data-bbox="1776 1286 1906 1364">Original</td> <td data-bbox="1906 1286 2026 1364">\$1,999.00</td> </tr> <tr> <td data-bbox="426 1364 1472 1518">Transportation for fifty-five (55) AVID students each trip to participate in the following AVID college tours: Sixth (6th) and seventh (7th) grades at Florida Atlantic University in November 2023</td> <td data-bbox="1472 1364 1619 1518">1</td> <td data-bbox="1619 1364 1776 1518">\$1,999.00</td> <td data-bbox="1776 1364 1906 1518">Original</td> <td data-bbox="1906 1364 2026 1518">\$1,999.00</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Latinos is Action conference FAU in March for LIA classes grades 6-8 students	1	\$1,999.00	Original	\$1,999.00	Transportation for fifty-five (55) AVID students each trip to participate in the following AVID college tours: Sixth (6th) and seventh (7th) grades at Florida Atlantic University in November 2023	1	\$1,999.00	Original	\$1,999.00
<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>												
Latinos is Action conference FAU in March for LIA classes grades 6-8 students	1	\$1,999.00	Original	\$1,999.00												
Transportation for fifty-five (55) AVID students each trip to participate in the following AVID college tours: Sixth (6th) and seventh (7th) grades at Florida Atlantic University in November 2023	1	\$1,999.00	Original	\$1,999.00												

Acct Description	Description							
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	Transportation for 55 AVID students in 8th grade at the University of Miami in January 2024.	1	\$1,999.00	Original	\$1,999.00			
Classroom Teacher	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.							
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Subs for classroom positions:10098031, 10094015, 10089866, 10107006, 20000712	6	\$19.00	7	6.5	1	Original	\$5,187.00
Classroom Teacher	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	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.							

## Action Step: Parent Engagement

Provide parents with methods and processes to access grades, school information, help with language barriers, and training to help support the school and their students reach high academic achievement.

**Budget Total: \$57,454.89**

<b>Acct Description</b>	<b>Description</b>					
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	printer for parent information, trainings, invitations, data for parent conferences	1	\$500.00	Original	\$500.00	
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Rosetta Stone Licenses for Parents to learn English.	1	\$1,200.00	Original	\$1,200.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pencils 12 pack	10	\$3.00	General Supplies	Original	\$30.00
	Highlighters 12 pack	10	\$9.00	General Supplies	Original	\$90.00
	Cardstock for make and take materials and flash cards	10	\$13.00	General Supplies	Original	\$130.00
	Dry Erase Markers 12 pack	10	\$9.00	General Supplies	Original	\$90.00
	Markers, Chart 8 pack	10	\$12.00	General Supplies	Original	\$120.00
	Student Planners	1600	\$2.49	General Supplies	Original	\$3,984.00
	Colored Copier Paper for parent packets (reams)	40	\$9.00	General Supplies	Original	\$360.00
	shipping	1	\$1.19	General Supplies	Original	\$1.19
	Heavy Duty 3 hole punch (parent training)	1	\$152.00	General Supplies	Original	\$152.00
	Pens 12 pack	10	\$4.00	General Supplies	Original	\$40.00
	Ink for printer for parent trainings	3	\$25.00	Technology	Original	\$75.00
	Post It Notes 12 pack 3x3	10	\$8.00	General Supplies	Original	\$80.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Colored file folders (50 pack)	6	\$12.00	General Supplies	Original	\$72.00				
	Woodburn Press Parent Materials Package in dual language	1	\$3,049.70	Program Supplies	Original	\$3,049.70				
	Post It Easel Pads pack of 2	10	\$32.00	General Supplies	Original	\$320.00				
	File Folders 50 pack	10	\$10.00	General Supplies	Original	\$100.00				
	Case of Copy paper	10	\$34.00	General Supplies	Original	\$340.00				
	Refreshments for Parent training (\$3.00 per parent)	400	\$3.00	Program Supplies	Original	\$1,200.00				
Parent Support by School Staff	<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>	
	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	
	Non Certified staff to translate and assist parent end of July and Beginning of August to create parent SIS accounts and sign-ins for parent summary reports for online programs, etc	2	\$15.00	3	2	2	Non-Certified	Original	\$360.00	
Parent Liaison - Para Level	Parent Liaison duties will include: parent outreach, strengthen parent home communication, assist with professional development with parents, home visits, help increase attendance as well as parent participation families of grades 6-8.									

<b>Acct Description</b>	<b>Description</b>
Overtime	Overtime for CLF to provide language support for Family Night and Academic Parent Training documents in PFEP 3 CLFs x 2 hours per training x 3 trainings x \$20.83 blended rate per hour.

## 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: **\$59,006.35**

<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>
	Substitutes for collegial planning; Teachers to extend professional learning after formative and diagnostic assessments and PD opportunities through the school year Starting in September	15	\$19.00	1	6.5	4	Non-Certified	Original	\$7,410.00

Acct Description	Description								
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 anlysze student data outside of contract time to comple standard based planning for FY24 in July 2023.	40	\$25.00	2	6	1	Certified	Original	\$12,000.00
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>
	Copy paper case			15	\$34.00	General Supplies		Original	\$510.00
	Colored Copy paper - ream			15	\$9.00	General Supplies		Original	\$135.00
	Index cards 100 pack			15	\$0.99	General Supplies		Original	\$14.85
	Avery labels 300 pack			15	\$18.00	General Supplies		Original	\$270.00
	Paper clips large 100 pack			15	\$1.30	General Supplies		Original	\$19.50
	Binders 3"			15	\$11.00	General Supplies		Original	\$165.00
	Color ink for printing data reports for weekly PLC meetings, data chats and training materials			12	\$80.00	Technology		Original	\$960.00
	Cardstock ream			15	\$13.00	General Supplies		Original	\$195.00



<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart paper - individual	15	\$25.00	General Supplies	Original	\$375.00
	Pencils 12 pack	30	\$3.00	General Supplies	Original	\$90.00
	File folders	6	\$10.00	General Supplies	Original	\$60.00
PD Webinar	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cambridge Training -To train our teachers for Lower Secondary School Cambridge	2	\$300.00	Original	\$600.00	
Travel out-of-state	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	NABE in New Orleans, LA March 27-March 30, 2024 for 2 people Principal and Teacher. To enhance Dual language program through enhancing curriculum and best practices. (reg - 1490, Transportation 1100, lodging 2100, per diem \$288).	2	\$4,978.00	Original	\$9,956.00	
Travel out-of-county	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	5 staff members to Attend AVID training in Orlando in June. Teachers will attend different strands.	5	\$2,995.00	Original	\$14,975.00	
	Model Schools Conference in Orlando, FL. Administrators will be attending to learn best practices.	2	\$3,050.00	Original	\$6,100.00	

Acct Description	Description							
Stipends	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Training for teachers for ELA and Math Grades 6-8	10	\$25.00	1	3	1	Original	\$750.0

## 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
Wisnande Chelot	Community Member

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.

Name	Title
Angela Fitch	Assistant Principal
Isha Reyes	Principal
Brooke Panunzi	Testing Coordinator
Meghan O'Rourke	AVID Coordinator
Kathryn Marcum	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 10, 2023 at 5:30 pm in the Media Center. A Google Meets link will also be provided for those family members who would prefer to attend virtually.

### 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

How Support Parent/Families through SLL Part I

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

Staff will improve their ability to apply Skills for Learning and Life 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 submit a reflection, signifying how they applied the skills learned to their current role on campus when interacting with parents/families.

- Month of Training

August 2023

- 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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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

How Support Parent/Families through SLL Part II

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

Staff will improve their ability to apply Skills for Learning and Life 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 submit a reflection, signifying how they applied the skills learned to their current role on campus when interacting with parents/families.

- Month of Training

November 2023

- 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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on



- 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 2023

- Responsible Person(s)

Amanda Dedrick

- Resources and Materials

Student device, Google Slides presentation, Refreshments

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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. Parent and Family Capacity Building Training #2

- **Name of Training**

SOS: Stallion Online Safety

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

To support student learning at home, with the support of District Staff parents will be able to learn about how to better keep their child safe in an online world.

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

The interactive component will be the ability of the parents to learn about safety tips and apply them to their child's online presence.

- **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 better keep their child safe online, allowing them to help to keep their child focused on school and learning.

- **Date of Training**

October 2023

- **Responsible Person(s)**

Amanda Dedrick

- **Resources and Materials**

Google Slides presentation, Refreshments

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

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

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

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

- 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.

- 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 2023

- **Responsible Person(s)**

Amanda Dedrick

- **Resources and Materials**

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

- **Will use funds for refreshments as noted in SWP:**

on

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

\$300.00

## 6. Reflection/Evaluation of Training #3

- **Name of Training**

TBD

- **Number of Participants**

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

## 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



- 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 and developing proficiency in English and meeting grade level academic content. Further support is provided to ELL students and families through ESOL bilingual School Counselors and our Parent Liaison.

- 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

Teaching and Learning

- Describe how agency/organization supports families.

The Skills for Learning and Life team 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

2 x in FY24

### 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 and/or Parent Liaison 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 healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- 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 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 Social Emotional Learning 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 SEL curriculum support materials. School Counseling Department supports students through a variety of services including, but not limited to individual counseling, parent-teacher conferences, students needs assessment, Mental Health Curriculum through Suite 360, SBT (School-Based Team), My Career Shines classroom 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. M.I.N.T.S. (Motivating Individuals through Necessary Truths & Self-Empowerment): Female Student Leadership This club will empower young females with personal/social issues to build the necessary attributes to be confident in believing/thriving in society. The young females will use their experiences through dialogue, discussion, inspirational /influential topics, and transformation of one's perception through self-empowerment. This club will encourage positive change in their attitudes and/or potential. SUPREME Future Leaders: Male Student Leadership The club is designed to promote leadership and empower young men to become future leaders. The goal is to enhance character, promote respect, responsibility, self esteem, leadership qualities and much more. Club participants will engage in productive activities through workshops that will develop leadership skills, communication skills and explore ways to become a supreme young men. 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 Plan (SwPBS) 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 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, social, and/or emotional 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 Plan (SwPBS) 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. The teachers are given scripts to review each aspect of the matrix and review different scenarios with their class. They are also given examples and non examples of how Stallion S.T.A.R.'s are expected to behave while in school. Students are rewarded through a range of options including school dances, Student Shout-Out of the Week, etc. All students scoring a Level 1 on ELA FSA are scheduled for Intensive Reading and 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: Suite 360, Reading Plus, VMath, 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 (SBHP) who will provide the various levels of support needed by our students through mentoring and counseling services based on their academic and behavioral needs. The purpose of these interventions is to target our students who have 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, 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 Criminal Justice. 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, M.I.N.T.S.: Female Student Leadership, SUPREME Future Leaders: Male Student Leadership, 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 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, 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 Criminal Justice. 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 along with the 8th Grade Social Studies teachers use the MyCareerShines.Org Program with all 8th grade students to develop a 4-year plan for high school, discuss graduation requirements, and review opportunities they will have to earn college credits in high school.

# 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
- 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- 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

Not Applicable

# 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
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- 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

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- 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 "Stallion Belt" is awarded for excellence by the principal. 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 coach extends 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.