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Title I Comprehensive Schoolwide Plan  
L C Swain Middle (0021)

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## Title I Comprehensive Schoolwide Plan - L C Swain Middle (0021)

<b>Action Step</b>	Targeted parent trainings in two languages to drill down on parent needs so as to provide additional layers of student support.	<b>Budget Total: \$11,000.00</b>
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Acct Description	Description
Parent Support by School Staff	Teachers will conduct parent trainings to support at home.
Online subscription	Rosetta Stone software to establish an english lab for non-english speaking parents
Supplies	Paper, ink, student agendas, writing utensils, folders, chart paper, books, parent training materials, math manipulatives, card stock, post-it notes, refreshments for parent trainings

<b>Action Step</b>	Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.	<b>Budget Total: \$176,235.53</b>
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Acct Description	Description
Coach	Literacy Coach will provide additional literacy support across the subject areas through data review, modeling lessons, modeling student instruction, facilitation of professional learning communities, and team teaching.
Coach	Math Coach will provide support for teachers including, but not limited to data review, modeling lessons, modeling student instruction, facilitation of professional learning communities, and team teaching.
Teacher Collaboration	Teachers will be provided with ongoing professional development and collaboration opportunities before and after school and during the summer.
Travel out-of-county	AVID Summer institute and training will equip teachers to provide rigorous and engaging strategies and lessons for students. Teachers will train fellow staff in learned strategies and method throughout the SY20 school year. (AVID Summer Institute, Orlando, FL - 4 attendees - for July 2019 conference) Registration, hotels, mileage, and per diem
Supplies	Materials to support PLCs including monitoring tools, and anchor charts - chart paper, post-its, paper, ink, binders, folders, index cards
Out-of-system PD Subs	Subs for collegial planning and PD opportunities during the school day.

<b>Action Step</b>	Increase student access to online instructional programs and resources to engage students in digital learning.	<b>Budget Total: \$44,770.00</b>
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Acct Description	Description
Online subscription	Vmath (\$1,750), NewsELA (\$5,000), Suite 360 - Character Building and support - (\$4,000)
Mobile devices	126 Chromebooks (4 teachers)

<b>Action Step</b>	Remediation, enrichment, small group instruction, and SEL programs and supports will provide students with individualized, differentiated support to ensure success.	<b>Budget Total: \$536,695.27</b>
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<b>Acct</b>	
<b>Description</b>	<b>Description</b>
Classroom Teacher	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. (Grade 7)
Classroom Teacher	Intensive math teacher will allow for increased focus and targeted instruction of students through smaller class sizes, individualized instruction, and hands on experiences to apply knowledge. (Grades 6-8)
Classroom Teacher	Science Teacher will allow for increased focus and targeted instruction of students through smaller class sizes, individualized instruction, hands on experiences to apply knowledge. (Grade 8)
Classroom Teacher	6th Grade Math Teacher will allow for increased focus and targeted instruction of Level 1 and Level 2 students through smaller class sizes, individualized instruction, and hands on experiences to apply knowledge.
Community Language Facilitator	CLF - Spanish - will push in to classrooms to provide language and academic support to identified ELL students.
Social Service Facilitator	SSF will provide social services to students identified with barriers to learning (academic or social behavior).
Tutorial	Tutorial programming will support and augment instruction through morning and after school (starting 9/3/19), weekend tutorial initiatives (March-April). Two week Algebra summer camp (July-August) will assist in building readiness for high school level Algebra. Two week science summer camp (July-August) will assist in building readiness for rigorous science instruction.
Extra Periods	Provide extra period supplements to supplement academic initiatives and programming, as well as provide academic and SEL support and mentoring for targeted student groups, particularly the school's lowest 25%. (8 teachers)
Educational consultants	Dues and fees for the implementation of the Latinos in Action (LiA) program (\$1,800) and consultants for band program (Consultants will support program one day per week to build capacity within the band classes and develop the drum line program. - \$9,990)
Supplies	Binders, dividers, pencils, pens, AVID curriculum posters, highlighters, pencil pouches, post-it notes, white out, notebook paper, copy paper, ink, dry erase makers, whiteboards & board cleaner, 200 TI 30XA Calculators, Civics consumable workbooks, Science lab supplies (depending on lesson plans), science consumables, science journals, science texts, Tutorial supplies - notebooks, chart paper, math manipulatives, students headphones, sheet music, classroom libraries, art supplies
FFE, cap	Musical instruments to expand student engagement and participation in Fine Arts by providing additional band instruments. (Intermediate euphonium, standard bass clarinet, tuba, intermediate double French horn)
FFE, non-cap	Expand student engagement and participation in Fine Arts by providing band instrument upgrade (French horn - \$41)
Out-of-system Subs	Subs for Title I funded teachers - Reading, Math, Science (4 @ 7 days per teacher)
Charter bus	Charter buses for AVID college tours

# Mission Statement

Enter your Parent and Family Engagement mission statement below. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parental involvement program;
- Be written in parent friendly language;
- Inspire stakeholders to be involved and supportive of the program; and

Mission Statement
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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.
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## 18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 school year built the capacity of families to help their children learn at home.

### Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Using Technology to Support Student Learning	1	NA	Part of the problem with this specific training was the occurrence of bad weather that evening. However, we can always advertise more deliberately; seek rsvps and utilize clerical staff to make phone calls	The one parent who did show up showed up very late. They were provided informational flyers and guided through the sign-on process for SIS

**Parent Capacity Training 2**

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Community Resources	0	NA	This training did not occur.	NA

**Parent Capacity Training 3**

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Choice Night	80	Increased number of students were able to apply to Choice Programs; ELL parents were supported and able to apply for their students also	Increase the variety of schools who present for parents	Increased number of students were able to apply to Choice Programs; ELL parents were supported and able to apply for their students also

## 18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

### Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Effective Parent-Teacher Communication	0	We were not able to conduct this training due to limited Professional Development days and targeted focus on PD for instructional needs	NA	NA



**Staff Training 2**

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
NA	NA	We were not able to conduct a training due to limited Professional Development days and targeted focus on PD for instructional needs	NA	NA

## Involvement of Stakeholders

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement will be used.

### Brief Narrative

List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact.
Keysha Pinkney, Andrea Longworth - SAC Faculty Voting Members Norma Gutierrez, Argelia Uriostegui, Lisa Martin, Maria Patino, Kris Martin, Barbara Ann Parent, Jennifer Rosado - SAC Parent Voting Members Title I contact- Shabana Ahmad-Farook
What are the procedures for selecting members of the group?
All parents are invited to provide input. SAC members are usually the foundational group that is present at ongoing meetings. At the end of our parent meetings we use a quick evaluation form in multiple languages for parents. We also conducted the PFEP survey which was conducted in May 2019. The results were discussed at the May SAC meeting with parent voting members.
How will input from stakeholders be documented?
Notes are generated of discussions held regarding the PFEP and Compact
How will stakeholders be involved in developing the plan?
Input is sought from members of the School Advisory Council and all items are voted on by the voting members
How will Title I parent and family engagement funds be used?
Swain Parent University Activities Thrive Program

## 19-20 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

### Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Staff Training on Redesigned Parent Engagement Initiative	To familiarize and include teachers in the new parent/family engagement initiative - Stallion Family Connection - which includes four distinct pathways by which L.C. Swain Middle School parents and families may better connect to our school community.	October	Angela Fitch	Teachers will be able to promote the new initiatives with their students and parents. Teachers will be able to provide input/suggestions. Greater family involvement will strengthen the efforts of the school and promote enhanced student learning and success.

**Staff Training 2**

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Welcoming and Inclusive Schools for Students and Families	School team will present information from District training to staff implementing techniques and materials provided by District.	November	School Team	Teachers will gain practices, tools, strategies to employ enabling them to create a more welcoming environment for our students and families. This should result in more engaged parents and greater family involvement.

## Annual Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting. The meeting should be designed to inform parents about:

1. What it means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative
<b>What is the date and time of the Annual Meeting?</b>
September / October 2019 @ 6:00 pm in the Media Center
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)</b>
Invitational flyers in multiple languages, Call-outs in multiple languages, social media posts (Instagram, twitter, Facebook) evaluations are given at the end of each training.
<b>What resources do you plan to prepare for stakeholders?</b>
Invitations, agenda, presentation, Parent and Family Engagement Plan, School-Parent Compact, information on additional programs
<b>What materials/supplies are needed for the Annual Meeting?</b>
Invitations, agenda, power point presentation, projector, translation of materials, sign-in sheets, surveys, minutes. Paper, pens, folders, ink and other support items will be purchased in order to support the annual meeting's success.
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
Survey results. The admin team will meet with the instructional leadership team to disaggregate the data and determine PD for teachers, student, and parent needs.

## 19-20 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

\*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

### Parent and Family Training #1 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Stallion Family Night #1	Tacos and Technology combined with ESOL Family Night	Parents will learn how 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.	September	Angie Fitch Amanda Dedrick	Parent training materials, computers/Chromebooks, folders, handouts, writing utensils, refreshments (\$175.00)

**Parent and Family Training #2 (First Trimester/Semester)**

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Stallion Family Night # 2	High School-The Choice is Yours combined with Science Fair Night	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.	November	Angie Fitch Amanda Dedrick	Parent training materials, computers/Chromebooks, folders, handouts, writing utensils, refreshments (\$175.00)

**Parent and Family Training #3 (First Trimester/Semester)**

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Stallion Family Night # 3	Pathways to High School, College, and Beyond	Parents will be able to understand and calculate their student's gpa, navigate the advantages/risks involved in enrolling in high school credit courses in middle school and dual enrollment options for high school.	February	Angie Fitch Amanda Dedrick	Parent training materials, computers/Chromebooks, folders, handouts, writing utensils, refreshments (\$175.00)



## Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities by identifying the three (3) most relevant agencies/organizations that tremendously **support your school's parent and family engagement goal** (for example: Literacy Coalition, Multicultural Department, ESE Department, Migrant Education, Publix, Boynton Beach Fire Department).

## Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, 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. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
Title I business is discussed during meetings held in conjunction with SAC meetings. The Title I Annual meeting provides parents with the opportunity to provide input on the School Compact and Engagement Plan. Invitational flyers, call-outs, social media posts are employed to notify parents of the meetings. Tutoring and mentoring opportunities are also advertised for parents through the use of informational flyers, call-outs, and social media posts. This information is also shared with parents during parent conferences and phone conversations.	Meeting minutes Flyers Parent Conference Notes Social Media
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?
Parents will be informed through open house, progress reports, parent conferences, and parent trainings. Various communication venues preferred by parents will be utilized such as text messaging, call-outs, flyers, newsletters, social media, and SIS Gateway.	Progress Reports Conference Notes Newsletters Flyers
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?
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 Engagement Plan. Invitational flyers, call-outs, social media posts are employed to notify parents of these meetings. CLFs also make calls to parents inviting them to attend school events	Invitational Flyers Social Media Posts Call logs
Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc).	How will the school document that the information was shared?
Parent conferences are held on Wednesday mornings in our media center. Alternate arrangements are made for those parents who are unable to attend at the designated time. Occasional home visits are made by school personnel when needed.	Training Invites, Agendas, and Sign-in sheets Conference notes Log/Documentation of home visits

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and 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. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations. \*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

<b>Brief Narrative</b>
<b>Accommodations for parents and families with limited English proficiency</b>
Translated documents are provided and language facilitators provide assistance during trainings and parent meetings. Call-outs are done in multiple languages ESOL students are targeted for tutorial assistance
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
Meetings held in Media Center on first floor Accommodations will be made for any special circumstances as needed for parents and families with disabilities. Home visits are conducted by the Administrative team, ESE contact, social services coordinator, and school resource officer, as needed. Audio enhancement speakers and headphones are available, if needed.
<b>Accommodations for families engaged in migratory work</b>
Partner with Multicultural Department and Migrant Education Department to insure our students and families receive appropriate services and support. Involve our ESOL Coordinator and ESOL Counselor in the communication process. Providing a welcoming environment for our parents and meeting with them in locations where they feel safe will create a positive effect on student achievement.
<b>Accommodations for families experiencing homelessness</b>
School Counselor maintains communication with Student Intervention Services and Homeless Assistance Programs. School Counselor communicates relevant information with teachers as it relates to student home situations. We will also use our social services coordinator and school administrators to communicate with parents and the district as it relates to students home needs.

## Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

### Activity 1

Name of Activity	Brief Description
Honor Roll Events	Each quarter, all students receiving straight A's are invited to an Honor Roll Breakfast in the Media Center with their parents. Students receiving A's and B's are invited to a pizza party in the cafeteria.

### Activity 2

Name of Activity	Brief Description
Fathers Take Your Child to School Day Breakfast	Based on the District initiative, Dads or other significant male role models are invited to bring their child to school. Dads are asked to welcome students as they arrive on campus and then join us with their child for a breakfast and raffle in the media center.

### Activity 3

Name of Activity	Brief Description
New Student Orientation / Open House	NEW students to LC Swain are encouraged to attend orientation with their parents to become familiar with the school culture and norms. Orientation is held at the end of the previous school year as well as during the summer before school starts. Parents are provided relevant information to insure they have a successful start to the upcoming year. Open House is open to ALL students at the beginning of the school year. Parents are encouraged to attend and meet the teachers and walk through their child's daily schedule.

## Building Students' 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.

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. Small Group and Individual Counseling Services provided daily with a counselor. Restorative Justice groups led by the Multi-Tiered Systems of Support (MTSS) Coach held as needed to assist students in resolving conflicts on their own and in small groups. The goal is to bring students together in peer-mediated small groups. Dealing specifically with broken relationships or issues between peers or students and teachers to get to the root of the issue in order to resolve the conflict. The goal is to also provide additional means of handling conflicts proactively or re-actively . Girls of Distinction- Girls mentoring group led by several female teachers with a specific focus on leadership friendship, character, discipline, modesty, mentor-ship, service and family. Youth Services Bureau- Cooperative agreement- family and youth counseling services to parents and families up to age 22. Provide services regarding: Bullying, Self Esteem, Family Violence, School Concerns, Behavioral Problems, Separation / Divorce, Parent / Child Relationship, Communication and Social Skills. Safe School Ambassadors Student Program: Provide positive school climate and promote student skills in dealing with bullying and conflicts, solving problems, developing healthy relationships. Single School Culture Program, specifically the School-wide Positive Behavior Plan (SwPBS) - 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. They then place those tickets in the designated boxes in the cafeteria for prizes. Prizes range from lunch with the principal to pizza parties.

## 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.

L.C. Swain uses our SWPBS, called Stallion STAR. The teachers are given scripts to review each aspect of the matrix, and go over different scenarios with their class, they are also given examples, and non examples of how Stallion STAR's are expected to act while at school. L.C. Swain will utilize data to identify students who are struggling in Reading (Level 1) and will also use the data to discover what common barriers those students have. We will collaborate as a Literacy team to determine strategies to address those barriers and implement our plan of action. • Utilize existing data systems to identify students who have attendance, behavioral or academic concerns. • Create data decision rules for number of absences or OSS for referrals to SBT • Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; All level 1 students in reading or mathematics are offered free tutorial programs which run Monday-Thursday and are held before school 7:45-8:45. They are also scheduled for Intensive Reading and social studies and/or science classes taught by Content Literacy Standards (CLS) trained teachers. Students who have received a failing grade in English Language Arts or mathematics are also offered free tutorial services Monday-Thursday 7:45-8:45, and are also given the opportunity to recover their grade with, Course Recovery which is offered after school 4:05-5:25, Monday through Thursday. L.C. Swain will use effective multi-disciplinary teams in place to problem solve and create action plans; System 44, Suite 360, Reading Plus, SAI , Tutorials, ACHIEVE 3000, Imagine Learning for beginning ELL's, and VMath Live for all students, to improve the academic performance of students identified by the early warning system. Our school will also have an on-site MHBP along with a co-located mental health counselor and an SSF, 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.

## 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).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. Opportunities to extend learning time.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)].*

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 also offer Band and Art to provide students with 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. AVID'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 after school enrichment activities. These activities include: academic games, school newspaper, debate club, math club, art club, and ASPIRA. We also offer a College Inspiration Week. Students view electronic college tours, complete a college video tour information guide and have college conversations with their teachers. Students in the 8th grade also participate in Florida Educational College Tour over a three day, two night period covering central and north Florida. Students complete the PSAT and then their scores are reviewed with them with the 8th grade counselor. They are then signed up for KHAN academy online. Once they have completed that, the students then complete a college and career assessment in order to determine their career interests and possible college majors before they take the three day college tour. L.C. Swain will use an alignment of curriculum and instructional materials to the Florida Standards (Programs), the use of professional learning communities, provide problem-solving, inquiry-driven research and analytical approaches for students, incorporate strategies and tools based on student needs, offer student-centered and competency-based instruction, and integrate digital and project-based instruction. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote 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.

L.C. Swain offers Advancement via Individual Determination (AVID) to 6th, 7th, and 8th grade students and Latinos In Action. Latinos in Action - is to empower Latino youth to be college and career ready through culture, service, leadership, and excellence in education. We also offer a College Inspiration Week and a College Fair. Students in the 8th grade also participate in Florida Educational College Tour over a three day, two night period covering central and north Florida. Some of the examples of accelerated courses are: Algebra I Honors, Geometry Honors. There are opportunities as well for high school credits offered through our career academies. These academies are feeders to High Schools which offer opportunities in dual enrollment for college. L. C. Swain Middle School currently offers three career academies. The Pre-Medical Academy, the Pre-Law Academy, and the Pre-IT Academy. 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 Program is designed to provide students with hands-on activity lessons with computer hardware and software.. Students are required to enter the programs in sixth grade and continue enrollment in the academy programs through eighth grade. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

## Transition from Early Childhood Education Programs 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

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
- 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

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, the subject area assistant principal and/or the Learning Team Facilitator (LTF). We receive district curriculum support for sessions in Civics, Science, and CLS( Social Studies) from the respective specialist or program planner for that area. Conferences (AVID and Technology) - AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education Multicultural and ESE Trainings with ESE Department- Teachers receive training from the district specialists and Achieve 3000 representatives. Classroom Management Trainings through Safe Schools will be offering Classroom Management professional development opportunities. These sessions are open to all instructional staff who wish to attend and are strongly recommended for staff members looking to expand their classroom management strategies "toolbox". Stipends will not be offered. Objectives include: • Developing an effective Classroom Management Plan • Utilizing effective encouragement and correction procedures • Intervening to address chronic misbehavior • Implementing Positive Behavior Support (PBS) • Connecting Marzano's research-based best practices • Math trainings conducted by the math coach Teachers will voluntarily meet in the summer (August) 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

Recruitment and Retention Job Fairs- The school attends the yearly district job fair and interviews possible candidates. We also hire new teachers from a pool of intern teachers, Interim Teachers, Substitutes, Academic and AVID tutors who are on our campus . We also post all positions on the district Employment Page. Retention In order to build School/ Employee Morale, we host several fun events for the staff, including, but not limited to the Chili Cook-off, Holiday Celebration, and various breakfast and potluck events throughout the school year. We also have an ESP Mentoring Peer Teacher program for new teachers and collaborative planning that is used to assist any and all teachers. Our department chairs are also tasked with working very closely with the new teachers and new staff on campus. The principal and the admin team have an open door policy for all students and teachers. We also have a future admin mentoring program for teachers wishing to enter the leadership pipeline. Teachers and staff also have the opportunity to work for the aftercare program or tutorial program in order to receive supplemental part time pay.

