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

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# ELA

## 1. List prioritized needs statements.

Literacy proficiency has decreased from FY24 PM3 by 6 points on PM1 and by 4 points from FY25 on PM2. 19.2% of students have been absent 11+ days. Quarter 1 Core F's have increased by 4% from FY24. Quarter 2 Core F's remain at 17%.

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

The department has several new teachers this year that could use some training to differentiate instruction and familiarize themselves with standards. More follow-up and communication is needed with students and families regarding absences. Lack of student motivation and understanding of how student achievement effects the students' future. Students are below grade level reading and need remediation and targeted instruction. Students have limited knowledge of basic mechanics of the language and need exposure to build prior knowledge. Second Language Learners lack the language structure required to thrive in the regular ELA classroom. Teachers need strategies to assist with targeted instruction for EEL students. Limited academic support within the home. Students need exposure to a more rigorous intensive reading curriculum. Teachers need training providing more rigor.

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

Additional training for new teachers. Additional staff needed to address parental issues, such as truancy and core F's. Additional incentive for students (i.e., academics, attendance). Additional staff to support lowering classroom sizes. Additional curriculum support materials and classroom supplies. Make sure that all announcements are made in both languages (English and Spanish) Additional support materials and instructional time to address language mechanics deficiencies. Additional support, accommodations, and materials for English ESOL students. Continued school-wide initiatives to increase "reading for pleasure." Use of technology to provide remediation and extra practice.

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

- Communication

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.

- Parent Training

Training (learning opportunities) on the technology platforms that are being used school-wide to support student achievement & accountability.

## 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. Offer support to 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. Ensure their child brings a charged device to school. Update contact information as necessary.

- Staff Training

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

- Accessibility

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

## Math

**1. List prioritized needs statements.**

Overall Math PM3 scores were 36% in 2024, 5% points below our target for 2025 goal for PM3. Truancy has increased across all math classes: 19.2% of students have been absent 11+ days. Total F's overall has increased in 2025: Quarter 1 Core F's have increased by 4% from FY24. Quarter 2 Core F's remain at 17%.

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

Truancy - lack of consequences for excessive absences. Lack of family support and parental involvement. Poor work ethic of students with missing foundational skills and inadequate interpretation of problems in the content. Smaller group size needed for remediation. Support needed for newer teachers on how to differentiate instruction.

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

Need additional support staff. Technology support for students at home when there is no parent help for greater understanding. Additional classroom instructional resources. Hold students accountable for their work. Additional math teacher to decrease class size. Increased data chats to get students involved in their own learning. Increase family involvement in student activities. Offer incentives for student attendance. Reinforce basic math skills at home (i.e., using math skills in daily life). Create procedures for procuring make-up work after student absences.

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

• **Communication**

Using SIS to communicate to families. Using IXL for additional practice. Holding more Parent Nights (Games).

• **Parent Training**

Providing multilingual education support for parents/families. Holding more Parent Nights to inform the parents about the resources available to them.

**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 (including make-up work), and put forth greater effort in completing their math classwork and homework to ensure mastery of the material.

- **Parents**

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

- **Staff Training**

Providing multilingual education training for staff.

- **Accessibility**

Offer PTC's at varying times throughout the day.

## **Science**

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

Science proficiency has increased from FY24 Diagnostic by 4 points on FY25 Diagnostic and decreased from FY24 EOC by 10 points on FY25 Diagnostic 19.2% of students have been absent 11+ days.

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

Science teachers need interactive online programs for concepts that cannot be done with experiments hands-on. Lack of motivation. Teachers need to work on foundational skills & test taking strategies and remediate students. Lack of study skills and practicing educational knowledge skills. Poor attendance.

3. Share possible solutions that address the root causes.

Incentives to increase motivation. Technology programs to reinforce curricular knowledge in and out of the classroom. Additional science teacher to lower class sizes. Additional instructional resources. School-wide literacy initiative to support vocabulary-building. Hands-on resources Opportunities to collaborate and share best practices

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

- Communication

Continue to help keep lines of communication open by continuing to offer parent events, such as Tacos & Technology as well as Café Con Pastelitos. Share procedures for absences with parents/families.

- Parent Training

Continue to offer Cafe con Pastelitos (AM parent/family PD) and Stallion Family Night (PM parent/family PD).

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

- School

The school will provide a safe environment, respect cultural differences, maintain SIS, and provide updates through social media.

- **Students**

Students will complete assignments, show respect for all, attend school regularly, and strive for excellence. Students will ask for make-up work when absent and turn it in.

- **Parents**

Parents will monitor SIS, keep contact information updated in SIS, and attend PTCs.

- **Staff Training**

Continue to provide teachers with various professional development opportunities for science and research-based strategies. Encourage more science teachers to attend CLS Training.

- **Accessibility**

Offer PTC's at varying times throughout the day.

## **Social Studies**

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

Literacy proficiency has decreased from FY24 PM 3 by 6 points on FY25 PM 1 and by 4 points from on FY25 PM 2. Civics proficiency has decreased from FY24 Diagnostic by 5 points on FY25 Diagnostic and decreased from FY24 EOC by 10 points on FY25 Diagnostic. 19.2% of students have been absent 11+ days in FY25 thus far. Quarter 1 Core F's have increased by 4% from FY24; Quarter 2 Core F's remain at 17%.

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

Students lack comprehension and stamina when reading passages and asking to respond. Teachers need strategies to scaffold and address ELL Students that need to learn reading and test-taking strategies and practice with reading material. Students are not getting time to read independently in class. Students school-wide are not engaged with literacy genres. There is Lack of consequences school-wide. Students lack background knowledge from elementary school and need to be exposed and remediated. Students who receive many absences are not being followed up with. Lack of translators and support in classes. Limited support when contacting home. ELL students are spread out between many classes, limiting translation support. New resources do not have meaningful hands-on activities for students. Students struggle with retaining information.

3. Share possible solutions that address the root causes.

Additional CLFs and Support Facilitators to support teachers and students. Additional social studies teacher to support students. Multiple collaborative planning opportunities within the department. School-wide initiatives centered around attendance. Smaller class sizes to support learning and support small group learning. Reading initiatives across content areas. Technology programs to help engage students and track progress. Additional curriculum to increase achievement among students in the classroom. Additional curriculum to support the dual language program and ELL students. Support from the district Dual Language Department across all grade levels. Programs and incentives for students to support literacy achievement.

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

• Communication

SIS support Supporting students throughout the year Continue to send parent links

• Parent Training

Technology based trainings Parent engagement activities where guardians can engage with the school Updating SIS information Supporting families when students are truant

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

- **School**

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

- **Students**

Come to school prepared. Monitor grades and assignments through SIS and Google Classroom. Ask for support as needed. Be present in school and when absent, ask for make-up work and turn it in.

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

Offer PTC's at varying times throughout the day.

## **Acceleration Success**

### **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?**

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- 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?**

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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: \$495,445.50**

Acct Description	Description										
Extra Periods	2 additional extra periods for HS Spanish (Bonilla) and Algebra (Dedrick) will be built into the master board in SIS They will allow smaller class sizes and more individualized instruction for students in grades 6-8.										
Educational consultants	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Latinos in Action -To empower youth in grades 6-8, the School District of Palm Beach County, specifically at these schools and its feeder elementary schools around self-efficacy, self-esteem, and self-identity, and literacy.</td> <td>1</td> <td>\$2,500.00</td> <td>Original</td> <td>\$2,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Latinos in Action -To empower youth in grades 6-8, the School District of Palm Beach County, specifically at these schools and its feeder elementary schools around self-efficacy, self-esteem, and self-identity, and literacy.	1	\$2,500.00	Original	\$2,500.00
	Item	Quantity	Rate	Type	Total						
Latinos in Action -To empower youth in grades 6-8, the School District of Palm Beach County, specifically at these schools and its feeder elementary schools around self-efficacy, self-esteem, and self-identity, and literacy.	1	\$2,500.00	Original	\$2,500.00							

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart markers assorted	34	\$8.77	General Supplies	Original	\$298.18
	Magnetic whiteboard eraser	15	\$1.75	General Supplies	Original	\$26.25
	Colored paper green	13	\$15.00	General Supplies	Original	\$195.00
	Expo markers set of 8	15	\$12.67	General Supplies	Original	\$190.05
	Color paper pink	17	\$9.14	General Supplies	Original	\$155.38
	Whiteboard cleaner	165	\$2.47	General Supplies	Original	\$407.55
	Pencils	263	\$2.91	General Supplies	Original	\$765.33
	Chart Paper	8	\$78.00	General Supplies	Original	\$624.00
	Colored paper yellow, lilac	20	\$7.78	General Supplies	Original	\$155.60
	Frey Scientific Ethyl Alcohol	1	\$2.83	Instructional Materials	Original	\$2.83
	Eukaryote /prokaryote	1	\$6.20	Instructional Materials	Original	\$6.20
	Post it sticky	1	\$18.10	General Supplies	Original	\$18.10
	Dry erase boards	50	\$29.58	General Supplies	Original	\$1,479.00
	Paper gold	3	\$9.02	General Supplies	Original	\$27.06
	Scientific ethyl alcohol	1	\$8.18	Instructional Materials	Original	\$8.18
File Folders	4	\$17.67	General Supplies	Original	\$70.68	
Composition Paper	15	\$10.07	General Supplies	Original	\$151.05	

<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 Pouch	132	\$1.15	General Supplies	Original	\$151.80
	Jumbo dice	3	\$7.43	Manipulatives	Original	\$22.29
	Hanging file folder	50	\$7.07	General Supplies	Original	\$353.50
	Binders	132	\$3.50	General Supplies	Original	\$462.00
	Play doh modeling clay	2	\$22.43	Manipulatives	Original	\$44.86
	Cloth microfiber	3	\$8.16	General Supplies	Original	\$24.48
	Cellulose sponges	1	\$4.36	Instructional Materials	Original	\$4.36
	Copy paper	308	\$35.00	General Supplies	Original	\$10,780.00
	Pens	20	\$9.48	General Supplies	Original	\$189.60
	Index cards	200	\$0.45	General Supplies	Original	\$90.00
	Floor Marking tape	2	\$14.44	General Supplies	Original	\$28.88
	Neo Sci DNA pop beads red/black	2	\$10.49	General Supplies	Original	\$20.98
	Artist canvas alcohol art panel	1	\$6.66	Program Supplies	Original	\$6.66
	Paper terra	3	\$12.31	General Supplies	Original	\$36.93
	Erasers	10	\$0.91	General Supplies	Original	\$9.10
	Purple glue sticks	3	\$28.07	General Supplies	Original	\$84.21
	Painters tape	15	\$8.44	General Supplies	Original	\$126.60

<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>
	Copy paper blue	17	\$9.01	General Supplies	Original	\$153.17
	Wirebound Notebooks	124	\$1.39	General Supplies	Original	\$172.36
	File folder manilla	18	\$7.71	General Supplies	Original	\$138.78
	Post it easel pad	1	\$48.85	General Supplies	Original	\$48.85
	Cardstock pink, red, green, purple, yellow	35	\$23.85	General Supplies	Original	\$834.75
	Glue gun	1	\$11.87	General Supplies	Original	\$11.87
	Tab dividers	20	\$0.73	General Supplies	Original	\$14.60
	Calcium chloride	1	\$13.90	Instructional Materials	Original	\$13.90
	Calculators	90	\$12.73	Manipulatives	Original	\$1,145.70
	Easel post it	2	\$31.69	General Supplies	Original	\$63.38
	Expo black	4	\$9.82	General Supplies	Original	\$39.28
	Stopwatch	6	\$3.76	General Supplies	Original	\$22.56
	Scientific sucrose cubes	1	\$12.01	Instructional Materials	Original	\$12.01
	Post it larger	2	\$14.98	General Supplies	Original	\$29.96
	Glue sticks	10	\$12.60	General Supplies	Original	\$126.00
	Measuring cup	1	\$3.90	Instructional Materials	Original	\$3.90
	Crayola markers	2	\$64.03	General Supplies	Original	\$128.06

<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>
	Folders	30	\$1.06	General Supplies	Original	\$31.80
	Latex disposable gloves	3	\$17.83	Instructional Materials	Original	\$53.49
	Scientific Octyl Alcohol	1	\$42.56	Instructional Materials	Original	\$42.56
	Wide Ruled paper	30	\$5.19	General Supplies	Original	\$155.70
	Super slinky	6	\$12.56	Manipulatives	Original	\$75.36
	Highlighters yellow, green, pink	50	\$8.38	General Supplies	Original	\$419.00
	Glue sticks	1	\$15.83	General Supplies	Original	\$15.83
	Scientific test tube	5	\$8.64	Manipulatives	Original	\$43.20
	Post it mini easel pad	14	\$71.71	General Supplies	Original	\$1,003.94
	Microfiber cloth with ring	50	\$13.36	General Supplies	Original	\$668.00
	Construction paper	13	\$8.77	General Supplies	Original	\$114.01
	Measuring spoons	1	\$3.43	Instructional Materials	Original	\$3.43
	Iodine solution	1	\$34.44	Instructional Materials	Original	\$34.44
	Shipping	1	\$6.38	General Supplies	Original	\$6.38
	Post it notes	13	\$5.38	General Supplies	Original	\$69.94
	Student scissors	16	\$7.15	General Supplies	Original	\$114.40
	Colored pencils	132	\$1.70	General Supplies	Original	\$224.40

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Wickless burner	1	\$20.87	Program Supplies			Original	\$20.87		
	BalloonS for science experiments	1	\$19.33	Manipulatives			Original	\$19.33		
	Adjustment - benefits credit and final allocation	1	\$7,735.75	General Supplies			Other	\$7,735.75		
Online subscription	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>		<b>Type</b>	<b>Total</b>		
	IXL will be used for math grades 6-8, Science grade 8, and civics grade 7 for supplemental resources for remediation and extra practice.			1	\$20,631.25		Original	\$20,631.25		
	Kami will used in all grade levels 6-8 in all content areas schoolwide for extra practice and supplemental resources in the classroom and at home			1	\$4,076.50		Original	\$4,076.50		
Classroom Teacher	This Classroom Intensive Math Teacher for Grade 8 will allow for increased focus and instruction of students through smaller class sizes and individualized instruction.									
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>	
	Tutorial will occur Afterschool/Before/Saturday/Summer School and will be offered in core academic areas by certified teachers. It will target the lowest 40% of students in grades 6-8. Will begin in September.	11	\$37.00	1	4	10	Certified	Original	\$16,280.00	
	Certified Teachers will work Thrive summer program. It is a day for incoming 6th grade students to tour campus, learn about	8	\$37.00	1	8	1	Certified	Original	\$2,368.00	

Acct Description	Description																	
	<table border="1"> <thead> <tr> <th data-bbox="382 207 995 277">Item</th> <th data-bbox="995 207 1152 277">Quantity</th> <th data-bbox="1152 207 1272 277">Rate</th> <th data-bbox="1272 207 1371 277">Days</th> <th data-bbox="1371 207 1486 277">Hours</th> <th data-bbox="1486 207 1606 277">Weeks</th> <th data-bbox="1606 207 1759 277">Certified</th> <th data-bbox="1759 207 1887 277">Type</th> <th data-bbox="1887 207 2026 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	<p>programs and engage in hands on activities. This will occur in July 2025.</p>																	
	<p>Non-certified staff to assist with Thrive students in the summer of July 2025.</p>	2	\$15.00	1	8	1	Non-Certified	Original	\$240.00									
Classroom Teacher	<p>This Classroom Language Arts Teacher will allow for increased focus and instruction of identified students through smaller class sizes, differentiated instruction, and hands on experiences to apply knowledge. She will work with grades 6-8.</p>																	
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="382 686 1394 769">Item</th> <th data-bbox="1394 686 1551 769">Quantity</th> <th data-bbox="1551 686 1709 769">Rate</th> <th data-bbox="1709 686 1887 769">Type</th> <th data-bbox="1887 686 2026 769">Total</th> </tr> </thead> </table>				Item	Quantity	Rate	Type	Total									
Item	Quantity	Rate	Type	Total														
	<p>BT 517980- classroom sets of headsets with microphones to be used with online reading programs for students in grades 6-8.</p>				1	\$1,343.58	Budget Transfer	\$1,343.58										
Charter bus	<table border="1"> <thead> <tr> <th data-bbox="382 907 1457 990">Item</th> <th data-bbox="1457 907 1614 990">Quantity</th> <th data-bbox="1614 907 1772 990">Rate</th> <th data-bbox="1772 907 1908 990">Type</th> <th data-bbox="1908 907 2026 990">Total</th> </tr> </thead> </table>				Item	Quantity	Rate	Type	Total									
Item	Quantity	Rate	Type	Total														
	<p>Charter bus Transportation for AVID college tours charter grades 6-7 FAU/PBSC Jan 2026</p>				1	\$1,999.00	Original	\$1,999.00										
	<p>Charter Bus Transportation for AVID college tours charter grade 8 FIU/UM Feb.</p>				1	\$1,999.00	Original	\$1,999.00										
FFE; non-cap	<table border="1"> <thead> <tr> <th data-bbox="382 1203 1089 1286">Item</th> <th data-bbox="1089 1203 1352 1286">Quantity</th> <th data-bbox="1352 1203 1575 1286">Rate</th> <th data-bbox="1575 1203 1812 1286">Type</th> <th data-bbox="1812 1203 2026 1286">Total</th> </tr> </thead> </table>				Item	Quantity	Rate	Type	Total									
Item	Quantity	Rate	Type	Total														
	<p>Ball and ring apparatus</p>				1	\$15.70	Original	\$15.70										
	<p>Model 4D Science cell</p>				1	\$24.96	Original	\$24.96										
	<p>Model 4D Science plant cell</p>				1	\$25.64	Original	\$25.64										

<b>Acct Description</b>	<b>Description</b>							
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	DNA molecule	4	\$84.52	Original	\$338.08			
	Pressure Globe	1	\$17.92	Original	\$17.92			
	Weather gauge	1	\$24.80	Original	\$24.80			
Resource Teacher	Tch Sec Resource to work with small groups of students for identified literacy remediation instruction for grades 7, and 8.							
Classroom Teacher	This Classroom Social Studies Teacher will allow us to offer additional sections and electives, as well as lower class sizes and broader student schedule choices. They will work with grades 6-8.							
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 Title I funded classroom teachers	4	\$21.00	7	6.5	1	Original	\$3,731.00
Extra Periods	Beginning January, Grades 6-8 core subject area teachers will provide additional academic identified instruction through pull-out small groups. Two tutors will work 2 periods per week for 12 weeks at \$37 per hour.							
Classroom Teacher	This Classroom 6th and 7th Grade Language Arts Teacher will allow for increased focus and instruction of student through smaller class sizes, individualized instruction, and hands-on experiences to apply knowledge.							

## Action Step: Professional Learning

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

Budget Total: \$169,211.00

Acct Description	Description						
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Ink for data reports (black and colored)	4	\$420.00	Technology	Original	\$1,680.00	
Travel out-of-county	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	AVID Orlando June 16-18 2026. 4 teachers will attend a three-day training provides high-engagement professional learning and resources for all educators across disciplines. Path training supports educators in supporting all students to reach their full potential and successfully prepare for college Registration is \$1150, transportation is \$200, lodging is \$700, and per diem is \$108 per person.			4	\$2,158.00	Original	\$8,632.00
Tch Res Staff Development	0.5 Tch Resource Staff Developer to work with all teachers grades 6-8 to model instruction, help teachers collaboratively plan, and provide professional learning.						
Single School Culture Coordinator	Single School Culture Coordinator to serve teachers in all grades (6-8) to coordinate PLCs; implement an ongoing coaching cycle; provide professional learning to the team; and analyze and respond to data by providing teams with best-practice instructional resources and strategies. This is a 226-day position.						

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>
	Certified teachers: Collegial Planning for classroom teachers and coaches to collaborate and analyze student data outside of contract time to complete standard based planning for FY26 in July 2025.	40	\$25.00	2	3.5	1	Certified	Original	\$7,000.00
Out-of-system PL 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>
	Subs for PL provided by Teaching and Learning in Math, ELA, Science for half days (12 teachers per content area (5 areas) to meet once in 1st quarter and once in second quarter)	63	\$21.00	1	6.5	1	Non-Certified	Original	\$8,395.00

## Action Step: Parent Engagement

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

**Budget Total: \$12,859.75**

<b>Acct Description</b>	<b>Description</b>									
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Ink for parent resources for trainings (black and colored)		4	\$420.00	Technology			Original	\$1,680.00	
	card stock		15	\$23.85	General Supplies			Original	\$357.75	
	Refreshments for Parent trainings listed in the PFEP		3	\$300.00	Program Supplies			Original	\$900.00	
Out-of-system Subs for Parent Conferences	<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>
	2 subs per month for parent conferences during the day, 10 months out of the year.		2	\$21.00	2	6.5	10	Non-Certified	Original	\$5,330.00
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		10	\$25.00	1	3	3	Certified	Original	\$2,250.00
	Non Certified staff CLF 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	\$27.00	2	2	5	Non-Certified	Original	\$1,060.00

## Mission Statement

## 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

Name	Title
TBD	SAC Chairperson
David Solis, Kendra Hans-Solis, Judith Garrard, Maria Patino	SAC Parent Voting Member
Isha Reyes, Shabana Ahmad-Farook, Angela Fitch, Michael Zitner	Administration
Meghan O'Rourke, Aretha Coley, Melisa Miranda, Latisha Jonas, Brooke Panunzi, Natalie Difranco	Instructional Leaders
Michael Martin, Jowie Mohammed	Business Partner

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

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

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

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

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

Instructional leadership and our admin team evaluated current family engagement practices and expanded options for increased opportunities to engage with the school community. Input was provided by stakeholders through face-to-face discussions and feedback, surveys, and parent/family participation. Parent/Family response to school-based engagement opportunities were both positive and 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
Natalie Difranco	AVID Coordinator
Michael Zitner	Assistant Principal
Shabana Ahmad-Farook	Assistant Principal
Meghan O'Rourke	SSCC

## Annual Parent Meeting

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

October 14, 2025 at 5:30 pm in the Media Center

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

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

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

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

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Cracking the Code: Detecting Early Warning Signs of Gang Affiliation

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

Faculty will be trained on identifying common symbols, signs, emojis, gestures, etc. associated with local known gang activity. This will enable them to provide interventions and communicate with parents and families in order to break the cycle of gang affiliation and/or gang-like activities. We will also instruct staff on how to provide positive supports and reinforcement as student-friendly alternatives with the goal of diverting early gang affiliation.

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

Teachers will successfully transfer the skills learned to parents/guardians and families while engaging families in this joint effort.

- What will teachers submit as evidence of implementation?

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

- **Month of Training**

August 2025

- **Responsible Person(s)**

Meghan O'Rourke

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

- **Name of Training**

Hidden in Plain Sight

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

Faculty will be trained on identifying hiding places and work-arounds to store and promote the use of drugs, tobacco and alcohol. This will enable them to provide interventions and communicate with parents and families in order to break the cycle substance abuse. We will also instruct staff on how to provide positive supports and reinforcement as student-friendly alternatives to substance abuse.

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

Teachers will successfully transfer the skills learned to parents/guardians and families while engaging families in this joint effort.

- **What will teachers submit as evidence of implementation?**

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

- **Month of Training**

November 2025

- Responsible Person(s)

Meghan O'Rourke

## Parent Trainings

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

- Name of Training

Parent Portal Power Hour

- 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 2025

- **Responsible Person(s)**

Amanda Dedrick

- **Resources and Materials**

Student Device, Google Slides Presentation, Refreshments

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

\$300.00

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

- **Name of Training**

High School: The Choice is Yours!

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

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

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

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

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

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

- Date of Training

December 2025

- Responsible Person(s)

Amanda Dedrick

- Resources and Materials

Student Device (if needed), Google Slides Presentation, Refreshments

- Amount (e.g. \$10.00)

\$300.00

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

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

0

## Coordination and Integration

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

- Name of Agency

ESOL/ELL Department

- Describe how agency/organization supports families.

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

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

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

- Frequency

Ongoing

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

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

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

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

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

- Frequency

Ongoing

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

- Name of Agency

Community High Schools

- Describe how agency/organization supports families.

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

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

Agenda, presentation, sign-in, etc.

- Frequency

Ongoing

## Communication

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

The school considers the need to be flexible when scheduling meeting, trainings, or events. Devices/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**

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**

### **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

## 1. Building Students' Non-Academic Skills

The purpose of these interventions is to target our students who have social/emotional, academic and/or behavioral issues, offering them the skills they need to be successful in academics and life. School-wide SLL Homeroom is designed for teachers to deliver a daily Skills for Learning & Life Welcoming Ritual to students. We are creating a way to provide students daily support and an opportunity to identify students in need of additional support. Teachers use District-created SLL curriculum support materials. Additionally, in Homeroom students have Academic Reinforcement time. Two days a week students may use specific technology platforms for additional academic practice. Three times a week students participate in GGB ("Gallop into a Good Book") where students read a book for enjoyment and then respond in their GGB journal, selecting a prompt and writing a brief response. The School Counseling Department supports students through a variety of services including, but not limited to individual counseling, parent-teacher conferences, student needs assessment, Health & Resiliency Lessons through Rethink Education, SBT (School-Based Team), career education through Xello curriculum, Student Promotion Requirements Presentation, and Honor Roll Award Ceremonies. The School Behavioral Health Professional (BHP) supports students through many channels including individual and group counseling, referrals to local resources and agencies, SBT (School-Based Team), mental health crisis response, social emotional learning support and psychoeducational activities for students and school stakeholders. Various staff members serve as mentors to students, meeting regularly to address positive behavior, healthy habits, and helping to build character. All students are encouraged to have at least one trusted adult on campus to turn to as needed. Student Council & Student Engagement

These clubs are designed to promote leadership and empower our students to become future leaders. The goal is to teach students tools to be leaders on campus, demonstrate positive citizenship, and have a voice on campus. Refer students to Youth Services Bureau and/or access services using the Cooperative Agreement which aides School Counselors in providing referrals to family and youth counseling services to parents and families up to age 22. Referrals may include but are not limited to counseling services for bullying, self esteem, family violence, school concerns, behavioral problems, separation/divorce, parent/child relationship, communication and social skills. The School-wide Positive Behavior Interventions & Support Plan (PBIS) referred to as our Stallion S.T.A.R. Program focuses specifically on providing a safe environment, while students are team players, achievers, and respectful. Students who participate receive tickets from teachers and other staff members for exhibiting good character. Students are rewarded through a range of options including star tickets for raffles, school dances, Student Shout-Out of the Week, etc. The A.V.I.D. program at L.C. Swain provides academic instruction and other support to students, helping to prepare them for eligibility to four year colleges and universities. A.V.I.D.'s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Students in the A.V.I.D. Elective receive additional support, i.e., organizational skills and strong study habits.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

The Problem Solving/School Based Team (SBT) develops strategies for and monitors students needing support with academic and/or behavioral needs. Furthermore, the SBT has become an integral part of the district discipline policy. Many discipline incidents on the matrix require a referral to the School Based Team for possible interventions. The School-wide Positive Behavior Interventions & Support Plan (PBIS) referred to as our Stallion S.T.A.R. Program focuses specifically on providing a safe environment, while students are team players, achievers, and respectful. Students who participate receive tickets from teachers and other staff members for exhibiting good character. Students are rewarded through a range of options including star tickets for raffles, school dances, Student Shout-Out of the Week, etc. All students scoring a Level 1 on ELA FSA are scheduled for Intensive Reading or a social studies and/or science classes taught by Content Literacy Standards (CLS) trained teachers. Students scoring a Level 1 on Math FSA who are not already scheduled for Intensive Reading may be scheduled for Intensive Math. All students who earn an F on their report card in a core subject area will have the opportunity to remediate their grade through Middle School Course Recovery. Recovery options will be individualized per student and assigned staff members will follow up with students on their progress. Small group, differentiated instruction will be offered to students throughout various core subject areas. L.C. Swain uses multiple learning platforms or programs to provide our students with leveled, targeted support. These include, but are not limited to: Rethink Education, Read 180, iXL, Khan Academy, Tutorials, Achieve 3000 (ELL's), Imagine Learning (newcomer ELL's), etc. The goal is to help improve the academic performance of students identified by the early warning system. Our school also has an on-site School Behavioral Health Professional (BHP) who supports students through many channels including individual and group counseling, referrals to local resources and agencies, SBT (School-Based Team), mental health crisis response, social/emotional learning support and psychoeducational activities for students and school stakeholders. The purpose of these interventions is to target our students who have social/emotional, academic and behavioral issues, and target the skills they need to be successful in academics and life. The A.V.I.D. program at L.C. Swain provides academic instruction and other support to students, helping to prepare them for eligibility to four year colleges and universities. Students in the A.V.I.D. Elective receive additional support via an A.V.I.D. tutor two days a week.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

L.C. Swain Middle School has four academies: Pre-Medical, Pre-Law, Pre-IT, and Dual Language. The Pre-Medical Program is designed to enhance science, language, and math skills. Classes include Orientation to Health Occupations, Explorations of Health Occupations & Careers, and Medical Skills and Services. The Pre-Law Academy is designed to enhance social studies, math, and language arts skills. Classes include Law Studies and Comprehensive Law Studies. The Pre-IT Academy is designed to provide students with hands-on activity lessons with computer hardware and software. Students can take classes towards Industry Certifications in areas such as: Technology - Emergent Technology and Foundations of Web Design. The Dual Language Academy allows students to develop proficiency in two languages by receiving classroom instruction in English and Spanish. In addition, we offer a Journalism course that focuses on research and writing; Band and Art to provide students an opportunity to explore the performing and visual arts; as well as Global Perspective via Cambridge and Robotics. 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 & Student Engagement, Future Educators of America (FFEA), NJHS, etc. 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

## 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. Accelerated courses offered at L.C. Swain MS include Algebra I Honors, Geometry Honors, and Physical Science Honors. Students also have the opportunity to enroll in high school credit courses, such as Computer Fundamentals. Additionally, academy students are provided with the opportunity to enroll in high school credit courses, such as Spanish Speaks 1 & 2, Comprehensive Law Studies, or Medical Skills Services in their 8th grade year. These academies are optional pathways for students to continue in the high school level of the same academy. L.C. Swain Middle School has four academies: Pre-Medical, Pre-Law, Pre-IT, and Dual Language. The Pre-Medical Program is designed to enhance science, language, and math skills. Classes include Orientation to Health Occupations, Explorations of Health Occupations & Careers, and Medical Skills and Services. The Pre-Law Academy is designed to enhance social studies, math, and language arts skills. Classes include Law Studies and Comprehensive Law Studies. The Pre-IT Academy is designed to provide students with hands-on activity lessons with computer hardware and software. Students can take classes towards Industry Certifications in areas such as: Technology - Emergent Technology and Foundations of Web Design. The Dual Language Academy allows students to develop proficiency in two languages by receiving classroom instruction in English and Spanish. The School Counseling Department and 8th-grade history teachers at L. C. Swain Middle School use Xello Inc. lessons to help 8th-grade students plan their studies and future careers. These lessons cover important information such as high school graduation requirements, explanation of diploma designation requirements, details about Florida Bright Futures Scholarships, admission requirements for state universities and Florida College System institutions, opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the Advanced International Certificate of Education Program, dual enrollment options, and career education courses including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences leading to industry certification.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

## 1. Professional Development

Professional development is conducted in various forms on the campus. Professional Learning Communities (PLC) 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, Language Arts, and Math from the respective specialist or program planner for that content 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

## 1. Recruitment and Retention

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