Title I Comprehensive Schoolwide Plan

L C SWAIN MIDDLE SCHOOL (0021)

ELA

1. List prioritized needs statements.

Literacy proficiency has decreased from FY25 PM3 by 13 points on FY26-PM1 and by 7 points from FY26 on PM2. 19.9% of students have been absent 11+ days and 52.4% of students have been absent 5+ days in FY26 thus far. Quarter 1 Core F's have increased by 5% from FY25. Quarter 2 Core F's increased to 18%.

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

The department has several new teachers this year. More follow-up and communication is needed with students and families regarding absences. Lack of student motivation and understanding of the effects on the students' future. Students are below grade level reading. Teachers need help scaffolding Limited academic support within the home. Students have limited knowledge of basic mechanics of the language. Second Language Learners lack the language structure required to thrive in the regular ELA classroom. Need for exposure to a more rigorous curriculum in intensive reading classes.

3. Share possible solutions that address the root causes.

Additional training for new teachers. Additional staff to address literacy needs. Additional staff needed to address truancy issues. Additional incentive for students. Additional staff to support lowering classroom sizes. Additional curriculum support materials and classroom supplies. Make sure that all announcements are made in both languages (English and Spanish). Additional support materials and instructional time to address language mechanics deficiencies. Additional support, accommodations, and materials for English ESOL students. Tutorial Programs: On-Campus or provide families with resources within the community to strengthen the student's achievement gap.

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

- Communication

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

• Parent Training

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

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

• School

Provide a safe environment. Communicate effectively and frequently with families regarding student progress. 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

Provide flexible meeting options for families.

Math

1. List prioritized needs statements.

Math level 3+ decreased overall by 1.3% from PM 1 to PM2 from FY25 to FY26. Quarter 1 Core F's have increased by 5% from FY25. Quarter 2 Core F's increased to 18%.

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

Students' daily attendance has declined. Math students are missing pertinent information in math class lessons due to high absentee rates. Students are not able to keep up with the pace of the lesson progression due to missing basic knowledge and gaps in learning. Teachers need help scaffolding.

3. Share possible solutions that address the root causes.

Appropriate follow-up of truancy should occur. Provide additional classroom supplies, including calculators and hands-on activities. Allow for additional teachers to lessen class sizes in math. Allow for collaboration time amongst teachers/teams. Students should have accountability for their performance and not limited to teachers. Parents should be held responsible for their children's attendance. Tutorial opportunities should be provided to help with the learning gaps. Curriculum support and classroom resources (including technology platforms) should be made available to keep student pace and practice viable.

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

• Communication

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

• Parent Training

Continue to invite parents to attend trainings to help students be productive in their learning while on or off campus.

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

- School

The school will... Keep parents involved in student performance in all classes by contacting parents on student progress whether students are doing well or not. 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

Students will... Practice in class and complete all necessary work to be productive, be advocates for themselves by asking questions when clarity is needed and keep a positive mindset to achieve all goals attempted. 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

Parents will... Make sure students are in school to receive the necessary instruction to be successful and monitor students to make sure they are staying on track. 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

Professional development opportunities should continue to be provided to teachers to enhance their skills in making the learning environment supportive and engaging.

- Accessibility

Provide flexible meeting options for families.

Science

1. List prioritized needs statements.

Science proficiency has increased 1% from FY24 28% to FY25 29%. We want 34% proficiency in FY26, a 5% increase. FY25 Diagnostic 3+= 15% FY25 Science EOC 3+= 27% FY26 Diagnostic 3+= 14% Diagnostic has decreased 1%. 19.9% of students have been absent 11+ days and 52.4% of students have been absent 5+ days in FY26 thus far.

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

Students lack of foundational skills and test taking strategies. Too many students have poor attendance. Students lack study skills and extra time practicing educational knowledge/skills.

3. Share possible solutions that address the root causes.

Provide a summer packet to our feeder Elementary schools for extra practice. Purchase technology programs to reinforce skills in and out of the classroom. Offer more incentives like popcorn for your presence to address attendance issues. Hire an additional science teacher to lower class sizes. Purchase hands-on activities to support science learning. Provide tutorial programs/opportunities.

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

• Communication

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

• Parent Training

Continue to provide targeted parent trainings, such as Technology Parent Night, SOS Meetings, Pathway to Progress, and Cafe Con Pastelitos.

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.

• Parents

Parents will monitor SIS, keep contact information updated in SIS, attend PTCs, attend parent meetings/trainings.

• Staff Training

Continue to provide various professional development opportunities to include CLS Trainings. Continue to have science teachers attend PLCs.

• Accessibility

Provide flexible meeting options for families.

Social Studies

1. List prioritized needs statements.

Literacy proficiency has decreased from FY25 PM 3 by 13 points on FY26 PM 1 and by 7 points from on FY26 PM 2. Civics proficiency has decreased from FY25 Florida Civics EOC by 27 points on FY26 Civics Diagnostic. 19.9% of students have been absent 11+ days and 52.4% of students have been absent 5+ days in FY26 thus far. Quarter 1 Core F's have increased by 5% from and FY25; Quarter 2 Core F's increased to 18%.

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

Students lack comprehension and stamina when reading passages and are asked to respond. Students need to learn reading and test-taking strategies and practice with reading material. Students are not utilizing time to read independently in class. Students schoolwide are not engaged with literacy genres. There are a lack of consequences. 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. Students lack background knowledge from elementary school.

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. Additional teachers to support small class sizes and support small group learning. Reading initiatives across content areas with themed initiatives and incentives. Technology programs across all grade levels, to help engage students and track progress. Additional curriculum and technology programs 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. Class sets of magazines, journals, or graphic novel subscriptions for social studies content.

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

• Communication

Updating SIS information, supporting families when students are truant.

• Parent Training

SIS support, supporting students throughout the year, technology-based trainings, and parent engagement activities where guardians can engage with the school.

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

• School

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

• Students

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

• Parents

Parents will... Be involved with school activities. Update SIS contact information. Encourage routines for students. Ensure students are at school daily.

• Staff Training

ESE/IEP accommodations and how to support students, trainings on SIS and Parent Link.

• Accessibility

Provide flexible meeting options for families.

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?

How will school strengthen the PFEP to support Acceleration Success?

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

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

• Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

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

Budget Total: **$448,234.82**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Extra Periods</td><td>(Intermittent) Beginning in January 2027, 2 certified teachers will provide additional academic targeted instruction through pull-out small groups in Math, ELA, Civics or science one period per day, 4 days per week This will continue for 12 weeks.</td></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Notes bold super sticky</td><td>5</td><td>$13.86</td><td>General Supplies</td><td>Original</td><td>$69.30</td></tr>
</table>
</td></tr>
</table>

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Card stock	6	$20.80	General Supplies	Original	$124.80
Expo markers	15	$9.99	General Supplies	Original	$149.85
Black expo markers 12/box	32	$9.93	General Supplies	Original	$317.76
Easel Post it pad	2	$70.30	General Supplies	Original	$140.60
Magnetic whiteboard erasers	15	$0.97	General Supplies	Original	$14.55
Pencils (48 in each pack) & 72 count	1	$751.75	General Supplies	Original	$751.75
Pencil Pouch	50	$1.48	General Supplies	Original	$74.00
Index cards 100 pk (assorted packs)	1	$76.31	General Supplies	Original	$76.31
Crayola Colored pencils	70	$2.91	General Supplies	Original	$203.70
Expo board cleaner	15	$2.36	General Supplies	Original	$35.40
Highlighters Yellow & assorted (100)	1	$366.60	General Supplies	Original	$366.60
Paper cover stock 250pk	3	$10.49	General Supplies	Original	$31.47
Construction Paper	30	$2.08	General Supplies	Original	$62.40
Card stock - green pk250	1	$20.34	General Supplies	Original	$20.34
Markers 10 pk	65	$1.57	General Supplies	Original	$102.05
Paper - color - green, blue, yellow, pink	60	$7.45	General Supplies	Original	$447.00
Binder - white 2"	100	$3.38	General Supplies	Original	$338.00

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Copy paper	54	$33.92	General Supplies	Original	$1,831.68
Post it - canary - 24 pack	2	$20.89	General Supplies	Original	$41.78
Gluesticks	5	$38.60	General Supplies	Original	$193.00
Novels - the boy who harnessed the wind	25	$5.70	Instructional Materials	Original	$142.50
Novels- The city of ember	25	$6.49	Instructional Materials	Original	$162.25
Wirebound notebooks	116	$1.53	General Supplies	Original	$177.48
Post-it -elec	8	$1.81	General Supplies	Original	$14.48
Post it - Rio	18	$5.29	General Supplies	Original	$95.22
3 whole punched filler paper 500 sheets	28	$8.18	General Supplies	Original	$229.04
Ti-30xa scientific calculators	75	$12.08	Program Supplies	Original	$906.00
Highlight paper assorted colors	28	$4.06	General Supplies	Original	$113.68
Tap flag post its	8	$1.82	General Supplies	Original	$14.56
Post it easel w/dry erase, 4 pk, & 25×30 (22pks), self adhesive	1	$624.21	General Supplies	Original	$624.21
Post it - jwl pop	8	$7.42	General Supplies	Original	$59.36
Shipping	1	$1.26	General Supplies	Original	$1.26

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td></td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Final Allocation Differential</td><td>1</td><td>-$1,054.00</td><td>General Supplies</td><td>Original</td><td>-$1,054.0</td></tr>
</table>
</td></tr>
<tr><td>Extra Periods</td><td>(Daily) 3 Extra periods will be built into the Master board for 3 classes. This will allow for smaller class sizes and, in turn, give students intensive, targeted instruction. The 3 courses will be for ELA, Science/Social Studie and Math for grades 6, 7, and 8.</td></tr>
<tr><td>Resource Teacher</td><td>The Secondary Resource will work with small groups of students to provide targeted literacy remediation instruction for students in grades 6, 7, and 8. This will be a push-in and a pull-out model.</td></tr>
<tr><td>FFE; non-cap</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Neo/ Sci Animal Cell Models set of 8</td><td>4</td><td>$170.36</td><td>Original</td><td>$681.44</td></tr>
</table>
</td></tr>
<tr><td>Educational consultants</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Latinos in Action -A program that empowers youth in grades 6-8 to focus on self-efficacy, self-esteem, and self-identity, fostering empowerment for all to thrive.</td><td>1</td><td>$2,500.00</td><td>Original</td><td>$2,500.0</td></tr>
</table>
</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Social Studies Teacher will allow us to offer additional sections and electives, as well as lower class sizes, provide targeted instruction, and broaden student schedule choices. They will work with students grades 6-8.</td></tr>
<tr><td>Certified Tutorial</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Before school, afterschool, and Saturday tutorial will be provided by certified teachers for students in grades 6-8 in</td><td>11</td><td>$37.00</td><td>1</td><td>4</td><td>10</td><td>Certified</td><td>Original</td><td>$16,280.0</td></tr>
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<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td></td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>ELA, Math, Civics and Science to provide intensive instruction to those students not meeting proficiency beginning in January.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Intensive Math Teacher for Grade 8 will enable increased focus and targeted instruction for students through smaller class sizes and individualized intensive instruction.</td></tr>
<tr><td>Out-of-system Subs</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Type</th><th>Total</th></tr>
<tr><td>Subs for Title I funded classroom teachers</td><td>4</td><td>$21.00</td><td>7</td><td>6.5</td><td>1</td><td>Original</td><td>$3,731.00</td></tr>
</table>
</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom 6th and 7th Grade Language Arts Teacher will enable increased focus and targeted instructior for students not meeting proficiency through smaller class sizes, individualized instruction, and hands-on experiences to apply knowledge.</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Language Arts Teacher will enable increased focus and targeted instruction for the lowest 40' through smaller class sizes, differentiated instruction, and hands-on experiences to apply knowledge. She wil work with students in grades 6-8.</td></tr>
</table>

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: **$149,643.18**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Post it notes Jwlpop</td><td>1</td><td>$18.10</td><td>General Supplies</td><td>Original</td><td>$18.10</td></tr>
<tr><td>Paper Assorted- Blue, Pink, Orange</td><td>12</td><td>$9.44</td><td>General Supplies</td><td>Original</td><td>$113.28</td></tr>
<tr><td>Flip Chart Markers</td><td>3</td><td>$5.64</td><td>General Supplies</td><td>Original</td><td>$16.92</td></tr>
<tr><td>Pen Black (60 count)</td><td>5</td><td>$5.71</td><td>General Supplies</td><td>Original</td><td>$28.55</td></tr>
<tr><td>Highlighter</td><td>6</td><td>$6.30</td><td>General Supplies</td><td>Original</td><td>$37.80</td></tr>
<tr><td>Label 25 count</td><td>3</td><td>$7.25</td><td>General Supplies</td><td>Original</td><td>$21.75</td></tr>
<tr><td>Pad Easel Post It 8 pk</td><td>1</td><td>$70.30</td><td>General Supplies</td><td>Original</td><td>$70.30</td></tr>
<tr><td>Pencils</td><td>36</td><td>$4.68</td><td>General Supplies</td><td>Original</td><td>$168.48</td></tr>
<tr><td>Pen Blue (60 count)</td><td>5</td><td>$4.80</td><td>General Supplies</td><td>Original</td><td>$24.00</td></tr>
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</td></tr>
<tr><td>Out-of-system PL Subs</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Substitutes will allow teachers to obtain Professional Learning that is provided by Teaching and Learning in Math, ELA, Social Studies, and Science for half day sessions for content core content area to meet once during the 1st quarter and once during the second quarter.</td><td>56</td><td>$21.00</td><td>1</td><td>6.5</td><td>1</td><td>Non-Certified</td><td>Original</td><td>$7,462.0</td></tr>
</table>
</td></tr>
<tr><td>Tch Res Staff Development</td><td>The 0.5 Teacher Resource staff developer will work with teachers in all core academic areas in grades 6-8, t model instruction, help teachers collaboratively plan, and provide professional learning.</td></tr>
</table>

Acct Description	Description
Teacher Collaboration	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Certified teachers will come together to analyze data and collaborate for pre-planning for FY27 in July/August.</td><td>5</td><td>$25.00</td><td>1</td><td>3.5</td><td>1</td><td>Certified</td><td>Original</td><td>$438.0</td></tr></table>
Single School Culture Coordinator	The Single School Culture Coordinator will serve teachers in all grades (6-8) to coordinate PLCs; implement 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, focusing on ELA.

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: **$12,915.00**

Acct Description	Description
Certified Parent Support by School Staff	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Certified classroom teachers will provide skill-based Family Night trainings and support academic parent trainings documented in PFEP to build their capacity to support their student outside of school.</td><td>10</td><td>$25.00</td><td>1</td><td>3</td><td>3</td><td>Certified</td><td>Original</td><td>$2,250.0</td></tr></table>

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Parent Support by Comm Language Facilitator</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Community Language Facilitators will translate and assist parents at the end of July and beginning of August to create parent SIS accounts and sign-ins for parent summary reports for online programs, and to understand the schedule for parent trainings and family events. The CLF's will also provide translation at SAC meetings.</td><td>2</td><td>$27.00</td><td>2</td><td>6.5</td><td>10</td><td>Non-Certified</td><td>Original</td><td>$7,020.0</td></tr>
</table>
</td></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Refreshments for parent engagement trainings listed in the PFEP</td><td>2</td><td>$300.00</td><td>Program Supplies</td><td>Original</td><td>$600.0</td></tr>
</table>
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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
Michelle Smith	SAC Chairperson
Kendra Hans Solis, Myra Valdez, Teresa Hernandez, Evelyn Cando	SAC Parent Voting Member
Tanya McDowell, Shabana Ahmad-Farook, Angela Fitch, Michael Zitner	Administration
Meghan O'Rourke, Maria Zepeda Torres, Melisa Miranda, Latisha Jonas, Natalie Difranco	Instructional Leaders
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
Tanya McDowell	Principal
Kawona Burrell	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 13, 2026 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

Bringing Families and Staff Together Through Technology: Part I

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

Participants will be able to effectively utilize current technology tools, such as SIS, Google Voice, Parent Link, and Google Classroom to increase engagement in two-way communication between staff and stakeholders.

- 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. This will increase communication

- What will teachers submit as evidence of implementation?

Teachers may submit SIS comments logs, send out parent links, or post on Google Classroom to parents.

- Month of Training

November 2026

- Responsible Person(s)

Meghan O'Rourke

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Bringing Families and Staff Together Through Technology: Part II

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

Participants will be able to effectively utilize current technology tools, such as Canva, to take their communication between staff and stakeholders to another level.

• 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. This will increase communication.

• What will teachers submit as evidence of implementation?

Teachers may submit a completed newsletter or flyer that was sent to parents/guardians.

• Month of Training

February 2026

• 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

August/September 2026

- 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

October 2026

• Responsible Person(s)

Amanda Dedrick

• Resources and Materials

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

• Amount (e.g. $10.00)

$300.00

5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

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

N/A

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

N/A

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

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Amount (e.g. $10.00)

N/A

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 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. Stallion Family Night hosts 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 Stallion 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 and/or 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 ("Galloping 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. School Counseling 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. Facilitate student referrals through the Caring First program to district-approved organizations, such as Palm Beach County Youth Services, Multilingual Psychotherapy, and the Center for Trauma Counseling. These services address a comprehensive range of student needs, including but not limited to bullying, self-esteem, family violence, academic concerns, behavioral challenges, separation or divorce, parent-child dynamics, and the development of essential interpersonal and communication skills. 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 or 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. 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, DreamBox, 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. tutoring system.

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 Learning

1. Professional Learning

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 online 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 Stallion Six. Staff may also nominate a fellow staff member (one instructional and one non-instructional) for the GTG (Galloping 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.