

The School District of Palm Beach County

# Lake Worth Community Middle



2015-16 School Improvement Plan

# Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

[www.edline.net/pages/lake\\_worth\\_middle\\_school](http://www.edline.net/pages/lake_worth_middle_school)

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	94%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	95%

## School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Lake Worth Middle School will provide students with the tools necessary to succeed at the high school level. The LWMS community will accomplish the goal to prepare students for graduation and beyond through the use of The Warrior Way. The Warrior Way is a pervasive school culture based on the values of good citizenship, relevant academic rigor, ethical behavior, and the fundamental attitude of respecting others as you would have them respect you. We will serve our students with the understanding that diversity in gender, culture and background is a strength to be respected and that education is the shared responsibility of the student, home, school and community

##### Provide the school's vision statement

Lake Worth Middle School community members will model a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school infuses the content required by Florida Statute 1003.42(2) and S. B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- A. History of the Holocaust
- B. History of Africans and African Americans
- C. Hispanic Contributions
- D. Women's Contributions
- E. Sacrifices of Veterans

Additionally, we also provide professional development training or collegian support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings, as well as professional development to staff on increasing positive interactions with students; and embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). Our Community Liaison works to increase the partnerships between community businesses and the school.

In our textbook Gateway to American government, (a consumable workbook) the teachers address The Declaration of Independence, U.S. Constitution, Federalist Papers, Elements of Civil Government, Free Enterprise, U.S. Economy, and the History of the united States referencing the colonist need for independence.

During morning announcements African American, Hispanic Contributions, Womens' contributions are covered. Highlighting each ethnicity and gender contributions during the designated month. Teachers cover the History of the Holocaust in the grade 6 textbook My World Book as well as the 8th grade History Book.

We also have a 7th grade Language Arts teachers who does a unit on the Holocaust with reading and writing activities.

The science department has a human growth and development curriculum that discusses Decision making and within that unit Injury prevention, safety, teen dating violence, and character development are all discussed.

The 7th grade science team discusses conservation of resources in chapter 8 of their textbooks. This chapter deals with Conserving land and Soil, Solutions to Air Pollution, The movement of water



underground and how we benefit from this groundwater, and Wetlands and how they are important to habitats

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

The faculty and staff work diligently to ensure every person who walks onto the campus is greeted warmly and that assistance is readily available. Faculty members greet students as they arrive on campus. They are always greeted by either an administrator or a teacher on duty at the drop off location. While students are having breakfast, there are faculty members in the cafeteria greeting students and monitoring safety concerns. During the day, our Resource Officer maintains constant movement around the campus to ensure the campus is safe. While students transition from one class to the other, teachers are always positioned outside their doors to greet the new students and maintain order in the hallways. When it is time for dismissal, an administrator uses the PA to give words of encouragement to the students and faculty prior to dismissal. Dismissal occurs in incremental phases to maximize supervision: we dismiss only buses that are on campus at that time; we then dismiss walkers and car riders separately; finally, if there are still buses that have not arrived, those students are escorted to the bus loop where there are numerous faculty supervising. During all of these procedures, communication with the students is continuous so they know we are focused on their safety and doing it respectfully. \*\*\*\*Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. With the help of the School Wide Positive Behavior Committee, we will create methods/formats where the characteristics of safety and respect can be assessed and monitored, and where strategies for improvement can be created, discussed, and supported.\*\*\*

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

- PDD days will entail faculty being involved with determining the consistency of discipline being enforced.
- Universal guidelines and behavior matrix are taught twice a year to ensure students are aware of the school's expectations.
- Ensure differentiation of instruction is taking place to meet the needs of all students; teachers will convey and review expectations for each learning activity.
- Support facilitators will assist in classes with ESE and ELL students.
- Video of the Universal Guidelines will be shown to students in the beginning of the year in order to understand the expectations when school begins.
- We will strive to have our beginning teachers, as well as experienced teachers, if necessary, trained in classroom management strategies, such as CHAMPS.
- We will continue to reference the universal guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.").
- Behavior Matrix will be posted in all classrooms.
- School-wide recognition system is in place with the Warrior Bucks Program and the Principal's 200.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

- School counselors are trained in counseling, and their role is to support and guide students behaviorally, academically, and emotionally.
- We have assigned mentors who have volunteered to work with students identified with SEL

concerns.

- Agencies, such as DATA, have been set up to connect students with outside agencies in order to help them with some of their social and emotional issues.
- Support facilitators will assist in classes with ESE and ELL students.
- Engage with identified staff who make up our SBT (i.e., school counselor, school-based team leader, SWPB internal coach, etc.) to provide a differentiated delivery of services based on students'/school's needs. We can do this through classroom guidance, workshops, or assemblies. We also provide individual counseling, as well as referrals to community resources for students, as well as parents. Utilize data-based decision-making to close academic and social-emotional gaps by connecting all students with the services they need.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Create data decision rules for number of absences or OSS before referral generated to SBT

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	75	84	92	251
One or more suspensions	66	96	95	257
Course failure in ELA or Math	86	72	115	273
Level 1 on statewide assessment	0	0	0	
	0	0	0	
	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	61	69	82	212

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Safe Schools Coach will provide mentoring/counseling for students. This will address the behavioral aspect of students within the early warning systems. The following programs will help address the academic needs:
- Effective multi-disciplinary teams in place to problem-solve and create action plans;
- Read 180, Reading Plus, System 44, Tutorials,

- Planned Discussions, Goal Setting for identified students;
- Data Counselor will provide extra counseling for students and parents.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

To have more parents involved in SAC and/or Parent University. Also, create an environment where a large number of parents attend functions that inform families of their child's progress.

- Positive notes, letters, phone calls home;
- Communicate classroom and school news to parents;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

SAC members will recruit from the community to add to the number of parents involved with activities. Haitian and Latin radio stations will be contacted to put forth information encouraging parents to attend school events. Local businesses sponsoring fundraisers (golf tournaments, races, etc.) will be utilized to provide funding for academic achievement.

The Community Involvement Coordinator will travel to local businesses in order to get them to be more involved with the school as mentors and/or volunteers. They will also work on getting donations for the school that will help motivate students in the classroom.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Williams, Mike	Principal
David Grad, SWPBS Chair/Parent Liaison	Teacher, K-12
Neal, Jeffrey	Assistant Principal
Elsa Lubin, Reading Coach	Instructional Coach
Matilde Chibas, Math Coach	Instructional Coach
Mercedes Chibas, Science Coach	Instructional Coach
Peter Drolet, AP for Science	Assistant Principal
AP for Reading, Yolanda Gregory	Assistant Principal

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The major function of the leadership team is to address the fundamental question, namely, how do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and students. The leadership team will meet regularly to review universal screening data and link this information to instructional decisions which will be reflected in the SIP. During PDD, departments discussed school improvement goals and worked to formulate them for the plan. Data was used to guide these goals. Subject areas will have common planning and meet and monitor goals throughout the year.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The RTI Leadership team met with the School Advisory Council (SAC) and principal to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school and summer tutorials. Title I funded Reading and Math Coaches will provide professional development. A Parent Liaison will pursue parental involvement activities designed to enrich student achievement, and instructional resources will be provided through Title I funds. Two teachers, reading and math are also funded through Title I.

Title I Part C, Migrant, Title I Part D, and Title II: Migrant services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Lake Worth Middle utilizes Professional Learning Communities through Learning Team Meetings which are implemented by our instructional coaches and DIL's. This assists us in having a Single School Culture which helps our students both academically and behaviorally. Also, through professional development and utilizing the School Wide Positive Behavior Plan, the climate of Lake Worth Middle is fortified with positive initiatives aimed to improve safety and academics.

To address the diversity of Lake Worth Middle's population, we have implemented a Dual Language Program which helps to facilitate a two-way immersion education. The advantage is that students develop full oral, written, and reading proficiency in two languages.

Lake Worth Middle has added support facilitation for our ELL students. This gives them a feeling of additional support when new to our country.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Michael Williams	Principal
Elsa Lubin	Education Support Employee
Livina Forbes-Dunkley	Education Support Employee
David Grad	Teacher
Rita Pinder	Business/Community
Aura Espinosa	Parent
Alex Alarcon	Student
Doug Maddox Jr.	Parent
Erica bell	Education Support Employee
Grady Swindell	Teacher
Kathryn Buscemi	Parent
Lisa Hull	Student
Paula Bastidas	Parent
Steven Tritt	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

***Evaluation of last year's school improvement plan***

We looked over last year's SIP and saw that some of the target outcomes were not met. We discussed what might have been the reason for some of the outcomes not being met. However, we need to do more and we plan on making changes to the SIP for this year that will show growth for our students.

***Development of this school improvement plan***

The SAC is presented the SIP by the Title I Contact. They are presented with last year's SIP to reference while they review the proposed SIP for this year. Suggestions or improvements are fielded, recognized and implemented, if deemed appropriate. Ultimately, the SAC will vote, which is a state requirement, to approve the SIP.

***Preparation of the school's annual budget and plan***

During each SAC meeting, the current available budget is discussed. It is at this time that any requests for monies from the SAC are presented. Any school personnel who wants to request money must put their request in writing so that it may be placed on the agenda in order to be discussed at the meeting.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

This past year we spent \$1300 on a motivational media presentation called "Be the One". It was presented to all the students and gave them the opportunity to think about what it means to "Be The One". After, the students were given a writing assignment that included three questions.

1. What does it mean to "Be the One"?
2. How does the video presentation apply to your own life?
3. How can you use what you saw to inspire others?

The winners of the writing competition were awarded cash prizes:

Prizes are as follows:

1st Place all three grades-\$50

2nd Place all three grades-\$25

3rd Place all three grades -\$15

We also allocated \$355.25 to the PE department as a reward for the PE class that achieved the highest amount of point throughout the year in their Warrior Way challenge.

We also allocated \$125 towards reimbursement for a teacher's Gifted Endorsement course.

Florida Statute 24.121(5)(c) places the following requirements on the School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a School Improvement Plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Principals may access New EDW Compliance of School Advisory Membership-RXOOA0521 Report to verify compliance. If the report indicates that the school is not in compliance, it is necessary to describe the measures being implemented to meet SAC requirements.

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Williams, Mike	Principal
Elsa Lubin, Reading Coach	Instructional Coach
Dyer, Shannon	Teacher, K-12
Swindell, Grady	Instructional Media
Boykin, Barbara	Teacher, K-12

#### Duties

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will create capacity for reading knowledge with particular focus in the areas of vocabulary and reading application, which have been identified as school-wide concerns. Additionally, these areas are an integral part of the preparation necessary for students to be



successful on the Florida Standards Assessment which is aligned to the new Florida Standards. To ensure that all of the struggling readers are given adequate support in literacy instruction, the school provides programs such as Read 180, System 44 and Reading Plus, as well as incorporate our Warrior Buck Program as incentives to encourage reading, writing and math.

The Literacy Leadership Team will focus on creating activities and events among students to promote the importance of reading. The team will make appropriate literacy plans based on the data generated from the FY 2015 Reading FSA, SRI data, and the district assessments. Additionally, the team will launch a school-wide Reading Counts competition to challenge all of the students to read more. All students throughout the school will have the opportunity to participate and earn incentives. The Literacy Leadership Team will support the school's vocabulary initiative. Emphasis will be placed on the acquisition of tier two vocabulary words among all of the students.

The Reading Coach will continue to promote literacy by hosting the school's book club. Participation in the book club is opened to all students. The students will read all of the award winning middle school books from the Sunshine State Young Readers Awards list. The Reading Coach will meet frequently with the members of the book club. The meetings will centered around discussion of the books and pertinent vocabulary from the books.

The Literacy Leadership Team will celebrate Literacy Week in January. The members will coordinate activities for each day of Literacy Week where students will be able to participate. Literacy Week brings awareness to the importance of reading.

The Literacy Leadership Team will work with the the Title I liaison to conduct Parent University where one night will be devoted to literacy. Parents will have the opportunity to come to to school and learn how their children can benefit from reading daily. Additionally, the parents will learn about the literacy initiatives in place at school. They will learn about the school library and the programs in place at the local libraries in the community.

As summer nears the Reading Coach will generate a summer reading list with appropriate book titles for the students. Along with the list will be a summer reading project that the students will complete and submit to their respective Language Arts teacher at the beginning of the school year.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships among teachers is participation in LTM's during our common planning periods. Student improvement is monitored and instruction is modified, as needed, based on decisions made through this collaboration.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Throughout the year, our leadership team conducts a rigorous selection process by screening teacher candidates. Administration attends job fairs and personnel workshops designed to expedite the identification of the most talented instructional applicants. Teacher mentoring and peer coaching are utilized to increase retention.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year teachers participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies

that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. They consist of Professional Development Days, as well as collaborative planning periods. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Through teams, we are able to collaborate with veteran as well as novice teachers. This provides the novice teachers with some additional guidance as they progress through the school year. New teachers (mentees) are paired with highly-qualified instructors (mentors). The rationale for pairings is to allow the mentees to absorb information and knowledge from the experienced mentors. Mentees are paired with individuals in the same subject area so that relevant teaching strategies can be shared. Weekly meetings are planned where differentiated instructional strategies are discussed and implemented with fidelity. Administration selects those mentors who are knowledgeable and are passionate about nurturing new educators.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our school creates ongoing opportunities for teachers to "unpack" the Florida Standards and plan and discuss reading and writing curricula that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. We also continue to attend workshops with specialists from the county during pre-planning as well as PDD days.

Allowing teachers to attend trainings relevant to their subjects and standards they are teaching also ensures that their instructional material is aligned to the Florida State standards.

The Civics classes now have new workbooks strictly assigned to the Florida State Standards being tested. The science teachers are continually being trained in techniques in order to stress the Florida State Standards. They have a science coach that provides them with information and with the use of their scope and sequence and item specifications the teachers can thoroughly plan for instruction targeting the state standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

.The school ensures every teacher contributes to literacy improvement of every student by:

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on students' needs
- Creating a schedule with an uninterrupted double block of reading
- Providing instruction aligned with the Language Arts Florida Standards for their grade levels
- Administering assessments which measure instructed standards
- Students receiving push-in/pull out services for ESE/ELL
- Strategists are providing support facilitation for both ESE and ELL students.
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students will be administered the Scholastic Reading Inventory, as well as the Scholastic Phonics



Inventory. The results allow us to place students in either the Read 180 or System 44 Reading Program.

- Students will also be administered the FAIR test, which we will monitor throughout the year, in order to ensure that they will be successful on the FSA.
- Teachers have been trained in NGCAR and CLS to enhance their strategies to help students reach reading proficiency in both social studies and science.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 11,520

Tutoring is provided through the ICAN After-School Program in both reading and math. The student teacher ratio will be five to one. Teachers offering this tutoring are Highly Qualified and are required to have sign-in sheets and provide lesson plans with lessons pertaining to the curriculum and standards that are covered. Computer programs such as Read 180, Reading Plus, and System 44 are utilized to help students cover standards that are part of these core academic subjects. Teachers share best practices through ongoing professional development.

### ***Strategy Rationale***

The ICAN Program is an opportunity to have students be in a more relaxed environment with different instructors after school. They work on programs that are going to help them in the classroom as well as on the state assessments. Instructors are able to teach with a smaller teacher to student ratio. This allows for more individualized instruction and will benefit every student in the program.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Joseph, Kennedy, joseph.kennedy@palmbeachschools.org

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Students will be tracked to determine academic growth, with the state assessments being the data that will be analyzed to determine the effectiveness of the strategies utilized in Lake Worth Middle's tutoring program.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Lake Worth Middle School conducts an annual 6th Grade Orientation prior to the beginning of the upcoming school year. This gives the incoming 6th graders the opportunity to know what is expected

of them when they arrive at Lake Worth Middle. This also allows the opportunity for them to become aware of other programs that we offer and that may interest them, as well as extracurricular activities that we currently have.

Prior to the choice application deadline, we invite choice schools to visit and meet with our eighth grade students. This allows our eighth graders to be aware of the choices they have and the high schools to which they may apply, should they be interested in the disciplines at these high schools as possible future careers.

Guidance counselors track students who are eligible for the Jump Start program and provide them with applications to enroll.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Several initiatives and programs have been established to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these Single School Culture © Initiatives include:

Our engineering and medical academies promote academic and career planning through course selections, such as advanced courses, which help students to recognize that academic rigor will help prepare those who are seeking post-secondary education at the college/university level. Also, our counselors speak with all other subgroups of students and conduct interest inventories about their career aspirations. In addition, pre/post tests are administered on the career development process, and lessons are taught on this topic throughout the year. Electives are often chosen by the students based on their career goals, which helps to make the course selection process personally meaningful. The promotion of increased student participation in afternoon clubs such as Debate, Chess, Student Council, Robotics and SECME also helps foster the college-going culture.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

In our Engineering and Medical Academies, there are integrated courses which help students to see relationships between their subjects and the relevance to their future careers, especially in the areas of engineering and the medical field.

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all students receive a wide range of support by stakeholders, then all students will move toward proficiency.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If all students receive a wide range of support by stakeholders, then all students will move toward proficiency. **1a**

G069771

**Targets Supported** **1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	35.0
ELA/Reading Lowest 25% Gains	69.0
Civics EOC Pass	47.0
ELA Achievement District Assessment	65.0
FSA Mathematics - Achievement	45.0
FSA English Language Arts - Achievement	50.0

**Resources Available to Support the Goal** **2**

- School Wide Incentive Programs
- SIP Funds
- Title 1 Funds
- Title 1 Parent Liaison
- Title 1 Contact
- SWPBS team
- School Wide Vocabulary Initiative will be implemented.
- Science and Social Studies teachers will be certified in CLS (Content Literacy Strategies) training.
- The Reading Coach, Area 2 Reading Specialist, Area 2 Writing Specialist, Reading Plus Computer Program, Ready Common Core Workbooks, Scholastic Read 180, Scholastic System 44 Program, Achieve 3000, Classroom libraries, Holt McDougal ELA textbook, Informational Text, Literacy Text.
- Heat Seal Laminator that will allow teachers to post different reading strategies, learning goals, and rubrics on their walls.
- Science Lab activities will be shared on the I-Drive in order for all teachers to have access.
- Math Coach, Area 2 Math Specialist, Common Planning, Tutoring Pull-outs, Go Math Textbooks, and Teachers using MAFS Mathematical Practices.

**Targeted Barriers to Achieving the Goal** **3**

- Students lack of motivation
- Parents of our school population are reluctant to attend after school sessions.
- Inconsistencies in reading instruction geared towards improving comprehension in the content areas.
- Lack of training to deliver rigorous math instruction while building a foundation of knowledge
- A deficit in scientific vocabulary, concepts and a lack of exposure to hands on activities in Science labs
- Lack of prior knowledge in Civics for all 7th grade students.

**Plan to Monitor Progress Toward G1. 8**

Learning Goals Data Tracker, Class Assignments (written work, group projects, Graphic Organizers, Etc.) using Bridges to Success Workbook and NGCAR Strategies by the teachers.

**Person Responsible**

Civics Leader Matt Tomko

**Schedule**

Biweekly, from 8/31/2015 to 5/23/2016

**Evidence of Completion**

Reviewing student self analysis (Learning Goal Data Tracker) and results on the Civics EOC with a proficiency of 47%

**Plan to Monitor Progress Toward G1. 8**

The data we collect classroom labs will show students understanding of the Scientific Process and Scientific Method. We will also be able to give students the ability to understand the science concepts through the CLS strategies initiated by the teachers and look at formative and summative assessments results of students compared to all of the classes.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Quarterly, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

School wide formative science assessments, FCAT Science 2.0 scores with an increase in projected proficiency to 35%.

**Plan to Monitor Progress Toward G1. 8**

Parent involvement is key to achieving our target goals. They need to be active in their children's education.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Quarterly, from 10/14/2015 to 3/18/2016

**Evidence of Completion**

Attendance at parent universities will increase over the course of the school year. We will have recorded attendance to document this increase. With increase parent participation we hope to see an increase in student achievement and mastery on all state assessments.

**Plan to Monitor Progress Toward G1. 8**

Data will be collected from Performance Matters based on information from the FSQs taken throughout the year.

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Biweekly, from 9/4/2015 to 2/29/2016

**Evidence of Completion**

FSA Math proficiency results.

**Plan to Monitor Progress Toward G1. 8**

Data from the ELA Performance Matters FSQs and USAs will be collected throughout the year.

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Monthly, from 9/14/2015 to 3/18/2016

**Evidence of Completion**

FSA Reading proficiency results.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If all students receive a wide range of support by stakeholders, then all students will move toward proficiency. **1**

 G069771

**G1.B1** Students lack of motivation **2**

 B181517

**G1.B1.S1** Warrior Buck Program/Principal's 200 **4**

 S193075

### Strategy Rationale

When student's receive Warrior Bucks or a Principal's 200 pass for doing something in the classroom that shows their learning is improving they will continue to work harder in order to continue receiving Warrior Bucks and/or the Principal's 200 pass. Warrior Bucks can be cashed in for different types of rewards. The Principal's 200 pass gives the students a chance to win a special prize set up by the principal.

### Action Step 1 **5**

Teacher will receive Warrior Bucks as needed and will hand them out to students when they see their student showing growth. They will also receive Principal's 200 tickets randomly throughout the year.

### Person Responsible

SWPBS Chair/Parent Liaison David Grad

### Schedule

Daily, from 8/24/2015 to 5/23/2016

### Evidence of Completion

Mr. Grad will collect Warrior Bucks from students when they want to cash them in for rewards. Student Services will collect the Principal's 200 passes when they receive them from teachers. They will then get their names on the Principal's 200 board.



**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Mr. Grad will continue to make sure teachers have an adequate amount of Warrior Bucks in their classroom. He will also make sure that he keeps track of the teachers who have been given the Principal's 200 passes.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Weekly, from 8/31/2015 to 5/23/2016

**Evidence of Completion**

Mr. Grad will collect Warrior Bucks from students when they want to cash them in for rewards. Student Services will have students put their name on the Principal's 200 board when they pick a number.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Students academic progress in all of their classes.

**Person Responsible**

Administration All Administrators

**Schedule**

Quarterly, from 8/24/2015 to 6/2/2016

**Evidence of Completion**

Final Grades of the students for each nine weeks

**G1.B2** Parents of our school population are reluctant to attend after school sessions. 2

 B181518

**G1.B2.S1** Provide a robust parent involvement program to include effective communication, parent activities/trainings, and elicit support from community organizations to educate parents in the importance of parent involvement.. 4

 S193076

**Strategy Rationale**

Allow parents to gain the tools necessary to have a positive influence in their children's academic growth

**Action Step 1** 5

Parent Liaison will facilitate communication with parents

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Attendance at Parent University and Parent activities, Sign in sheets at parent events. Increased in attendance at parent events, Postcards, flyers, newsletters, and agendas for meetings

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Continue to monitor attendance at the school's parent training.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Quarterly, from 9/21/2015 to 5/23/2016

**Evidence of Completion**

Attendance sheets at parent training such as Fun with Science and Fun with Math Workshop through the South Florida Science Center and Aquarium as well as open house.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Letters will be sent home to all parents and we will track the number of parents in attendance at the different training as well as open house.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Quarterly, from 9/21/2015 to 5/23/2016

**Evidence of Completion**

Increase in attendance for the first parent university Fun with Science to the last parent university will be seen through the attendance sign in sheets.

**G1.B2.S2** Members of the SAC committee will attend feeder elementary schools' SAC meetings. 4

 S193077

**Strategy Rationale**

This will allow our school to inform incoming parents of trainings and meetings.

**Action Step 1** 5

Members of the SAC committee will attend feeder elementary school's SAC meetings.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Monthly, from 9/7/2015 to 5/23/2016

**Evidence of Completion**

Gathering agendas from the Elementary feeder school's SAC meetings.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Project manager will communicate at SAC meetings for Lake Worth Middle School, and provide information gathered from feeder school meetings.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Monthly, from 9/7/2015 to 5/23/2016

***Evidence of Completion***

SAC Agenda's reflecting Project manager's presentations.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Project Manager will bring agendas back to the SAC meeting to discuss ideas conveyed at feeder school SAC meetings.

**Person Responsible**

SWPBS Chair/Parent Liaison David Grad

**Schedule**

Monthly, from 9/7/2015 to 5/23/2016

***Evidence of Completion***

Agendas from SAC Meetings

**G1.B3** Inconsistencies in reading instruction geared towards improving comprehension in the content areas. **2**

 B181519

**G1.B3.S1** Implementation of our school wide vocabulary initiative. **4**

 S193078

### **Strategy Rationale**

To increase vocabulary knowledge which will enhance reading comprehension in all content areas.

### **Action Step 1** **5**

In a professional development training teachers will learn how to teach academic vocabulary using Marzano's six step process.

#### **Person Responsible**

Reading Coach Elsa Lubin

#### **Schedule**

On 9/17/2015

#### **Evidence of Completion**

Teachers will provide a lesson plan that shows how they implemented the strategy.

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

The administrators will conduct observations to ensure that the strategy is being used.

#### **Person Responsible**

Yolanda Gregory AP for Reading

#### **Schedule**

Monthly, from 9/21/2015 to 6/3/2016

#### **Evidence of Completion**

Evidence will be apparent in lesson plans, student work and common planning.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The Reading Coach will monitor the implementation of the strategy and provide follow-up professional development as needed.

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Monthly, from 9/21/2015 to 3/18/2016

**Evidence of Completion**

Observation by the Reading Coach and the teachers' lesson plans.

**G1.B3.S2** Reading coach will provide weekly Collaborative Planning as well as support facilitation for all reading teachers. Coach will also set up tutorials for students throughout the year. 4

 S193079

**Strategy Rationale**

Collaborative Planning Meeting Notes, schedule for facilitation in reading classes and attendance records for tutorials..

**Action Step 1** 5

Tutorials for students in Reading

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Attendance records for students attending tutorials.

### Action Step 2 5

.5 Reading coach will provide support facilitation during collaborative planning for all reading teachers, and model instructional strategies.

#### **Person Responsible**

Reading Coach Elsa Lubin

#### **Schedule**

Weekly, from 8/17/2015 to 6/3/2016

#### **Evidence of Completion**

Collaborative Planning Meeting Notes, schedule for facilitation in reading classes, coaches' logs and Coaches schedule.

### Action Step 3 5

.5 Reading Resource teacher provides small group instruction with certain students in all reading classes.

#### **Person Responsible**

Reading Coach Elsa Lubin

#### **Schedule**

Weekly, from 8/17/2015 to 6/3/2016

#### **Evidence of Completion**

Attendance of student pullouts in all reading classes as well as student data.

### Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Reading coach will assign students to tutoring labs/classrooms and provide support to teachers on the material needed for students to reach proficiency on the state assessments.

#### **Person Responsible**

Reading Coach Elsa Lubin

#### **Schedule**

Weekly, from 8/17/2015 to 6/3/2016

#### **Evidence of Completion**

We will monitor the programs through reports acquired by the reading coach.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Use of varied instructional strategies and scaffold instruction. Guidance for all reading teachers for content learning. Creating Learning Goals for all reading units.

**Person Responsible**

Administration All Administrators

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Coaches' logs reflect modeling Agendas/sign-ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Student Learning Gains. Review scores on Florida Standard Quizzes (FSQ's)

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Pull-out schedule and rosters of students served

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Reading coach will assess students by giving them practice tests associated with the state assessments.

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Results of practice state assessments as well as other material reviewed in tutoring program.



**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Observations by administration/coaches of teachers practicing the strategies obtained by Reading Coach

**Person Responsible**

Administration All Administrators

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Performance Matters Data bases on the FSQs, observation notes, debriefing notes, lesson planning notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Florida Standards Quizzes

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Performance Matters Data based on the FSQs

**G1.B3.S3** The Reading teacher will provide instruction in reading that is aligned to the Florida Standards. **4**

 S193080

### **Strategy Rationale**

Students will attain critical support in reading instruction. The results will be reflected in on-going assessments.

### **Action Step 1** **5**

The teacher will provide reading instruction using the district's Read 180 curriculum to sixth grade students in the lowest 25%.

#### **Person Responsible**

Mike Williams

#### **Schedule**

Daily, from 8/11/2015 to 6/3/2016

#### **Evidence of Completion**

The teacher has five classes with an average of 20 students. The teacher will write lesson plans on a weekly basis to support instruction in the classroom. Bi-weekly class reports from the Read 180 software program will be retrieved by the teacher and the Reading Coach.

### **Plan to Monitor Fidelity of Implementation of G1.B3.S3** **6**

The teacher will work in collaboration with the Reading Coach to ensure reading instruction occurs with fidelity.

#### **Person Responsible**

Yolanda Gregory AP for Reading

#### **Schedule**

Weekly, from 9/21/2015 to 6/2/2016

#### **Evidence of Completion**

The teacher will write lesson plans that align to the Florida Standards. The Reading Coach will review lesson plans bi-weekly. The teacher will attend Common Planning meetings and analyze all on-going data. The Reading Coach will utilize the Coaching Cycle to ensure that the teacher is providing appropriate instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3** 7

The teacher will be evaluated based on the quality of instruction.

**Person Responsible**

Yolanda Gregory AP for Reading

**Schedule**

Monthly, from 9/21/2015 to 6/2/2016

**Evidence of Completion**

The administrator will submit iObservation evaluations based on Marzano's Evaluation Model.

**G1.B3.S4** Teachers will provide necessary school supplies to students on an as needed basis. 4

 S193081

**Strategy Rationale**

Students can reach academic proficiency when given the tools necessary to complete all assignments.

**Action Step 1** 5

Reading Coach will purchase necessary supplies for teacher's classrooms.

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

**Evidence of Completion**

All students are supplied with materials necessary to complete assignments.

**Plan to Monitor Fidelity of Implementation of G1.B3.S4 6**

Teachers will provide supply inventories to the reading coach at regular intervals.

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

***Evidence of Completion***

Reading Coach will maintain an inventory record of supplies on hand and what has been distributed.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7**

Reading coach will meet regularly with teachers regarding student progress.

**Person Responsible**

Reading Coach Elsa Lubin

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

***Evidence of Completion***

Student handing in completed assignments.

**G1.B4** Lack of training to deliver rigorous math instruction while building a foundation of knowledge **2**

 B181520

**G1.B4.S1** Area Specialist and Mathematics Coach will work with teachers to incorporate varied instructional strategies, create scaffold instruction to meet the needs of students to reach academic proficiency. **4**

 S193082

**Strategy Rationale**

To improve the proficiency in mathematics on the Florida Standard Assessment and minimize gaps in student foundational knowledge.

**Action Step 1** **5**

.5 Math Resource teacher provides small group instruction with certain students.

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Attendance of student pullouts

**Action Step 2** **5**

.5 Math coach will provide support facilitation during collaborative planning for all math teachers.

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Collaborative Planning Meeting Notes, schedule for facilitation in math classes and attendance records for tutorials..

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Student Learning Gains

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Pull-out schedule and rosters of students served

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Use of varied instructional strategies and scaffolded instruction. Guidance for all math teachers for content learning. Creating Learning Goals for all math units.

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Coaches logs reflect modeling Agendas/sign-ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Florida Standards Quizzes

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Biweekly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Performance Matters Data bases on the FSQs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Observations by administration/coaches of teachers practicing the strategies obtained by Reading Coach

**Person Responsible**

Administration All Administrators

**Schedule**

Weekly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Performance Matters Data bases on the FSQs, , observation notes, debriefing notes, lesson planning notes

**G1.B4.S5 Teachers will provide necessary school supplies to students on an as needed basis. 4**

 S193086

**Strategy Rationale**

Students can reach academic proficiency when given the tools necessary to complete all assignments.

**Action Step 1 5**

Math Coach will purchase necessary supplies for teacher's classrooms.

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

**Evidence of Completion**

All students are supplied with materials necessary to complete assignments.

**Plan to Monitor Fidelity of Implementation of G1.B4.S5 6**

Teachers will provide supply inventories to the Math Coach at regular intervals

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

***Evidence of Completion***

Math Coach will maintain an inventory record of supplies on hand and what has been distributed.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7**

Math coach will meet regularly with teachers regarding student progress.

**Person Responsible**

Math Coach Matilde Chibas

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

***Evidence of Completion***

Student handing in completed assignments.



**G1.B4.S6** ESE Math Strategist(s) will collaborate with Math teachers to plan for instructional modifications and accommodations. 4

 S193087

### Strategy Rationale

This will ensure that all ESE students have been afforded services to enhance their learning, and deepen their knowledge in order to be proficient in this subject area.

### Action Step 1 5

The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.

#### Person Responsible

Dillon (ESE Specialist) Kym

#### Schedule

Weekly, from 8/17/2015 to 6/2/2016

#### Evidence of Completion

Lesson plans with clearly identified modifications and accommodations.

### Plan to Monitor Fidelity of Implementation of G1.B4.S6 6

Review lesson plans and obtain ESE and General Ed. teachers' feedback.

#### Person Responsible

Dillon (ESE Specialist) Kym

#### Schedule

Monthly, from 8/17/2015 to 6/2/2016

#### Evidence of Completion

Monthly consultation reviews.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S6 7**

Formative assessments throughout the school year and the implementation of the FSQ's, FSA's and EOC exam.

**Person Responsible**

Mike Williams

**Schedule**

Quarterly, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

Quarterly grades, End of Course test results, and FSA results.

**G1.B5 A deficit in scientific vocabulary, concepts and a lack of exposure to hands on activities in Science labs 2**

 B181521

**G1.B5.S1 Implement hands on labs chosen to target identified standards. 4**

 S193088

**Strategy Rationale**

To provide hands-on experiments that will aide in strengthening the critical thinking skills of students

**Action Step 1 5**

Student hands on labs and activities as well as USA's will be chosen by the science coach specifically to target benchmarks that will lead our students to proficiency on the FCAT.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Every 3 Weeks, from 8/24/2015 to 5/23/2016

**Evidence of Completion**

The evidence will be the authentic assessments that the students will be given as well as the results from school and district diagnostic and state assessments.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Labs specifically targeting standards that will be tested on FCAT 2.0 as well as USA's provided by Science coach

**Person Responsible**

**Schedule**

Every 3 Weeks, from 8/31/2015 to 5/23/2016

***Evidence of Completion***

Authentic assessments and FCAT 2.0 Science results

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Data from formative assessments will be collected to monitor progress of all students.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Every 6 Weeks, from 8/31/2015 to 5/23/2016

***Evidence of Completion***

FCAT practice assessment scores as well as USA scores will be reviewed.

**G1.B5.S3** Teachers will be trained in CLS (Content Literacy Strategies). 4

S193090

**Strategy Rationale**

If students can learn how to use reading strategies to break down text in the science curriculum they will have an easier time understanding the science concepts and be able to better perform on the statewide assessment.

**Action Step 1** 5

Science teachers will attend the CLS training

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 8/17/2015 to 5/23/2016

**Evidence of Completion**

Teachers will be able to show examples of student work showing the strategies used in the classroom.

**Plan to Monitor Fidelity of Implementation of G1.B5.S3** 6

Administration will check that teachers are using the strategies in the classroom.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Biweekly, from 8/31/2015 to 5/23/2016

**Evidence of Completion**

Student work showing how the strategies were used.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S3** 7

Students will be given Florida Standards Quizzes (FSQ's) periodically.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Biweekly, from 8/31/2015 to 5/23/2016

**Evidence of Completion**

Performance Matters Data bases on the FSQs

**G1.B5.S4** Science coach will provide weekly Collaborative Planning as well as support facilitation for all science teachers. They will also set up tutorials for students throughout the year. Science Coach will work with teachers to incorporate varied instructional strategies that meet the needs of students in order for the students to reach academic proficiency. 4

 S193091

**Strategy Rationale**

If teachers are able to incorporate the strategies from the Science coach, then, students will reach proficiency in the Science course.

**Action Step 1** 5

Science Coach will set up tutorial programs for students in order to reach proficiency in Science.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 12/14/2015 to 4/29/2016

**Evidence of Completion**

Attendance records for students attending tutorials.

**Action Step 2** 5

.5 Science coach will provide support facilitation during collaborative planning for all science teachers.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Collaborative Planning Meeting Notes, schedule for facilitation in science classes, coaches logs and Coaches schedule.

**Action Step 3** 5

.5 Science Resource teacher provides small group instruction with certain students.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Attendance of student pullouts in all science classes as well as student data

**Plan to Monitor Fidelity of Implementation of G1.B5.S4** 6

Science coach will assign students to tutoring labs/classrooms and provide support to teachers on the material needed for students to science proficiency on the state assessments.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 12/14/2015 to 4/29/2016

**Evidence of Completion**

We will monitor the programs through reports acquired by the science coach.

**Plan to Monitor Fidelity of Implementation of G1.B5.S4 6**

Use of varied instructional strategies. Guidance for all science teachers for content learning. Creating Learning Goals for all science units.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Coaches' logs reflect modeling Agendas/sign-ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins

**Plan to Monitor Fidelity of Implementation of G1.B5.S4 6**

Student Learning Gains

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Pull-out schedule, rosters of students served, sample lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7**

Science coach will assess students by giving them practice tests associated with the state assessments.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Weekly, from 12/14/2015 to 4/29/2016

**Evidence of Completion**

Results of practice state assessments as well as other material reviewed in tutoring program.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7**

Observations by administration/coaches of teachers practicing the strategies obtained by Reading Coach

**Person Responsible**

Administration All Administrators

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Performance Matters Data bases on the USA's, observation notes, debriefing notes, lesson planning notes

**Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7**

Student based Assessment Tests

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Performance Matters Data bases on the USA's



**G1.B5.S5** Teachers will provide necessary school supplies to students on an as needed basis. 4

S193092

### **Strategy Rationale**

Students can reach academic proficiency when given the tools necessary to complete all assignments.

### **Action Step 1** 5

Science Coach will purchase necessary supplies for teacher's classrooms.

#### **Person Responsible**

Science Coach Mercedes Chibas

#### **Schedule**

Monthly, from 10/12/2015 to 6/2/2016

#### **Evidence of Completion**

All students are supplied with materials necessary to complete assignments.

### **Plan to Monitor Fidelity of Implementation of G1.B5.S5** 6

Teachers will provide supply inventories to the Science Coach at regular intervals

#### **Person Responsible**

Science Coach Mercedes Chibas

#### **Schedule**

Monthly, from 10/12/2015 to 6/2/2016

#### **Evidence of Completion**

Science Coach will maintain an inventory record of supplies on hand and what has been distributed.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7**

Science coach will meet regularly with teachers regarding student progress.

**Person Responsible**

Science Coach Mercedes Chibas

**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

**Evidence of Completion**

Student handing in completed assignments.

**G1.B5.S6** ESE Science Strategist(s) will collaborate with Science teachers to plan for instructional modifications and accommodations. 4

 S193093

**Strategy Rationale**

This will ensure that all ESE students have been afforded services to enhance their learning, and deepen their knowledge in order to be proficient in this subject area.

**Action Step 1 5**

The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.

**Person Responsible**

Dillon (ESE Specialist) Kym

**Schedule**

Weekly, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

Lesson plans with clearly identified modifications and accommodations.

**Plan to Monitor Fidelity of Implementation of G1.B5.S6** 6

Review lesson plans and obtain ESE and General Ed. teachers' feedback.

**Person Responsible**

Dillon (ESE Specialist) Kym

**Schedule**

Monthly, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

Monthly consultation reviews.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S6** 7

Formative assessments throughout the school year and the implementation USA's and the FCAT 2.0 exam.

**Person Responsible**


**Schedule**

Quarterly, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

Quarterly grades, USA results, and FCAT 2.0 test results.

**G1.B6** Lack of prior knowledge in Civics for all 7th grade students. **2**

 B181522

**G1.B6.S1** Social Studies Teachers have been trained in Next Generation Content Area Reading (NGCAR) using the Bridges to Success workbook. **4**

 S193094

**Strategy Rationale**

This will help students navigate complex text within the content area.

**Action Step 1** **5**

Social Studies Teachers were trained in NGCAR and will use Bridges to Success workbook combined with graphic organizers to address reading in content area.

**Person Responsible**

Yolanda Gregory AP for Reading

**Schedule**

Biweekly, from 8/24/2015 to 5/23/2016

**Evidence of Completion**

We will collect data from the reading FSA, Civics EOC assessments and Bridges to Success workbook to determine growth from previous year's results. Additionally, review of students results from formative and summative assessments used to demonstrate comprehension.

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** **6**

Common planning will allow weekly meetings to create and implement a unified curriculum using NGCAR strategies and Bridges to Success workbooks.

**Person Responsible**

Civics Leader Matt Tomko

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Collect department lesson plans and meeting minutes from planning meeting as well as student work obtained from the Bridges to Success Workbook.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Collect diagnostic data from EOC diagnostics and check student proficiency from class to class.

**Person Responsible**

Civics Leader Matt Tomko

**Schedule**

Every 3 Weeks, from 9/7/2015 to 5/27/2016

**Evidence of Completion**

EOC Diagnostic Data

**G1.B6.S2** The Social Studies teacher will provide instruction in social studies that is aligned to the Florida Standards. 4

 S193095

**Strategy Rationale**

Students will attain critical support in social studies instruction. The results will be reflected in on-going assessments.

**Action Step 1** 5

1.0 Social Studies Resource Teacher. Teacher will provide social studies instruction using all available social studies resources.

**Person Responsible**

Haugen Jodi

**Schedule**

Daily, from 10/12/2015 to 6/3/2016

**Evidence of Completion**

Attendance of student pullouts in all social studies classes as well as student data, lesson plans and student work.

**Plan to Monitor Fidelity of Implementation of G1.B6.S2 6**

The teacher will work in collaboration with the Social Studies DIL to ensure instruction occurs with fidelity.

**Person Responsible**

Haugen Jodi

**Schedule**

Weekly, from 10/12/2015 to 6/2/2016

***Evidence of Completion***

The teacher will write lesson plans that align to the Florida Standards. The teacher will attend Common Planning meetings and analyze all on-going data, lesson plans and student work.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7**

The teacher will be evaluated based on the quality of instruction.

**Person Responsible**

Administration All Administrators


**Schedule**

Monthly, from 10/12/2015 to 6/2/2016

***Evidence of Completion***

The administrator will submit iObservation evaluations based on Marzano's Evaluation Model.

**G1.B6.S3** ESE Social Studies Strategist(s) will collaborate with Civics teachers to plan for instructional modifications and accommodations. 4

 S193096

### Strategy Rationale

This will ensure that all ESE students have been afforded services to enhance their learning, and deepen their knowledge in order to be proficient in this subject area.

### Action Step 1 5

The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.

#### Person Responsible

Dillon (ESE Specialist) Kym

#### Schedule

Weekly, from 8/17/2015 to 6/2/2016

#### Evidence of Completion

Lesson plans with clearly identified modifications and accommodations.

### Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Review lesson plans and obtain ESE and General Ed. teachers' feedback.

#### Person Responsible

Dillon (ESE Specialist) Kym

#### Schedule

Monthly, from 8/17/2015 to 6/2/2016

#### Evidence of Completion

Monthly consultation reviews.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7**

Formative assessments throughout the school year and the implementation of the EOC exams.

**Person Responsible**

Mike Williams

**Schedule**

**Evidence of Completion**

Quarterly grades and End of Course test results.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teacher will receive Warrior Bucks as needed and will hand them out to students when they see their student showing growth. They will also receive Principal's 200 tickets randomly throughout the year.	David Grad, SWPBS Chair/ Parent Liaison	8/24/2015	Mr. Grad will collect Warrior Bucks from students when they want to cash them in for rewards. Student Services will collect the Principal's 200 passes when they receive them from teachers. They will then get their names on the Principal's 200 board.	5/23/2016 daily
G1.B2.S1.A1	Parent Liaison will facilitate communication with parents	David Grad, SWPBS Chair/ Parent Liaison	8/17/2015	Attendance at Parent University and Parent activities, Sign in sheets at parent events. Increased in attendance at parent events, Postcards, flyers, newsletters, and agendas for meetings	6/3/2016 quarterly
G1.B2.S2.A1	Members of the SAC committee will attend feeder elementary school's SAC meetings.	David Grad, SWPBS Chair/ Parent Liaison	9/7/2015	Gathering agendas from the Elementary feeder school's SAC meetings.	5/23/2016 monthly
G1.B3.S1.A1	In a professional development training teachers will learn how to teach academic vocabulary using Marzano's six step process.	Elsa Lubin, Reading Coach	9/17/2015	Teachers will provide a lesson plan that shows how they implemented the strategy.	9/17/2015 one-time
G1.B3.S2.A1	Tutorials for students in Reading	Elsa Lubin, Reading Coach	8/17/2015	Attendance records for students attending tutorials.	6/3/2016 weekly
G1.B3.S3.A1	The teacher will provide reading instruction using the district's Read 180 curriculum to sixth grade students in the lowest 25%.	Williams, Mike	8/11/2015	The teacher has five classes with an average of 20 students. The teacher will write lesson plans on a weekly basis to support instruction in the classroom. Bi-weekly class reports from the Read 180 software program will be retrieved by the teacher and the Reading Coach.	6/3/2016 daily
G1.B3.S4.A1	Reading Coach will purchase necessary supplies for teacher's classrooms.	Elsa Lubin, Reading Coach	10/12/2015	All students are supplied with materials necessary to complete assignments.	6/2/2016 monthly
G1.B4.S1.A1	.5 Math Resource teacher provides small group instruction with certain students.	Matilde Chibas, Math Coach	8/17/2015	Attendance of student pullouts	6/3/2016 weekly
G1.B4.S5.A1	Math Coach will purchase necessary supplies for teacher's classrooms.	Matilde Chibas, Math Coach	10/12/2015	All students are supplied with materials necessary to complete assignments.	6/2/2016 monthly



**Palm Beach - 2131 - Lake Worth Community Middle - 2015-16 SIP**

*Lake Worth Community Middle*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S6.A1	The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.	Kym, Dillon (ESE Specialist)	8/17/2015	Lesson plans with clearly identified modifications and accommodations.	6/2/2016 weekly
G1.B5.S1.A1	Student hands on labs and activities as well as USA's will be chosen by the science coach specifically to target benchmarks that will lead our students to proficiency on the FCAT.	Mercedes Chibas, Science Coach	8/24/2015	The evidence will be the authentic assessments that the students will be given as well as the results from school and district diagnostic and state assessments.	5/23/2016 every-3-weeks
G1.B5.S3.A1	Science teachers will attend the CLS training	Mercedes Chibas, Science Coach	8/17/2015	Teachers will be able to show examples of student work showing the strategies used in the classroom.	5/23/2016 weekly
G1.B5.S4.A1	Science Coach will set up tutorial programs for students in order to reach proficiency in Science.	Mercedes Chibas, Science Coach	12/14/2015	Attendance records for students attending tutorials.	4/29/2016 weekly
G1.B5.S5.A1	Science Coach will purchase necessary supplies for teacher's classrooms.	Mercedes Chibas, Science Coach	10/12/2015	All students are supplied with materials necessary to complete assignments.	6/2/2016 monthly
G1.B5.S6.A1	The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.	Kym, Dillon (ESE Specialist)	8/17/2015	Lesson plans with clearly identified modifications and accommodations.	6/2/2016 weekly
G1.B6.S1.A1	Social Studies Teachers were trained in NGCAR and will use Bridges to Success workbook combined with graphic organizers to address reading in content area.	AP for Reading, Yolanda Gregory	8/24/2015	We will collect data from the reading FSA, Civics EOC assessments and Bridges to Success workbook to determine growth from previous year's results. Additionally, review of students results from formative and summative assessments used to demonstrate comprehension.	5/23/2016 biweekly
G1.B6.S2.A1	1.0 Social Studies Resource Teacher. Teacher will provide social studies instruction using all available social studies resources.	Jodi, Haugen	10/12/2015	Attendance of student pullouts in all social studies classes as well as student data, lesson plans and student work.	6/3/2016 daily
G1.B6.S3.A1	The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.	Kym, Dillon (ESE Specialist)	8/17/2015	Lesson plans with clearly identified modifications and accommodations.	6/2/2016 weekly
G1.B3.S2.A2	.5 Reading coach will provide support facilitation during collaborative planning for all reading teachers, and model instructional strategies.	Elsa Lubin, Reading Coach	8/17/2015	Collaborative Planning Meeting Notes, schedule for facilitation in reading classes, coaches' logs and Coaches schedule.	6/3/2016 weekly
G1.B4.S1.A2	.5 Math coach will provide support facilitation during collaborative planning for all math teachers.	Matilde Chibas, Math Coach	8/17/2015	Collaborative Planning Meeting Notes, schedule for facilitation in math classes and attendance records for tutorials..	6/3/2016 weekly
G1.B5.S4.A2	.5 Science coach will provide support facilitation during collaborative planning for all science teachers.	Mercedes Chibas, Science Coach	8/17/2015	Collaborative Planning Meeting Notes, schedule for facilitation in science classes, coaches logs and Coaches schedule.	6/3/2016 weekly
G1.B3.S2.A3	.5 Reading Resource teacher provides small group instruction with certain students in all reading classes.	Elsa Lubin, Reading Coach	8/17/2015	Attendance of student pullouts in all reading classes as well as student data.	6/3/2016 weekly
G1.B5.S4.A3	.5 Science Resource teacher provides small group instruction with certain students.	Mercedes Chibas, Science Coach	8/17/2015	Attendance of student pullouts in all science classes as well as student data	6/3/2016 weekly
G1.MA1	Learning Goals Data Tracker, Class Assignments (written work, group projects, Graphic Organizers, Etc..) using Bridges to Success Workbook and NGCAR Strategies by the teachers.	Matt Tomko, Civics Leader	8/31/2015	Reviewing student self analysis (Learning Goal Data Tracker) and results on the Civics EOC with a proficiency of 47%	5/23/2016 biweekly
G1.MA2	The data we collect classroom labs will show students understanding of the Scientific Process and Scientific Method. We will also be able to give	Mercedes Chibas, Science Coach	9/14/2015	School wide formative science assessments, FCAT Science 2.0 scores with an increase in projected proficiency to 35%.	5/31/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students the ability to understand the science concepts through the CLS strategies initiated by the teachers and look at formative and summative assessments results of students compared to all of the classes.				
G1.MA3	Parent involvement is key to achieving our target goals. They need to be active in their children's education.	David Grad, SWPBS Chair/ Parent Liaison	10/14/2015	Attendance at parent universities will increase over the course of the school year. We will have recorded attendance to document this increase. With increase parent participation we hope to see an increase in student achievement and mastery on all state assessments.	3/18/2016 quarterly
G1.MA4	Data will be collected from Performance Matters based on information from the FSQs taken throughout the year.	Matilde Chibas, Math Coach	9/4/2015	FSA Math proficiency results.	2/29/2016 biweekly
G1.MA5	Data from the ELA Performance Matters FSQs and USAs will be collected throughout the year.	Elsa Lubin, Reading Coach	9/14/2015	FSA Reading proficiency results.	3/18/2016 monthly
G1.B1.S1.MA1	Students academic progress in all of their classes.	All Administrators, Administration	8/24/2015	Final Grades of the students for each nine weeks	6/2/2016 quarterly
G1.B1.S1.MA1	Mr. Grad will continue to make sure teachers have an adequate amount of Warrior Bucks in their classroom. He will also make sure that he keeps track of the teachers who have been given the Principal's 200 passes.	David Grad, SWPBS Chair/ Parent Liaison	8/31/2015	Mr. Grad will collect Warrior Bucks from students when they want to cash them in for rewards. Student Services will have students put their name on the Principal's 200 board when they pick a number.	5/23/2016 weekly
G1.B2.S1.MA1	Letters will be sent home to all parents and we will track the number of parents in attendance at the different training as well as open house.	David Grad, SWPBS Chair/ Parent Liaison	9/21/2015	Increase in attendance for the first parent university Fun with Science to the last parent university will be seen through the attendance sign in sheets.	5/23/2016 quarterly
G1.B2.S1.MA1	Continue to monitor attendance at the school's parent training.	David Grad, SWPBS Chair/ Parent Liaison	9/21/2015	Attendance sheets at parent training such as Fun with Science and Fun with Math Workshop through the South Florida Science Center and Aquarium as well as open house.	5/23/2016 quarterly
G1.B3.S1.MA1	The Reading Coach will monitor the implementation of the strategy and provide follow-up professional development as needed.	Elsa Lubin, Reading Coach	9/21/2015	Observation by the Reading Coach and the teachers' lesson plans.	3/18/2016 monthly
G1.B3.S1.MA1	The administrators will conduct observations to ensure that the strategy is being used.	AP for Reading, Yolanda Gregory	9/21/2015	Evidence will be apparent in lesson plans, student work and common planning.	6/3/2016 monthly
G1.B4.S1.MA1	Florida Standards Quizzes	Matilde Chibas, Math Coach	9/1/2015	Performance Matters Data bases on the FSQs	5/20/2016 biweekly
G1.B4.S1.MA4	Observations by administration/ coaches of teachers practicing the strategies obtained by Reading Coach	All Administrators, Administration	9/28/2015	Performance Matters Data bases on the FSQs, , observation notes, debriefing notes, lesson planning notes	5/27/2016 weekly
G1.B4.S1.MA1	Student Learning Gains	Matilde Chibas, Math Coach	8/17/2015	Pull-out schedule and rosters of students served	6/3/2016 weekly
G1.B4.S1.MA3	Use of varied instructional strategies and scaffolded instruction. Guidance for all math teachers for content learning. Creating Learning Goals for all math units.	Matilde Chibas, Math Coach	8/17/2015	Coaches logs reflect modeling Agendas/sign-ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins	6/3/2016 weekly
G1.B5.S1.MA1	Data from formative assessments will be collected to monitor progress of all students.	Mercedes Chibas, Science Coach	8/31/2015	FCAT practice assessment scores as well as USA scores will be reviewed.	5/23/2016 every-6-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Labs specifically targeting standards that will be tested on FCAT 2.0 as well as USA's provided by Science coach		8/31/2015	Authentic assessments and FCAT 2.0 Science results	5/23/2016 every-3-weeks
G1.B6.S1.MA1	Collect diagnostic data from EOC diagnostics and check student proficiency from class to class.	Matt Tomko, Civics Leader	9/7/2015	EOC Diagnostic Data	5/27/2016 every-3-weeks
G1.B6.S1.MA1	Common planning will allow weekly meetings to create and implement a unified curriculum using NGCAR strategies and Bridges to Success workbooks.	Matt Tomko, Civics Leader	8/24/2015	Collect department lesson plans and meeting minutes from planning meeting as well as student work obtained from the Bridges to Success Workbook.	5/27/2016 biweekly
G1.B2.S2.MA1	Project Manager will bring agendas back to the SAC meeting to discuss ideas conveyed at feeder school SAC meetings.	David Grad, SWPBS Chair/ Parent Liaison	9/7/2015	Agendas from SAC Meetings	5/23/2016 monthly
G1.B2.S2.MA1	Project manager will communicate at SAC meetings for Lake Worth Middle School, and provide information gathered from feeder school meetings.	David Grad, SWPBS Chair/ Parent Liaison	9/7/2015	SAC Agenda's reflecting Project manager's presentations.	5/23/2016 monthly
G1.B3.S2.MA1	Reading coach will assess students by giving them practice tests associated with the state assessments.	Elsa Lubin, Reading Coach	8/17/2015	Results of practice state assessments as well as other material reviewed in tutoring program.	6/3/2016 weekly
G1.B3.S2.MA2	Observations by administration/ coaches of teachers practicing the strategies obtained by Reading Coach	All Administrators, Administration	8/17/2015	Performance Matters Data bases on the FSQs, observation notes, debriefing notes, lesson planning notes	6/3/2016 biweekly
G1.B3.S2.MA6	Florida Standards Quizzes	Elsa Lubin, Reading Coach	8/17/2015	Performance Matters Data based on the FSQs	6/3/2016 biweekly
G1.B3.S2.MA1	Reading coach will assign students to tutoring labs/classrooms and provide support to teachers on the material needed for students to reach proficiency on the state assessments.	Elsa Lubin, Reading Coach	8/17/2015	We will monitor the programs through reports acquired by the reading coach.	6/3/2016 weekly
G1.B3.S2.MA2	Use of varied instructional strategies and scaffold instruction. Guidance for all reading teachers for content learning. Creating Learning Goals for all reading units.	All Administrators, Administration	8/17/2015	Coaches' logs reflect modeling Agendas/sign-ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins	6/3/2016 weekly
G1.B3.S2.MA5	Student Learning Gains. Review scores on Florida Standard Quizzes (FSQ's)	Elsa Lubin, Reading Coach	8/17/2015	Pull-out schedule and rosters of students served	6/3/2016 weekly
G1.B6.S2.MA1	The teacher will be evaluated based on the quality of instruction.	All Administrators, Administration	10/12/2015	The administrator will submit iObservation evaluations based on Marzano's Evaluation Model.	6/2/2016 monthly
G1.B6.S2.MA1	The teacher will work in collaboration with the Social Studies DIL to ensure instruction occurs with fidelity.	Jodi, Haugen	10/12/2015	The teacher will write lesson plans that align to the Florida Standards. The teacher will attend Common Planning meetings and analyze all on-going data, lesson plans and student work.	6/2/2016 weekly
G1.B3.S3.MA1	The teacher will be evaluated based on the quality of instruction.	AP for Reading, Yolanda Gregory	9/21/2015	The administrator will submit iObservation evaluations based on Marzano's Evaluation Model.	6/2/2016 monthly
G1.B3.S3.MA1	The teacher will work in collaboration with the Reading Coach to ensure reading instruction occurs with fidelity.	AP for Reading, Yolanda Gregory	9/21/2015	The teacher will write lesson plans that align to the Florida Standards. The Reading Coach will review lesson plans bi-weekly. The teacher will attend Common Planning meetings and analyze all on-going data. The Reading Coach will utilize the Coaching Cycle to ensure that the teacher is providing appropriate instruction.	6/2/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S3.MA1	Students will be given Florida Standards Quizzes (FSQ's) periodically.	Mercedes Chibas, Science Coach	8/31/2015	Performance Matters Data bases on the FSQs	5/23/2016 biweekly
G1.B5.S3.MA1	Administration will check that teachers are using the strategies in the classroom.	Mercedes Chibas, Science Coach	8/31/2015	Student work showing how the strategies were used.	5/23/2016 biweekly
G1.B6.S3.MA1	Formative assessments throughout the school year and the implementation of the EOC exams.	Williams, Mike	Quarterly grades and End of Course test results.	one-time	
G1.B6.S3.MA1	Review lesson plans and obtain ESE and General Ed. teachers' feedback.	Kym, Dillon (ESE Specialist)	8/17/2015	Monthly consultation reviews.	6/2/2016 monthly
G1.B3.S4.MA1	Reading coach will meet regularly with teachers regarding student progress.	Elsa Lubin, Reading Coach	10/12/2015	Student handing in completed assignments.	6/2/2016 monthly
G1.B3.S4.MA1	Teachers will provide supply inventories to the reading coach at regular intervals.	Elsa Lubin, Reading Coach	10/12/2015	Reading Coach will maintain an inventory record of supplies on hand and what has been distributed.	6/2/2016 monthly
G1.B5.S4.MA1	Science coach will assess students by giving them practice tests associated with the state assessments.	Mercedes Chibas, Science Coach	12/14/2015	Results of practice state assessments as well as other material reviewed in tutoring program.	4/29/2016 weekly
G1.B5.S4.MA5	Observations by administration/coaches of teachers practicing the strategies obtained by Reading Coach	All Administrators, Administration	8/17/2015	Performance Matters Data bases on the USA's, observation notes, debriefing notes, lesson planning notes	6/3/2016 weekly
G1.B5.S4.MA6	Student based Assessment Tests	Mercedes Chibas, Science Coach	8/17/2015	Performance Matters Data bases on the USA's	6/3/2016 biweekly
G1.B5.S4.MA1	Science coach will assign students to tutoring labs/classrooms and provide support to teachers on the material needed for students to science proficiency on the state assessments.	Mercedes Chibas, Science Coach	12/14/2015	We will monitor the programs through reports acquired by the science coach.	4/29/2016 weekly
G1.B5.S4.MA3	Use of varied instructional strategies. Guidance for all science teachers for content learning. Creating Learning Goals for all science units.	Mercedes Chibas, Science Coach	8/17/2015	Coaches' logs reflect modeling Agendas/sign-ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins	6/3/2016 weekly
G1.B5.S4.MA4	Student Learning Gains	Mercedes Chibas, Science Coach	8/17/2015	Pull-out schedule, rosters of students served, sample lesson plans	6/3/2016 biweekly
G1.B4.S5.MA1	Math coach will meet regularly with teachers regarding student progress.	Matilde Chibas, Math Coach	10/12/2015	Student handing in completed assignments.	6/2/2016 monthly
G1.B4.S5.MA1	Teachers will provide supply inventories to the Math Coach at regular intervals	Matilde Chibas, Math Coach	10/12/2015	Math Coach will maintain an inventory record of supplies on hand and what has been distributed.	6/2/2016 monthly
G1.B5.S5.MA1	Science coach will meet regularly with teachers regarding student progress.	Mercedes Chibas, Science Coach	10/12/2015	Student handing in completed assignments.	6/2/2016 monthly
G1.B5.S5.MA1	Teachers will provide supply inventories to the Science Coach at regular intervals	Mercedes Chibas, Science Coach	10/12/2015	Science Coach will maintain an inventory record of supplies on hand and what has been distributed.	6/2/2016 monthly
G1.B4.S6.MA1	Formative assessments throughout the school year and the implementation of the FSQ's, FSA's and EOC exam.	Williams, Mike	8/17/2015	Quarterly grades, End of Course test results, and FSA results.	6/2/2016 quarterly
G1.B4.S6.MA1	Review lesson plans and obtain ESE and General Ed. teachers' feedback.	Kym, Dillon (ESE Specialist)	8/17/2015	Monthly consultation reviews.	6/2/2016 monthly
G1.B5.S6.MA1	Formative assessments throughout the school year and the implementation USA's and the FCAT 2.0 exam.		8/17/2015	Quarterly grades, USA results, and FCAT 2.0 test results.	6/2/2016 quarterly
G1.B5.S6.MA1	Review lesson plans and obtain ESE and General Ed. teachers' feedback.	Kym, Dillon (ESE Specialist)	8/17/2015	Monthly consultation reviews.	6/2/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all students receive a wide range of support by stakeholders, then all students will move toward proficiency.

**G1.B3** Inconsistencies in reading instruction geared towards improving comprehension in the content areas.

**G1.B3.S1** Implementation of our school wide vocabulary initiative.

### **PD Opportunity 1**

In a professional development training teachers will learn how to teach academic vocabulary using Marzano's six step process.

#### **Facilitator**

Reading Coach

#### **Participants**

All of the teachers.

#### **Schedule**

On 9/17/2015



## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teacher will receive Warrior Bucks as needed and will hand them out to students when they see their student showing growth. They will also receive Principal's 200 tickets randomly throughout the year.</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Parent Liaison will facilitate communication with parents</b>				<b>\$6,782.04</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150		2131 - Lake Worth Community Middle	Title I Part A		\$985.26
<i>Notes: Paper, pens, food for parent training, etc</i>						
	6150		2131 - Lake Worth Community Middle	Title I Part A		\$1,200.00
<i>Notes: Stamps for mailing</i>						
	6150		2131 - Lake Worth Community Middle	Title I Part A		\$4,194.70
<i>Notes: Printing material that will enhance communication with parents</i>						
	6150		2131 - Lake Worth Community Middle	Title I Part A		\$402.08
<i>Notes: Parent Liaison will facilitate communication with parents</i>						
<b>3</b>	<b>G1.B2.S2.A1</b>	<b>Members of the SAC committee will attend feeder elementary school's SAC meetings.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B3.S1.A1</b>	<b>In a professional development training teachers will learn how to teach academic vocabulary using Marzano's six step process.</b>				<b>\$1,219.02</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		2131 - Lake Worth Community Middle	Title I Part A		\$200.00
	6400		2131 - Lake Worth Community Middle	Title I Part A		\$1,019.02
<i>Notes: Supplies to enhance Professional Development (Paper, Pens, Cartridges, Sticky Notes, Chart Paper, etc...</i>						
<b>5</b>	<b>G1.B3.S2.A1</b>	<b>Tutorials for students in Reading</b>				<b>\$5,790.39</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$5,790.39

<b>Budget Data</b>						
<b>6</b>	<b>G1.B3.S2.A2</b>	<b>.5 Reading coach will provide support facilitation during collaborative planning for all reading teachers, and model instructional strategies.</b>				<b>\$32,504.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		2131 - Lake Worth Community Middle	Title I Part A		\$32,504.00
<b>7</b>	<b>G1.B3.S2.A3</b>	<b>.5 Reading Resource teacher provides small group instruction with certain students in all reading classes.</b>				<b>\$32,504.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$32,504.00
<b>8</b>	<b>G1.B3.S3.A1</b>	<b>The teacher will provide reading instruction using the district's Read 180 curriculum to sixth grade students in the lowest 25%.</b>				<b>\$65,667.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$65,008.00
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$659.00
<i>Notes: Substitute for teacher</i>						
<b>9</b>	<b>G1.B3.S4.A1</b>	<b>Reading Coach will purchase necessary supplies for teacher's classrooms.</b>				<b>\$6,640.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	510-Supplies	2131 - Lake Worth Community Middle	Title I Part A		\$5,000.00
<i>Notes: Copy paper, resource books, pens, pencils, file folders, markers, classroom libraries, cartridges, binders, laminator film, color pencils, novels, etc</i>						
	5000	644-Computer Hardware Non-Capitalized	2131 - Lake Worth Community Middle	Title I Part A		\$1,640.00
<i>Notes: Two printers for reading labs.</i>						
<b>10</b>	<b>G1.B4.S1.A1</b>	<b>.5 Math Resource teacher provides small group instruction with certain students.</b>				<b>\$32,504.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		2131 - Lake Worth Community Middle	Title I Part A		\$32,504.00
<i>Notes: .5 teacher to work as a facilitated support teacher in all math classes. .5 coach provides collaboration with all math teachers.</i>						
<b>11</b>	<b>G1.B4.S1.A2</b>	<b>.5 Math coach will provide support facilitation during collaborative planning for all math teachers.</b>				<b>\$32,504.00</b>



Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$32,504.00	
<b>12</b>	<b>G1.B4.S5.A1</b>	<b>Math Coach will purchase necessary supplies for teacher's classrooms.</b>					<b>\$4,595.74</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5000	510-Supplies	2131 - Lake Worth Community Middle	Title I Part A		\$4,595.74	
			<i>Notes: Copy paper, calculators, pens, pencils, file folders, markers, rulers, math manipulative, clickers, cartridges, binders, etc.</i>				
<b>13</b>	<b>G1.B4.S6.A1</b>	<b>The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.</b>					<b>\$0.00</b>
<b>14</b>	<b>G1.B5.S1.A1</b>	<b>Student hands on labs and activities as well as USA's will be chosen by the science coach specifically to target benchmarks that will lead our students to proficiency on the FCAT.</b>					<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2131 - Lake Worth Community Middle	General Fund		\$0.00	
<b>15</b>	<b>G1.B5.S3.A1</b>	<b>Science teachers will attend the CLS training</b>					<b>\$780.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	140-Substitute Teachers	2131 - Lake Worth Community Middle	Title I Part A		\$780.00	
<b>16</b>	<b>G1.B5.S4.A1</b>	<b>Science Coach will set up tutorial programs for students in order to reach proficiency in Science.</b>					<b>\$5,790.39</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$5,790.39	
<b>17</b>	<b>G1.B5.S4.A2</b>	<b>.5 Science coach will provide support facilitation during collaborative planning for all science teachers.</b>					<b>\$32,504.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400		2131 - Lake Worth Community Middle	Title I Part A		\$32,504.00	
<b>18</b>	<b>G1.B5.S4.A3</b>	<b>.5 Science Resource teacher provides small group instruction with certain students.</b>					<b>\$32,504.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	

<b>Budget Data</b>						
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$32,504.00
<b>19</b>	<b>G1.B5.S5.A1</b>	<b>Science Coach will purchase necessary supplies for teacher's classrooms.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	510-Supplies	2131 - Lake Worth Community Middle	Title I Part A		\$5,000.00
			<i>Notes: Copy paper, consumables for science, resource books, pens, pencils, file folders, markers, rulers, science manipulative,clickers, cartridges, binders, resource books, etc.</i>			
<b>20</b>	<b>G1.B5.S6.A1</b>	<b>The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.</b>				<b>\$0.00</b>
<b>21</b>	<b>G1.B6.S1.A1</b>	<b>Social Studies Teachers were trained in NGCAR and will use Bridges to Success workbook combined with graphic organizers to address reading in content area.</b>				<b>\$5,651.10</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$5,651.10
<b>22</b>	<b>G1.B6.S2.A1</b>	<b>1.0 Social Studies Resource Teacher. Teacher will provide social studies instruction using all available social studies resources.</b>				<b>\$65,008.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		2131 - Lake Worth Community Middle	Title I Part A		\$65,008.00
<b>23</b>	<b>G1.B6.S3.A1</b>	<b>The ESE Strategist and General Ed. teacher will meet regularly to plan lessons that are collaborative in nature.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$367,947.68</b>