

The School District of Palm Beach County

# Lake Worth High School



2017-18 Schoolwide Improvement Plan

# Lake Worth High School

1701 LAKE WORTH RD, Lake Worth, FL 33460

<https://lwhs.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	94%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	B

*\*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 11/8/2017.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Lake Worth High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission at Lake Worth Community High School is to envision a dynamic learning environment where all students reach their highest potential and succeed in the global economy.

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

The vision of Lake Worth Community High School is to provide a challenging, innovative program to a diverse population, empowering everyone to successfully compete in and contribute to the global society.

#### 2. School Environment

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

With an incredibly diverse population, Lake Worth High School is committed to ensuring that all students' cultures and ethnic backgrounds are recognized and respected. To enhance the relationship-building process between teachers, students, staff, and the community, programs are in place to support a Single School Culture and appreciation for multicultural diversity. Our school will infuse 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:

\*History of the Holocaust (through English classes and Social Studies Classes)§1003.42 (g)

-Students will read and interpret primary sources and write journals related to rejecting stereotyping of others; opposing discrimination, prejudice, and antisemitism.

-History teachers will submit an entry to take students on an annual trip to the U.S. Holocaust Memorial Museum located in Washington D.C. The students and teachers selected will be funded by Insight Through Education. The trip will provide an opportunity for our students and teachers to advance and disseminate knowledge about this unprecedented tragedy; to preserve the memory of those who suffered and to encourage its visitors to reflect upon the moral and spiritual questions by the events of the Holocaust.

\*History of Africans and African American (offered as an elective course)§1003.42 (h)

-Students will investigate the history and contributions of Africans and African Americans through cross-curricular lessons and activities. We offer African American courses here on campus addressing the African American culture and contributions

-During Black History Month, students will learn about African American culture, milestones, and achievements through school-wide weekly announcements and Black History programs in addition to offering African American History courses.

\*Hispanic Contributions (Spanish Heritage Month and Latin American elective courses)§1003.42 (p)

-We offer Latin American courses here on campus addressing the Hispanic culture and contributions. During Latin Heritage Month, students will learn about Latin American culture, milestones, and achievements through school-wide weekly announcements and Latin History programs in addition to offering Latin American History courses.

\*Haitian Contributions

- Our Haitian Honor Society recognizes young men and women for academic excellence and raises cultural awareness.

\* Multicultural Nights- These after school gatherings give students, parents, teachers, and the

community an opportunity to immerse themselves in an evening devoted to specific cultures and their customs. For example, Hispanic Heritage Night, Latino in Action Club, Multicultural Events and Haitian Flag Day celebrations.

\*Women's Contributions (Social Studies, English and Reading Curriculum)§1003.42 (q)

-Girl Talk is a school wide initiative that is used as a venue to Empower, Educate, and Advocate for female students at Lake Worth High school on topics of equality, self worth, higher learning, careers, health (overall wellness, mental, physical, social, and relational), decision making, and being a contributing citizen. "Girl Talk" takes place bi-monthly via sign-up and recommendations in an informal setting where female students are not penalized for honesty and inquiry. Relationships are forged and bonds are developed.

Various female guest speakers partner with Lake Worth High School to share/present their expertise to our female students.

\*Sacrifices of Veterans (JROTC Curriculum and Social Studies Curriculum)§1003.42 (t)

-Opportunities will be awarded to all students to participate in in-school and/or city activities honoring veterans.

-Our JROTC program affords students opportunities to actively engage in school projects and community events to increase awareness of veteran sacrifices.

\* Freshmen Invasion-the week before preschool, Freshman students are invited to explore the Lake Worth High School campus to become acclimated with the school culture and climate, meet teachers and staff and begin building relationships.

\* Summer College Success Program - Our summer college preparedness program offers opportunities for students to complete college applications, practice entrance interviews, and research scholarship and college information. Teachers learn about student goals and guide students through the college application process.

\* Professional Development- Professional development focus follows the Single School Culture methodology. Staff members are offered a variety of training sessions that will help assist them in building stronger relationships with all types of students.

\*School-Wide AVID Initiative - AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. On a daily basis, students are given time to actively engage in AVID strategies through the use of student AVID Binders, the use of Cornell Note-Taking, and the teacher implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) throughout instruction.

\*AVID Parent Nights - Parent Nights will include collaborative sessions focused on relationship building and AVID tools and strategies to promote a college-bound home environment.

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

Our school is committed to creating a safe and respectful environment where student achievement is our ultimate goal. At Lake Worth Community High School, we have two school resource officers, seven assistant principals, two nurses and eight guidance counselors to support a safe learning environment.

Our school dress code and identification badges allow staff to easily distinguish between Lake Worth High School students and non-students to improve school safety.

Teachers and staff are expected to be outside their doors during class changes and they each are assigned duty posts during one planning period to ensure adequate supervision.

Our school infrastructure is embedded with a camera security system, a key-coded gate at the main entrance, and is enclosed by a fence around the entire perimeter.

\*After School Events

For after school events, we have a resource officer on campus, Adult Education Assistant Principal, athletic coaches and a community school staff to supervise students.

For athletic events, additional security is hired along with coaches and administrative staff to provide supervision of students and spectators.

\* Anti-bullying

We promote anti-bullying through bullying awareness campaigns, anonymous bully reporting (bullying hotline, bullying box) and bullying awareness month. Students are taught what bullying is and what it is not. They are taught how to report in the event of a bullying situation and the negative effects bullying has on others. We also provide counseling for students who have been victimized by bullies as well as counseling for students who are bullies themselves.

\*The School-wide Positive Behavior System (SwPBS) adopted by the Department of Safe Schools is used to implement our Universal Guidelines for Success referred to as TROJAN P.R.I.D.E. (Punctual, Respect, Integrity, Dress for success, Expectations high). A school-wide team comprised of administration, staff, and students meets regularly to develop plans for positive reinforcement of expected behaviors. The matrix of expectations is made clear to all staff and students through classroom interactive discussion, training, and displays throughout all environments of the school. Interventions are in place to discourage inappropriate behavior and staff is trained in the implementation of the SwPB plan.

\*The School-Based Team (SBT) identifies students who need supplemental behavioral, emotional, and/or academic support. This team is devoted to personalizing interventions that meet student needs. The team follows a multi-tiered problem-solving process that allows for a diverse representation of instructional and support staff to identify effective additional resources and interventions for support as well as effective follow-up to students and families in need.

\*Awareness Assemblies take place quarterly to introduce new systems or to review on-going school-wide initiatives pertaining to literacy, discipline, safety, self awareness, and personal development.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

**c. 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.**

Lake Worth Community High School implements a unified School-wide Behavioral Management System. The following components are in place to ensure consistent focus on academics and instruction:

\*School-wide Positive Behavior Matrix-Teachers receive ongoing training and lesson plans to explicitly educate and reinforce our positive expectations of TROJAN P.R.I.D.E. The matrix is interactive and clearly displayed in classrooms and other pertinent campus locations to remind students and staff of our positive expectations.

\*Punctuality and attendance are strongly encouraged with short and long term rewards in place for students.

\*Teachers participate in collaborative professional development to personalize and differentiate

instruction (D.I.) that targets the individual needs of students. These D.I. methods build positive classroom culture which contributes to personalized academic instruction and minimizes distracted behaviors..

\*Students are recognized in school-wide assemblies quarterly to reward positive behavior and academic achievement.

**d. 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.**

Our school is committed to creating a positive environment where students feel safe, valued, and respected. The social emotional needs of our students are paramount and focused on the following school initiatives:

\*Weekly meeting of the School Based Team (SBT) which includes a multi-disciplinary approach to identifying student needs and implementation of personalized interventions to meet those specific needs (emotional, behavioral, or academic). This team is dedicated to ensuring the social-emotional health of all Lake Worth Community High students.

\*Lake Worth High offers on-campus experts within their respective fields who are available for meetings and consultation regarding individual student issues. These talented professionals include guidance counselors, a school-based team leader, community agency representatives, mentors, and other role models who provide a plethora of services to meet student needs. Some examples of services provided include a mentoring program, counseling sessions, and home visits.

\* After school clubs and organizations provide personalized support to ensure the social-emotional needs of students are being met through mentoring and development of social skills.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Lake Worth High School's early warning system is designed to identify at-risk students through data-based analysis. Early Warning Indicators include: attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics; and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. The Early Warning Indicators Data Retrieval System utilizes the Educational Data Warehouse (EDW) and Performance Matters data allowing teachers and administrators to view student attendance, academics, and/or behavioral concerns.

Rules and Consequences for Early Warning Indicators also include: Attendance - if a student is absent 10 or more days regardless of whether it is excused or an out-of school suspension, they MUST pass the midterm/final exam (county or school) to receive credit for the course (except EOC courses). Also, if a student has 10 or more absences without sufficient explanation, the student may be referred to the School Based Team.

In the event of an Out of School Suspension (OSS), the length of time is based on the type of infraction that has occurred. Before the result of suspension, we refer the student to our School Based Team (SBT). We provide a range of alternative actions prior to suspension to maximize instructional time including but not limited to: community service, after school detentions, Saturday detentions, attendance contracts, behavior contracts, progress monitoring, alternative drug prevention programs, counseling and mentoring. Suspensions are the last result of progressive discipline after several alternative interventions.

In an effort to decrease the amount of out-of-school suspensions and still send a clear message that the behavior is unacceptable, we have put alternatives to out-of-school suspension in place. Students who are referred to the administrator for a documented rule violation should face some form of aversive consequence. Most minor violations should be managed at the classroom level without an official discipline referral. However, when this is not possible, the administrator should be able to select from a menu of in-school consequences to enforce that an important behavioral guideline has been violated. Possible consequences include but are not limited to: Phone call to parents and/or a parent conference, before school, after school and/or lunch detention, co-curricular activity suspension (sports or clubs), Restitution (financial or social, such as a written apology), Community service around the school, school-based or home-school contingency contract, Saturday school and/or Teacher-Student Mentors.

Students must have a passing grade within the core content subjects such as Mathematics and/or English Language Arts. If the sufficient amount of credits are not obtained, then the students are in danger of not graduating. The student are given the opportunity to retake the course until they have received a passing score.

The passing score for all standardized tests is a Level 3. If a student scores a Level 1 on an End of Course (EOC) assessment which is also 30% of the overall grade, they will not receive credit for the course. Students will be placed in remedial courses to assist with passing the assessments.

Communication of early warning indicators is essential. All staff members and parents will receive information pertaining to the indicators and rules through faculty meetings, email, mail, faculty handbook, department meetings, SAC, parent meetings, and the School Improvement Plan.

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	80	86	30	272
One or more suspensions	0	0	0	0	0	0	0	0	0	60	36	38	30	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	262	204	195	166	827
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	437	457	423	217	1534

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	212	197	183	104	696

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

Intervention strategies are essential to help improve the behavior, attendance and academic performance of at-risk students. Lake Worth Community High School has several procedures in place to assist with improving the academic performance of our students. The Response to Intervention (RTI) / School Based Team (SBT) utilizes the Multi-Tiered System of Supports (MTSS) to mentor and provide interventions to assist students who have attendance, behavior and academic issues.

Attendance: Unified parent-contract plan which consists of a phone call, written letter and/or email, home visits, when a student has excessive absences and/or a grade of D/F in any course. Students' having excessive absences are addressed through the Counseling Services Department. Students' above 10 absences are followed-up with home visits.

Academic strategies and curriculum: school-wide data chats, SAL-P distribution, Reading Plus, HMH Curriculum, ELL and ESE Push-in support, AVID Strategies, Achieve 3000, after school tutorials and staff development through Professional Learning Communities are provided to support and monitor academic concerns.

Behavioral: School-wide Positive Behavior Support (SwPBS), and the School Based Team (SBT) review and develop action plans focused on supporting at-risk students through mentoring groups, counseling services and research-based interventions.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/431620>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. 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.

Lake Worth High School has numerous avenues in which business and community partnerships are built and maintained. A Business Partnership Coordinator as well as a Community Volunteer Coordinator at LWCHS are established each year. Business Partnership Agreement forms are supplied online from the Palm Beach County School District which are used to make the partnership official and set forth expectations by each party. Volunteers receive training and are verified at the main office. Some of our long standing business partnerships include: Office Depot, Florida Fishing Academy, Executive Consultants for Food and Beverage, Lincoln Culinary Institute, Palm Beach Country Club, Habitat for Humanity, Everglades Country Club, and Palm Beach County Rotary Club.

We maintain these relationships by sending thank you notes and acknowledging the partners with certificates and inviting them to school events. In addition to these partnerships, LWCHS maintains student organizations such as SHAPE club, Haitian Honor Society, Asian Honor Society, Spanish Honor Society who volunteer at various community events. In return, many of the organizations donate time, talent, materials or funds to LWCHS. Parent volunteers are recruited throughout the year to assist with Parent Night, Cultural Awareness Events, Sporting Events, and the School Advisory Council (SAC). The Flea Market, which is held on the weekend from 6am - 3pm, has been in place and has serviced the

Lake Worth Community for over twenty years. The funds generated through leasing help support and create scholarship to assist families, and students with post-secondary opportunities.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Epps, Elvis	Principal
McLawrence, Attallah	Assistant Principal
Taylor, Caelethia	Assistant Principal
Younce, Doris	Assistant Principal
Taormina, Vincent	Assistant Principal
Williams, Wendy	Instructional Coach
Jones, Elizabeth	Instructional Coach
Loiz, Joyel	Instructional Coach
Charles, Nadilia	School Counselor
Caldevilla, Vanessa	School Counselor
Gleicher, Abby	Teacher, Career/Technical
Grant, Lyntrice	Teacher, ESE
Cain, Christopher	Teacher, K-12
Kirkpatrick-Murphy, LaRue	Instructional Coach
Bailey, Tracy	Assistant Principal
Garate, Christian	Assistant Principal

#### b. Duties

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

Administration: Our school administration team serves as instructional leaders by articulating the school vision and supporting the staff in executing the vision. As leaders of the school they analyze data biweekly to determine the instructional needs of the students. They provide support and resources to the staff. In conducting classroom observations, they provide feedback and guidance to classroom teachers so they can provide the best instruction for students.

In addition to our school administration, we utilize the following teacher leaders to provide support to each department:

\*Science Department Chair and Math Resource teachers:

- Utilizes the coaching model to provide science and math teachers an interactive, integrated, hands-on, inquiry based instructional model at the school site.
- Provides site-based professional development to staff that is aligned to the needs of students and teachers based upon student assessment data.
- Assists administration and classroom teachers in the interpretation of student assessment data.

- Assists in coordinating and implementing intervention services to identified students. Participates in professional development in science and math content and pedagogy to assist classroom teachers with delivery and coordination of science and math resources and the implementation of research-based, instructional strategies at school site.
- Plans and implements a professional development schedule to include topics such as, but not limited to: literacy in content area, inquiry-based instruction, the effective implementation of differentiated instruction, and analyzing and utilizing student assessment data.
- Assists with the coordination and implementation of the school's science plan, vision and mission.
- Performs other duties comparable to the above, as these describe only the typical and primary features of the job.

**\*Literacy Coaches:**

- Literacy Coaches at Lake Worth High School function in multiple capacities. Driven by the English Language Arts Florida Standards(LAFS) these team leader supports not only the English and Reading departments, Science and Social Studies by infusing literacy standards within their curriculum to better prepare our students for the future. This support is provided through weekly Professional Learning Community (PLC) meetings with the literacy departments and monthly PLC meetings with the Social Studies and Science departments. Literacy planning meetings include, but are not limited to: analyzing new curriculum; unpacking standards and implementing them into lessons; creating common assessments; and data-analysis to drive-instruction. The content area planning meetings focus on school-wide literacy standards and provide support to science, and social studies, and elective teachers with ideas, strategies, and methods for implementation of these standards in an effective manner.
- Literacy department chairs and literacy coaches assist with additional responsibilities that include, but are not limited to standardized testing, creating motivational videos/assemblies, supply ordering, compiling important documentation, and more.

**\*Single School Culture Coordinator:**

- The Single School Culture Coordinator (SSCC) is a specialist who works with teachers, administrative staff, and other stakeholders to build positive school culture and promote explicit instructional planning based in our FSA standards. This position provides coaching and embedded professional development to school staff, facilitates teacher groups and relationship building, and acts as a consultant to school staff and Administration with a focus on literacy, MTSS, and School Wide Positive Behavior systems (SwPBS). This specialist is the internal coach for Lake Worth Community High School's SwPBS compliance and monitoring.

**\*Professional Development Team (PDT):**

- The PDT meets on a weekly basis and develops critical professional development workshops which focus on the literacy initiatives, academic needs of our students and best instructional practices for our teachers. The team analyzes data to determine the needs of our staff and develops professional learning opportunities aligned with our district's strategic initiatives. Professional Learning Community have been organized by department, discipline and grade level where professional learning communities (PLC's) are scheduled to meet weekly. Weekly PLC's allow teachers to unpack standards, develop standard-based lesson plans, analyze common assessment data and build on professional growth.

**2. 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 school's data-based problem-solving processes incorporates the uses of skilled professionals from different disciplines to develop and evaluate instruction/intervention plans that significantly improve the school performance of students. The results from the Winter Diagnostics, Algebra I EOC, Algebra II EOC, Geometry EOC, Biology EOC, US History EOC, Common Assessments, Florida Assessment of Instruction for Reading (FAIR), Reading Plus, Achieve 3000 , and Florida Standards Assessment (FSA) are analyzed. The single school culture coordinator and math resource teachers were purchased to support the teachers by modeling lessons and providing professional development to target the weaker strategies as identified by the above mentioned assessments.

\*Lowest 25% - We offer intensive reading classes and double-block Algebra/Liberal Arts classes to support our lowest 25%. We have hired two academic tutors that will provide additional support to our lowest 25%. One tutor will focus on assisting our lowest 25% in math and the other will focus on assisting our lowest 25% in literacy.

\*ESOL Curriculum - ESOL students have been scheduled based on their Access 2.0 Tier scores as well as their FSA ELA scores. Level 1 students have been scheduled in a single block intensive reading class and a developmental language class. Developmental language classes are using iLearn America to support our beginning ESOL students and our intensive reading classes are supporting curriculum with Achieve 3000. We will provide after school tutoring two days per week for Tier A students and two days per week for Tier B students.

\*AVID - We are implementing school-wide AVID strategies including but not limited to: Cornell notes, AVID binders, Socratic Seminars and Philosophical Chairs. We are creating a culture of college and career readiness including college corners in each classroom and college visits on and off campus. We also offer four levels of AVID elective classes where students focus on AVID strategies to assist them with developing skills to be successful in high school as well as post-secondary.

\* Level 2 Cohort - We have placed all level 2 students in 10th grade in a quasi-cohort model where they are taking the same English classes, World History classes, Biology classes, and an AVID infused reading class. Teachers for this cohort have been selected based on FSA proficiency scores.

\* Acceleration - We have increased the amount of accelerated courses we offer and have placed students in accelerated courses based on their FSA scores. Throughout the master board, we have increased opportunities for our minority students to take accelerated coursework. We have placed all level 2 students in Pre-AICE or AICE English classes to increase rigor and expose our students to higher level coursework. We offer after school tutoring and after school enrichment programs to support the success of our students in accelerated courses.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs. Family Involvement Nights are offered to all parents once a month. Our single school culture coordinator and resource teachers provide professional development and support to core content teachers. Two math resource teachers are being used to provide support to math teachers as well as teach several classes. Our single school coordinator and resource teachers conduct professional development for instructional staff; model lessons; develop Florida Continuous Instructional Model (FCIM) focus calendars, conduct Professional Learning Community (PLC) with teachers, organize team planning for teachers and facilitate these planning times; model in the classes to assist with building capacity, assist with school-wide initiatives and coach instructors on effective instructional practices for targeted standards.

Additional instructional supplies will be purchased to assist with the above school-wide initiatives: Additional classroom computers, supplemental instructional resources, classroom libraries, science and math lab materials, and consumable materials.

Title I, Part C: Migrant Provided through district personnel. District personnel provides support to our

migrant population weekly.

Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals. Our school district provides school-based professional development training days throughout the course of the school year. The district also provides district lead professional development opportunities for all staff members. Our school district has also developed a strategic plan including talent development as one of four overarching themes. School district strategic initiatives for recruiting and maintaining highly qualified Teachers and Principals include: Development of leadership advancement pathways for all employees; Developing and implementing a recruitment system that attracts high-quality and diversity in candidates by job group/category; and developing and implementing rigor in the selection and hiring processes that effectively identifies and screens for high-quality, skilled applicants.

District Title I and Title II Funds provides area support team, curriculum support, Multi-Tiered Systems of Support (MTSS), University of Florida Certified Instructional Coach Training--a powerful year-long program that is designed for developing highly effective teachers who boost student achievement in STEM education, Advance Placement training and support.

Title III of the Every Student Succeeds Act (ESSA) provides Federal funds to the School District of Palm Beach to supplement English language instruction in order to ensure that all English Language Learners, including immigrant children and youth, attain English proficiency, develop high levels of academic language proficiency in English, and meet the same challenging State academic achievement standards as all Florida students are expected to meet.

Title III in Palm Beach County provides:

Supplemental instructional materials for students

Supplemental professional development for teachers, administrators, and non-instructional staff

Parent involvement calendars

A summer language acquisition program for secondary English language learners

Additional bilingual staff to support families and students

Title X- Homeless Education Assistance provides financial assistance to targeted families that are in need of school supplies, meals, uniforms and toiletries, and serves as an advocate for families. The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness.

Violence Prevention Programs

Lake Worth High School incorporates several anti-bullying awareness campaigns throughout the school year; provides anonymous bully reporting through the bullying hotline and bully box; and teaches students about bullying and how to respond to acts of bullying. Through our SwPBS team, we teach behavioral expectations as preventative actions to deter violent behaviors. Through our School Based Team and the multi-tiered system of supports, we provide research-based interventions including mentoring, counseling, and anger management to prevent violence. We are also implementing a school-wide Character Counts Program and the resource officers offer the Random Act of Kindness Program.

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. This is district-supported and funded. Our school also houses a Drug Abuse Treatment Association (D.A.T.A.) counselor to work with students with previous drug abuse.

Nutrition Programs: The school faculty and staff supports the goals and objectives of the School

District Palm Beach County's Wellness Program; which encourages positive and pro-active approach to impact students' health and their school environment. Every student is entitled to a free breakfast.

Career and Technical Education: The school works with the District to enhance its Career and Choice option programs through regular district allocations.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nadilia Charles	Teacher
Ginny Viau	Business/Community
Steven Shaievitz	Business/Community
Abby Gleicher	Teacher
Christopher Cain	Teacher
Sufiya Ali	Student
Margarita Spooner	Education Support Employee
Fatima Velasquez	Parent
Nicholas Pastor	Parent
Ana Del Castillo	Parent
Jennifer Ali	Parent
Sabrina Limas Lopez	Student
MacKenzie Viau	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) activities for SY 2017-18 includes: Assessment of the SY 2017-18 Accountability, analysis of District Strategic Plan and Four Pillar of Effective Instruction, review of the SAC Committee roles and responsibilities, School Improvement Plan SY2017-18, and Parent Involvement Plan, active participation in rallies with the goal of increasing parental/community involvement, support Project Graduation by participating in fund raising events, conduct school needs assessments, and an allocation of funds for school-wide initiatives as it relates to the School Improvement Plan.

##### b. Development of this school improvement plan

The School Advisory Council (SAC) members and parents gathered on August 22, 2017 to review, collaborate, and plan the school-wide events, School Improvement Plan, and Involvement Plan and Parent Compact for the fiscal year 2018. Parents and SAC members actively provided input and suggested changes that we made to both School Improvement Plan, and Involvement Plan. During the first SAC meeting the SAC members assessed both plans and to offered final revision suggestions. The recommendations made are to strengthen the impact on student achievement, vote to approve the plan after all changes have been made, and to help implement the plan with fidelity.

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

The School Advisory Council (SAC) members and parents gathered on August 22, 2017 to review, collaborate, and allocated funds for school-wide initiatives, and planned the school-wide events, School Improvement Plan, and Involvement Plan and Parent Compact for the fiscal year 2018. We will continue to monitor and make adjustments throughout the year.

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

One hundred percent (100%) of any school improvement funds will be used to support programs in various ways to include: Professional Development Training (AVID) for teachers, Battle of the Books Incentives, Project Graduation, and School-wide Positive Behavior (SwPB) Incentives.

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

Yes

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

We are sharing through the Family Involvement Nights and District Parent Leadership Council meetings. Call-outs inviting all parents to attend SAC meetings and become active members in the various sub-committees in all three languages (English, Spanish, Haitian Creole) to be in compliance.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Epps, Elvis	Principal
McLawrence, Attallah	Assistant Principal
Taylor, Caelethia	Assistant Principal
Younce, Doris	Assistant Principal
Taormina, Vincent	Assistant Principal
Devivo, Michael	Teacher, K-12
Williams, Wendy	Teacher, K-12
Jones, Elizabeth	Teacher, K-12
Charles, Nadilia	School Counselor
Garate, Christian	Assistant Principal
Bailey, Tracy	Assistant Principal
Kirkpatrick-Murphy, LaRue	Instructional Coach
Russo, Donna	Instructional Coach
Caldevilla, Vanessa	School Counselor

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives of the Literacy Leadership Team (LLT) are developing model/demonstration classrooms, using data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs, monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs (Reading Plus and Achieve 3000) and scientifically based reading instruction and strategies with fidelity, creating and sharing school-wide initiatives and activities such as Words of the Week (W.O.W.), Article of the Week, AVID Strategies through Cornell Note taking and Reading and Writing Across the Curriculum that promotes literacy and leading, Professional Learning Community (PLC), Study Groups (including Action Research) organize and meet with the Battle of the Books Club, Reading Plus Cafe, and endorse Reading Counts.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Our school encourages positive working relationships among teachers. The master board has been organized so that content area grade level teachers have common planning periods. In addition, common planning for 9th and 12th grade cross-curricular teams have been established. These meetings embody research-based strategies, methods, and data-analysis to drive decision-making that will increase student achievement.

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

Our goal is to hire highly-qualified, effective, and if possible bi-lingual teachers through a variety of methods that are included but not limited to advertisement through the District Website via People Soft (Employment Opportunities), annual job fairs, and Skye interviews. Alumni from previous years have been hired as they serve as positive role models. The Principal and Assistant Principals over the departments are responsible for the hiring process.

Teachers new to Lake Worth High School meet biweekly with the designated assistant principal to facilitate professional development and provide assistance as needed through an Educator Support Program (ESP). Teachers are provided additional time to prepare for the start of school and prepare school-based strategies. New teachers meet with their Assistant Principal and Academic Coaches on a regular base to discuss professional learning goals. Monthly Learning Team Meetings allow new teachers to learn from seasoned teachers. Academic conferences related to their content area are offered the first Wednesday of each month.

Lake Worth High School established an employee kickball team that competes with other local schools once a week that focus on building rapport and team building.

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

The New Teacher Program (ESP-Educator Support Program) consists of 12 new teachers. Educator Support Program meets biweekly to assist the new teachers with information such as school mission/ vision, classroom set-up, discipline plans, classroom management, school data, Performance Matters, EDW, Edline ESE, ESOL, gradual release, differentiated instruction, and ethics. Each new teacher has been assigned a mentor teacher (Clinical Ed. Certified), a buddy (last year ESP Teacher), and an administrator for support.

The Literacy Department in addition to the District Educator Support Program (ESP) meets monthly after school with the new literacy teachers to teach literacy strategies to implement in their instructional model.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Lake Worth Community High School ensures that the core instructional programs are aligned with Florida State Standards by ensuring that textbooks and technology resources that are used in English, Mathematics, Science and Social Studies are approved and adopted by the School District of Palm Beach County. These resources provide explicit instructional components that directly align with the Florida State Standards in preparation for the Florida State Assessment.

In addition, Lake Worth High School teachers meets weekly by grade level and course to analyze, dissect and building effective instructional lessons based off the standards and Marzano best practices. This process aids in the understanding of importance of literacy implementation in all content areas and ensures that prepared lessons convey this understanding. These opportunities are provided during common planning, professional development, professional learning communities and staff meetings. This practice enables teachers to drive instruction in a way that is conducive to student success.

#### **b. Instructional Strategies**

##### **1. 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.**

FSA Results, Diagnostic Testing Results, EOC Results, PERT, and AP/ AICE results are collected to track the progress of students participating in the after school program to see if their scores increase over time. Bi-weekly assessment data will be monitored to determine the program's effectiveness. The results of 2017-2018 test scores Lake Worth High School made the following adjustments:

\*Lowest 25% - We offer intensive reading classes and double-block Algebra/Liberal Arts classes to support our lowest 25%. We will hire two academic tutors that will provide additional support with monitoring our lowest 25%. Our tutors will focus on assisting our lowest 25% in literacy. We offer after school tutoring and after school to support the success of our students lowest 25% in literacy.

\*ELL Curriculum - ELL students have been scheduled based on their Access 2.0 Tier scores as well as their FSA ELA scores. Level 1 students have been scheduled in a single block intensive reading class and a developmental language class. Developmental language classes are using iLearn America to support our beginning ELL students and our intensive reading classes are supporting curriculum with Achieve 3000. We will provide after school tutoring four days per week for Tier A and Tier B students.

\*AVID - We are implementing school-wide AVID strategies including but not limited to: Cornell notes, AVID binders, WICOR strategies, Socratic Seminars and Philosophical Chairs. We are creating a culture of college and career readiness including college corners in each classroom and college visits on and off campus. We also offer four levels of AVID elective classes where students focus on AVID strategies to assist them with developing skills to be successful in high school as well as post-secondary.

\* Level 2 Cohort - We have placed all level 2 students in 10th grade in a quasi-cohort model where they are taking the same English classes, World History classes, Biology classes, and an AVID infused reading class. Teachers for this cohort have been selected based on FSA proficiency scores.

\* Acceleration - We have increased the amount of accelerated courses we offer and have placed students in accelerated courses based on their FSA scores. Throughout the master board, we have increased opportunities for our minority students to take accelerated coursework. We have grouped and placed all level 2 students in Pre-AICE, AICE General Paper or AICE English classes to increase rigor and expose our students to higher level coursework. We offer after school tutoring and after school enrichment programs to support the success of our students in accelerated courses.

After School tutoring and enrichment is provided to students in preparation for Algebra, Geometry, Algebra 2, Math (AICE), PERT, English 1-4 & AICE, Reading (9-10 & Retakes), Strategies for ELLs, ACT, SAT, Biology, Florida Virtual School (FLVS) lab (Credit recovery), Social Studies (U.S.History), and AP Spanish.

**2. 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: 2,880**

After school tutoring is being offered to students who need assistance in core subjects that are required for graduation. We have pre-selected students in our lowest percentile for tutorial opportunities. In addition, AICE tutoring sessions is offered to prepare students for Cambridge Exams.

**Strategy Rationale**

These after-school instruction and enrichment opportunities will continue to assist students in preparing for the Florida Standards Assessment and Cambridge Exams.

**Strategy Purpose(s)**

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

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

Younce, Doris, [doris.younce@palmbeachschools.org](mailto:doris.younce@palmbeachschools.org)

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

2017 FSA ELA and Math Results, FSQ and USA District Assessments, Winter Diagnostic Testing Results, EOC Results, and AICE results.

To determine the effectiveness of after school tutoring we will monitor biweekly assessment results to make adjustments for the 2017-2018 Florida Assessments and AICE Exams.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Lake Worth High School promotes communication and collaboration between grade-level administration, teachers, and guidance counselors. We work to establish vertical goals and expectations through each school year. As the students progress, they are made aware of the connectivity between grade-level expectations and preparing for their futures. School members continually create open dialogue and relationships with feeder middle schools and post-secondary institutions.

Lake Worth High School will offer middle school students transition opportunities to help guide them through such a profound time of great change. One offering is Freshmen Academy, this is a 8 day orientation for incoming 9th grade students to Lake Worth High School. It gives students an opportunity to attend classes, pick-up schedules, and adjust to the high school curriculum. This event is comforting, informative, and welcoming. These qualities are essential for new high school students.

As a students make the life-changing transition to post-secondary education and careers, Lake Worth High School makes sure to equip them with the skill base and knowledge to perform on the post-

secondary level. We offer many opportunities for students to learn about a variety of universities and career colleges. Schools such as, but not limited to, The University of Florida, Florida Atlantic University, DeVry, and Kaplan University, Florida State University, Florida A&M University, Bethune Cookman University, Florida Memorial University, Palm Beach State College, Florida International University, University of Central Florida, send representatives to our school to speak with students. Students have received offered "on- the-spot" scholarships from certain schools. Lake Worth High School also offers college visit opportunities throughout the year to various colleges and universities. In addition, Lake Worth High School's College and Career Center is an open-door haven for students to get their questions answered about future endeavors, scholarship information, college essay development, resume building, and much more. LWCHS acknowledge college/trade school of the week to educate the students on Post-Secondary options.

Lake Worth High School understands that transitioning at any age can be exciting and challenging. In knowing that, we offer motivational and informative assemblies to all grade levels. We have a former Miss America contestant, professional athletes, and other motivational individuals to come speak to the young men and women at our school. We have teachers and staff members who have founded clubs to support a variety of teenagers' needs including but not limited to, Teen parenting, Klinique Club, Literacy Club, Big Brothers and Big Sisters and more.

## **b. College and Career Readiness**

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

Lake Worth High School's comprehensive strategy to advance college & career awareness is to create a focus and positive shift in mindset of all stakeholders regarding the idea of college/trade accessibility and career skill development that it is possible for all.

As a collaborative and unified effort, the College & Career Readiness team which includes the Graduation Coach, Advancement Via Individual Determination (AVID) Team, Guidance Counselors, ESOL Coordinators, and Support Staff (such as Palm Beach State College on-site TRIO staff) will work to expose, promote, and facilitate post-secondary learning for all.

Lake Worth Community High School runs a full-time College & Career Center staffed with a graduation coach to facilitate and enhance the preparation of all for their future after high school. This resource is for staff members, students, parents, and community to facilitate and provide access to ensure college & career readiness for all: individual & group support, trainings and workshops, opportunities to conduct post-secondary learning research, apply to college, register for college entrance exams (ACT/SAT/PERT), ACT/SAT/PERT tutorial, resume & college essay compositions, on-site college/university & vocational presentations via representative visit, Completion of Free Application for Federal Student Aid (FAFSA), and day to day assistance to ensure a successful future for all (transcripts, mentoring, interviewing preparation tips, assistance with employment application, faxing/copying documents to send, and much more).

Promote parent/guardians and student by in, that post-secondary learning is the only option simply by exposure and access. Host on-site and off-site opportunities for both parents/guardians and students to learn of college/trade & career unmask the perceived barriers and myths; educate all on the opportunities, resources, and reality of college/trade & career for all. Business partnerships and community support will be forged to educate via parent/guardian & student trainings/workshops, offer internships/job shadowing, host college and employment recruitment fairs, and to promote Lake Worth High School's post-secondary learning efforts via volunteering and donations of finances and resources. Additional strategies are to:

- foster college level learners and career skill development via equity and access for all learners to enroll in college level rigor learning options; take Advance Placement and Cambridge AICE courses, enroll in Dual Enrollment courses at Palm Beach State College:
- to intern/job shadow with local business/organizations of their career choice to develop skills & abilities

- attend offered Academic & Exam ready tutorials (Core Subjects, ACT/SAT/PERT)
- Connect students with volunteer opportunities
- Establish Summer Institutes for additional parent & student support: AP/AICE Empowerment sessions, College & Career Academy, Financial Planning Workshops, host Academic questions & answer sessions with facilitated by college/university representatives, connect students with paid & volunteer internship/job shadowing opportunities, and host employment readiness workshop to be facilitated via representatives from career services
- Early preparation via school wide AVID and College & Career participation by implementation of strategies & discussions taking place in each and every classroom throughout the year
- Promote Parental & Community involvement to further support our efforts to advocate for and ensure that all students will transition to post-secondary learning, either by attending college/trade or leaving equip to pursue a career.
- Actively encourage participation in the choice academy programs offered at Lake Worth High School to develop college & career readiness skills and abilities.

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

The school's Choice Academy recruits and educates the community, parents and students at the secondary level throughout Palm Beach County Schools of its' purpose and opportunities via school site visits, hosting of Academy night, and media/social media. Throughout our school's Core subjects and 6 Choice Academies: Medical, Drafting and Design, Culinary, Criminal Justice, Early Childhood, and Air Force JROTC, college and career skills readiness are applied and integrated in coursework. In addition, Science, Technology, Engineering, and Mathematics are infused in our school's culture via relevant coursework and via clubs/organizations through real world application, such as SECME and Science Club.

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

In order to provide equitable access to higher-level coursework, students of all levels are encouraged to enroll in a variety of core and elective AICE and AP courses. With the addition of AVID's WICOR strategies, differentiated instructional practices, novel studies, and our subscription to Scholastic's Upfront Magazine, students enrolled in these advanced courses will have the opportunity not only to achieve academic excellence, but to earn college credits without ever leaving our campus.

As an AVID, Advance Placement (AP) and Cambridge AICE (AICE) site, our school wide culture, Professional Learning Communities (PLC)/Professional Development, and student centered coursework all integrate strategies to develop students' college, career, and technical skill development; for example Cornell Notes are infused and used in all classrooms. In Academy/Choice programs such as our Medical, Drafting and Design and Early Childhood students earn certifications and develop employment ready skills and abilities, which leads to immediate employability skills/trade success upon high school graduation in areas of industry and technology.

**4. 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.**

Our Single Culture efforts to ensure students postsecondary level learning, is evident within each classroom where there is an established College & Career Corner, which provides a wealth of information and resources on college/trade and career. Students can obtain materials, learn of upcoming relevant events/opportunities, and to simply be exposed to the expectations of higher learning.

Additionally, Lake Worth Community High School runs a full-time College & Career Center staffed with a graduation coach to facilitate and enhance the preparation of all for their future after high

school. This resource is for staff members, students, parents, and community to facilitate and provide access to ensure college & career readiness for all: individual & group support, trainings and workshops, opportunities to conduct post-secondary learning research, apply to college, register for college entrance exams (ACT/SAT/PERT), ACT/SAT/PERT tutorial, resume & college essay compositions, on-site college/university & vocational presentations via representative visit, Completion of Free Application for Federal Student Aid (FAFSA), and day to day assistance to ensure a successful future for all (transcripts, mentoring, interviewing preparation tips, assistance with employment application, faxing/copying documents to send, and much more).

## 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

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

## Strategic Goals Summary

- G1.** If we delivery effective and relevant instruction to meet the needs of all students, then we will increase high school graduation rate.

## Strategic Goals Detail

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

**G1.** If we delivery effective and relevant instruction to meet the needs of all students, then we will increase high school graduation rate. **1a**

G094844

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

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
Algebra I EOC Pass Rate	45.0
FSA ELA Achievement	45.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	50.0
4-Year Grad Rate (Standard Diploma)	84.0

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

- We have a challenge at meeting our students needs due to a low performance professional culture mindset, the limited capacity of teachers understanding how to plan lessons with built in scaffolds to meet the various needs of the students we serve, and using data to monitor the progress of our students so we are able to make adjustments to instruction and our supports as needed.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Title I funds
- Willing staff
- Academic Coaches
- Master Schedule which allows for grade level teams to collaborate on a weekly basis
- Willing staff
- Academic Coaches
- Master Schedule which allows for grade level teams to collaborate on a weekly basis

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

Administrative review mid-year diagnostic data, mid-term exam data to determine the progress that has been made and to adjust the SIP action plan as needed.

**Person Responsible**

Elvis Epps

**Schedule**

Quarterly, from 8/7/2017 to 6/1/2018

**Evidence of Completion**

Mid-Year Assessment data, Principal's Dashboard, Completed Mid-Year Reflection

## 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 we delivery effective and relevant instruction to meet the needs of all students, then we will increase high school graduation rate. 1

G094844

**G1.B6** We have a challenge at meeting our students needs due to a low performance professional culture mindset, the limited capacity of teachers understanding how to plan lessons with built in scaffolds to meet the various needs of the students we serve, and using data to monitor the progress of our students so we are able to make adjustments to instruction and our supports as needed. 2

B255108

**G1.B6.S1** Provide staff with focused professional development which fosters a shift in practice to ensure students are provided with well planned standards based instruction within a differentiated learning environment. (Adult Centered) 4

S269544

### Strategy Rationale

If we support teachers in understanding how to plan standards based instruction to support students with mastering the full intent of the standards, then we will see a decrease in the number of students performing below grade level.

### Action Step 1 5

We will provide support to teachers during PLCs focused on building their capacity in unpacking the standards.

#### Person Responsible

Attallah McLawrence

#### Schedule

Weekly, from 8/28/2017 to 6/1/2018

#### Evidence of Completion

PLC agendas, sign in sheets, lesson plans

## Action Step 2 5

Teachers will be supported in analyzing student data to ensure they are able to appropriately plan for differentiated learning opportunities within their 100 minute blocks.

### **Person Responsible**

Attallah McLawrence

### **Schedule**

Biweekly, from 8/28/2017 to 6/1/2018

### **Evidence of Completion**

Data that has been analyzed, Lesson Plans, student groupings with needs and plans to meet those needs

## Action Step 3 5

During PLCs teachers will be supported in developing standards based lesson plans which include appropriate scaffolds to support students in maintaining engagement throughout the rigor of lesson.

### **Person Responsible**

Elvis Epps

### **Schedule**

Weekly, from 9/11/2017 to 6/1/2018

### **Evidence of Completion**

PLC agendas, sign in sheets, lesson plans

## Action Step 4 5

Admin team will conduct walkthrough to observe the level of implementation of the various skills, strategies and topics covered in PLC and various Professional Developments.

### **Person Responsible**

Elvis Epps

### **Schedule**

Monthly, from 9/4/2017 to 6/1/2018

### **Evidence of Completion**

Walkthrough notes and teacher feedback

### Action Step 5 5

Admin team provides feedback and coaching support to staff regarding what they observed during classroom walkthroughs.

**Person Responsible**

Elvis Epps

**Schedule**

Every 3 Weeks, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Walkthrough notes, feedback to teachers

### Action Step 6 5

New teachers will participate in a Professional Book Club that will support them throughout the year.

**Person Responsible**

Attallah McLawrence

**Schedule**

Monthly, from 9/11/2017 to 6/1/2018

***Evidence of Completion***

Book Club Sign In Sheet, Teacher Feedback

### Action Step 7 5

Provide all core teachers with writing workshops that focus on incorporating writing into their instructional blocks

**Person Responsible**

Attallah McLawrence

**Schedule**

Every 6 Weeks, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Workshop Sign in sheets, training materials, lesson plans

**Action Step 8** 5

Provide monthly Literacy PD afterschool for all teachers that will support them in planning to meet the various needs of their students. (Close reading, WICCOR strategies, WiDA strategies, etc.)

**Person Responsible**

Attallah McLawrence

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

PD Sign In, PD training materials, Lesson Plans that include Reading how reading strategies will be integrated

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

Leadership Team and Department Leads will review the Implementation of each action step during leadership team meetings

**Person Responsible**

Elvis Epps

**Schedule**

Biweekly, from 9/5/2017 to 6/1/2018

**Evidence of Completion**

Leadership team meeting agenda and notes

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

Administrators will participate in PLCs to ensure the quality of support is at the level needed to improve teacher planning and review teacher lesson plans.

**Person Responsible**

Elvis Epps

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

**Evidence of Completion**

PLC Sign in Sheets,

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

Leadership team will analyze data (formative assessment data and iObservation data) to ensure students are making improvements and teachers are improving in delivering effective instruction

**Person Responsible**

Elvis Epps

**Schedule**

Every 3 Weeks, from 9/11/2017 to 6/1/2018

***Evidence of Completion***

Leadership team meeting agenda and notes, FSQ, USA data, common assessment data, iObservation data, Reading Plus Data, Achieve 3000 data

**G1.B6.S2** Provide students with a variety of supportive and personalized learning opportunities to meet their needs. (Student Centered) 4

S269545

### Strategy Rationale

If we identify specific needs of our students, using common formative assessment data, then we will see a positive difference with student engagement in their learning and motivation.

### Action Step 1 5

Students will be provided small group instruction that targets specific needs during their 100 minute instructional block.

#### Person Responsible

Attallah McLawrence

#### Schedule

Daily, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Lesson Plans, Walkthrough observations, Student Feedback

### Action Step 2 5

Students enrolled in AICE courses will have access and opportunities for support and tutoring after school.

#### Person Responsible

Attallah McLawrence

#### Schedule

Weekly, from 9/11/2017 to 6/1/2018

#### Evidence of Completion

Student Sign-In Sheets, Guidance Counselor updates, Student Feedback

### Action Step 3 5

Guidance Counselors will provide guidance to students and encourage them to participate in the various supports/services the school offers to ensure they experience academic, behavioral, and social/emotional success.

**Person Responsible**

Caelethia Taylor

**Schedule**

Weekly, from 9/11/2017 to 6/1/2018

**Evidence of Completion**

Guidance Counselor recommendations and updates, Student Feedback

### Action Step 4 5

After-school tutorials in core academic subjects will be offered to students to ensure they have adequate standards based remediation and enrichment to meet their specific needs.

**Person Responsible**

Doris Younce

**Schedule**

Weekly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Student Sign-in Sheets, Lesson Plans, Student Feedback

### Action Step 5 5

Writing workshops to reinforce writing strategies and demonstrate to students how to use these strategies throughout all subjects and courses.

**Person Responsible**

Attallah McLawrence

**Schedule**

Biweekly, from 8/7/2017 to 6/1/2018

**Evidence of Completion**

Student Sign-in Sheets, Workshop materials, Student Feedback

**Action Step 6** 5

Students will have supportive opportunities to assist them in preparing for the SAT and ACT exams.

**Person Responsible**

Doris Younce

**Schedule**

Weekly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Student Attendance List

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

Leadership Team will monitor the action steps by reviewing evidence collected, obtaining feedback from students and conducting classroom walkthroughs.

**Person Responsible**

Elvis Epps

**Schedule**

Monthly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

Leadership Team Meeting Agendas and notes

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

The leadership team will review and analyze formative data to ensure student supports are improving student outcomes.

**Person Responsible**

Elvis Epps

**Schedule**

Every 6 Weeks, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Principal's Dashboard, Performance Matters Data, Progress Reports and Report Cards

**G1.B6.S3** (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S269546

### Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

### Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

#### Person Responsible

Gonzalo, Chief of Human Resources LaCava

#### Schedule

On 7/31/2018

#### Evidence of Completion

Signed Memorandum of Understanding

### Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

#### Person Responsible

Gonzalo, Chief of Human Resources LaCava

#### Schedule

Semiannually, from 9/22/2017 to 6/30/2018

#### Evidence of Completion

Payroll summary reports

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

Review payroll summary reports to ensure the MOU has been implemented

**Person Responsible**

Gonzalo, Chief of Human Resources LaCava

**Schedule**

Semiannually, from 1/8/2018 to 7/31/2018

**Evidence of Completion**

Payroll progress as shared with Executive Cabinet

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

Compare historic and current teacher retention data at the project schools.

**Person Responsible**

Gonzalo, Chief of Human Resources LaCava

**Schedule**

Triannually, from 8/1/2017 to 7/31/2018

**Evidence of Completion**

Teacher vacancy and retention data as evidenced by Principal Dashboard.

**G1.B6.S4** (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

S269547

### Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

### Action Step 1 5

The District will support the school in the selection and hiring of Academic Success Tutors at the UniSIG schools.

#### Person Responsible

Gonzalo, Chief of Human Resources LaCava

#### Schedule

On 7/31/2018

#### Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

### Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

#### Person Responsible

Elvis Epps

#### Schedule

Daily, from 10/2/2017 to 7/31/2018

#### Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

**Plan to Monitor Fidelity of Implementation of G1.B6.S4 6**

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

**Person Responsible**

Gonzalo, Chief of Human Resources LaCava

**Schedule**

Semiannually, from 10/2/2017 to 7/31/2018

**Evidence of Completion**

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

**Plan to Monitor Fidelity of Implementation of G1.B6.S4 6**

Conduct school visits to monitor use of Academic Tutors

**Person Responsible**

. Regional Superintendent

**Schedule**

Monthly, from 10/2/2017 to 7/31/2018

**Evidence of Completion**

Schedule of school visits

**Plan to Monitor Effectiveness of Implementation of G1.B6.S4 7**

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

**Person Responsible**

. Regional Superintendent

**Schedule**

Semiannually, from 9/22/2017 to 7/27/2018

**Evidence of Completion**

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

**G1.B6.S5** (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

S269548

### Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The computer based platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through a personalized, computer adaptive learning component.

### Action Step 1 5

The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 9-10 English Language Arts and Grade 10 Social Studies.

#### Person Responsible

Keith, Chief Academic Officer Oswald

#### Schedule

On 2/2/2018

#### Evidence of Completion

Purchase and distribution records

### Action Step 2 5

Provide professional development for Achieve 3000 implementation.

#### Person Responsible

Keith, Chief Academic Officer Oswald

#### Schedule

On 12/1/2017

#### Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

**Plan to Monitor Fidelity of Implementation of G1.B6.S5** 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks have been ordered and deployed for students at the identified secondary schools.

**Person Responsible**

Diana Fedderman

**Schedule**

On 12/22/2017

***Evidence of Completion***

Purchase and distribution records

**Plan to Monitor Effectiveness of Implementation of G1.B6.S5** 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

**Person Responsible**

. Regional Superintendent

**Schedule**

Semiannually, from 9/22/2017 to 7/27/2018

***Evidence of Completion***

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

**G1.B6.S6** (UniSIG) Implement literacy instruction focused on research-based core practices using complex, grade level texts. 4

S269549

### Strategy Rationale

The Palm Beach Model of Instruction is a research-based approach to teaching and learning focused on three core practices (Reading Between the Lines: What the ACT reveals about college readiness in reading 2006):

- \* Focus each lesson on high-quality, complex text(s).
- \* Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards.
- \* Provide all students with opportunities to engage in the work of the lesson.

The School District of Palm Beach County implemented a pilot focused on the three core practices utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. Improved student achievement around the three core actions (use of complex text, standards-based tasks, and engagement) was documented in the pilot.

### Action Step 1 5

The District will purchase Engage, the CLKA secondary curriculum for grades 11-12.

#### Person Responsible

Diana Fedderman

#### Schedule

On 7/27/2018

#### Evidence of Completion

Purchase and distribution records

### Action Step 2 5

The District will implement the Engage Curriculum in grades 11-12.

#### Person Responsible

Diana Fedderman

#### Schedule

Daily, from 10/2/2017 to 7/27/2018

#### Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

**Action Step 3** 5

Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.

**Person Responsible**

Elvis Epps

**Schedule**

Quarterly, from 9/22/2017 to 7/27/2018

***Evidence of Completion***

PD records and sign in sheets, Substitute records

**Action Step 4** 5

In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.

**Person Responsible**

Diana Fedderman

**Schedule**

Weekly, from 9/22/2017 to 7/27/2018

***Evidence of Completion***

Professional development and coaching records, data collection and analysis, learning walk and observation data

**Plan to Monitor Fidelity of Implementation of G1.B6.S6 6**

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the Engage program.

**Person Responsible**

. Regional Superintendent

**Schedule**

Monthly, from 10/2/2017 to 7/27/2018

**Evidence of Completion**

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

**Plan to Monitor Effectiveness of Implementation of G1.B6.S6 7**

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

**Person Responsible**

. Regional Superintendent

**Schedule**

Triannually, from 9/22/2017 to 7/27/2018

**Evidence of Completion**

Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B6.S5.A2 A360081	Provide professional development for Achieve 3000 implementation.	Oswald, Keith, Chief Academic Officer	10/2/2017	Achieve 3000 Professional Development Plan and PD records	12/1/2017 one-time
G1.B6.S5.MA1 M384766	The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks...	Fedderman, Diana	10/2/2017	Purchase and distribution records	12/22/2017 one-time
G1.B6.S5.A1 A360080	The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation...	Oswald, Keith, Chief Academic Officer	10/2/2017	Purchase and distribution records	2/2/2018 one-time
G1.MA1 M384769	Administrative review mid-year diagnostic data, mid-term exam data to determine the progress that...	Epps, Elvis	8/7/2017	Mid-Year Assessment data, Principal's Dashboard, Completed Mid-Year Reflection	6/1/2018 quarterly
G1.B6.S1.MA1 M384755	Leadership team will analyze data (formative assessment data and iObservation data) to ensure...	Epps, Elvis	9/11/2017	Leadership team meeting agenda and notes, FSQ, USA data, common assessment data, iObservation data, Reading Plus Data, Achieve 3000 data	6/1/2018 every-3-weeks
G1.B6.S1.MA1 M384756	Leadership Team and Department Leads will review the Implementation of each action step during...	Epps, Elvis	9/5/2017	Leadership team meeting agenda and notes	6/1/2018 biweekly
G1.B6.S1.MA2 M384757	Administrators will participate in PLCs to ensure the quality of support is at the level needed to...	Epps, Elvis	9/5/2017	PLC Sign in Sheets,	6/1/2018 weekly
G1.B6.S1.A1 A360062	We will provide support to teachers during PLCs focused on building their capacity in unpacking the...	McLawrence, Attallah	8/28/2017	PLC agendas, sign in sheets, lesson plans	6/1/2018 weekly
G1.B6.S1.A2 A360063	Teachers will be supported in analyzing student data to ensure they are able to appropriately plan...	McLawrence, Attallah	8/28/2017	Data that has been analyzed, Lesson Plans, student groupings with needs and plans to meet those needs	6/1/2018 biweekly
G1.B6.S1.A3 A360064	During PLCs teachers will be supported in developing standards based lesson plans which include...	Epps, Elvis	9/11/2017	PLC agendas, sign in sheets, lesson plans	6/1/2018 weekly
G1.B6.S1.A4 A360065	Admin team will conduct walkthrough to observe the level of implementation of the various skills,...	Epps, Elvis	9/4/2017	Walkthrough notes and teacher feedback	6/1/2018 monthly
G1.B6.S1.A5 A360066	Admin team provides feedback and coaching support to staff regarding what they observed during...	Epps, Elvis	9/1/2017	Walkthrough notes, feedback to teachers	6/1/2018 every-3-weeks
G1.B6.S1.A6 A360067	New teachers will participate in a Professional Book Club that will support them throughout the...	McLawrence, Attallah	9/11/2017	Book Club Sign In Sheet, Teacher Feedback	6/1/2018 monthly
G1.B6.S1.A7 A360068	Provide all core teachers with writing workshops that focus on incorporating writing into their...	McLawrence, Attallah	9/18/2017	Workshop Sign in sheets, training materials, lesson plans	6/1/2018 every-6-weeks
G1.B6.S1.A8 A360069	Provide monthly Literacy PD afterschool for all teachers that will support them in planning to meet...	McLawrence, Attallah	9/18/2017	PD Sign In, PD training materials, Lesson Plans that include Reading how reading strategies will be integrated	6/1/2018 monthly
G1.B6.S2.MA1 M384758	The leadership team will review and analyze formative data to ensure student supports are improving...	Epps, Elvis	9/4/2017	Principal's Dashboard, Performance Matters Data, Progress Reports and Report Cards	6/1/2018 every-6-weeks
G1.B6.S2.MA1 M384759	Leadership Team will monitor the action steps by reviewing evidence collected, obtaining feedback...	Epps, Elvis	8/28/2017	Leadership Team Meeting Agendas and notes	6/1/2018 monthly
G1.B6.S2.A1 A360070	Students will be provided small group instruction that targets specific needs during their 100...	McLawrence, Attallah	8/21/2017	Lesson Plans, Walkthrough observations, Student Feedback	6/1/2018 daily

**Palm Beach - 0691 - Lake Worth High School - 2017-18 SIP**  
*Lake Worth High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S2.A2 A360071	Students enrolled in AICE courses will have access and opportunities for support and tutoring after...	McLawrence, Attallah	9/11/2017	Student Sign-In Sheets, Guidance Counselor updates, Student Feedback	6/1/2018 weekly
G1.B6.S2.A3 A360072	Guidance Counselors will provide guidance to students and encourage them to participate in the...	Taylor, Caelethia	9/11/2017	Guidance Counselor recommendations and updates, Student Feedback	6/1/2018 weekly
G1.B6.S2.A4 A360073	After-school tutorials in core academic subjects will be offered to students to ensure they have...	Younce, Doris	9/18/2017	Student Sign-in Sheets, Lesson Plans, Student Feedback	6/1/2018 weekly
G1.B6.S2.A5 A360074	Writing workshops to reinforce writing strategies and demonstrate to students how to use these...	McLawrence, Attallah	8/7/2017	Student Sign-in Sheets, Workshop materials, Student Feedback	6/1/2018 biweekly
G1.B6.S2.A6 A360075	Students will have supportive opportunities to assist them in preparing for the SAT and ACT exams.	Younce, Doris	9/4/2017	Student Attendance List	6/1/2018 weekly
G1.B6.S3.A2 A360077	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B6.S4.MA1 M384762	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually
G1.B6.S5.MA1 M384765	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 semiannually
G1.B6.S6.MA1 M384767	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 triannually
G1.B6.S6.MA1 M384768	Teachers will demonstrate instructional practices implementing the three core actions (use of...	Regional Superintendent, .	10/2/2017	Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/ Observation data	7/27/2018 monthly
G1.B6.S6.A1 A360082	The District will purchase Engage, the CLKA secondary curriculum for grades 11-12.	Fedderman, Diana	10/2/2017	Purchase and distribution records	7/27/2018 one-time
G1.B6.S6.A2 A360083	The District will implement the Engage Curriculum in grades 11-12.	Fedderman, Diana	10/2/2017	Curriculum materials in place, teacher lesson plans, classroom walk through/ Observation data	7/27/2018 daily
G1.B6.S6.A3 A360084	Teachers will participate in professional development to improve practice for implementing...	Epps, Elvis	9/22/2017	PD records and sign in sheets, Substitute records	7/27/2018 quarterly
G1.B6.S6.A4 A360085	In collaboration with the District's Academic Office, Department of Teaching and Learning, and...	Fedderman, Diana	9/22/2017	Professional development and coaching records, data collection and analysis, learning walk and observation data	7/27/2018 weekly
G1.B6.S3.MA1 M384760	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B6.S3.MA1 M384761	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B6.S3.A1 A360076	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B6.S4.MA1 M384763	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually

**Palm Beach - 0691 - Lake Worth High School - 2017-18 SIP**  
*Lake Worth High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S4.MA2  M384764	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B6.S4.A1  A360078	The District will support the school in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B6.S4.A2  A360079	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Epps, Elvis	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

## V. Professional Development Opportunities

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

**G1.** If we delivery effective and relevant instruction to meet the needs of all students, then we will increase high school graduation rate.

**G1.B6** We have a challenge at meeting our students needs due to a low performance professional culture mindset, the limited capacity of teachers understanding how to plan lessons with built in scaffolds to meet the various needs of the students we serve, and using data to monitor the progress of our students so we are able to make adjustments to instruction and our supports as needed.

**G1.B6.S1** Provide staff with focused professional development which fosters a shift in practice to ensure students are provided with well planned standards based instruction within a differentiated learning environment. (Adult Centered)

### PD Opportunity 1

We will provide support to teachers during PLCs focused on building their capacity in unpacking the standards.

#### Facilitator

Academic Coaches, District Curriculum Specialists

#### Participants

Reading, ELA, Math, Science and Social Studies Teachers

#### Schedule

Weekly, from 8/28/2017 to 6/1/2018

### PD Opportunity 2

Teachers will be supported in analyzing student data to ensure they are able to appropriately plan for differentiated learning opportunities within their 100 minute blocks.

#### Facilitator

Administrators, Academic Coaches, District Curriculum Specialists

#### Participants

All Teachers

#### Schedule

Biweekly, from 8/28/2017 to 6/1/2018

### **PD Opportunity 3**

Admin team will conduct walkthrough to observe the level of implementation of the various skills, strategies and topics covered in PLC and various Professional Developments.

#### **Facilitator**

Administrators

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 9/4/2017 to 6/1/2018

### **PD Opportunity 4**

Admin team provides feedback and coaching support to staff regarding what they observed during classroom walkthroughs.

#### **Facilitator**

Administrators

#### **Participants**

Teachers/Staff

#### **Schedule**

Every 3 Weeks, from 9/1/2017 to 6/1/2018

### **PD Opportunity 5**

Provide all core teachers with writing workshops that focus on incorporating writing into their instructional blocks

#### **Facilitator**

Academic Coaches, District Curriculum Specialists

#### **Participants**

Core Teachers

#### **Schedule**

Every 6 Weeks, from 9/18/2017 to 6/1/2018

### PD Opportunity 6

Provide monthly Literacy PD afterschool for all teachers that will support them in planning to meet the various needs of their students. (Close reading, WICCOR strategies, WiDA strategies, etc.)

#### Facilitator

Academic Coaches

#### Participants

All Teachers

#### Schedule

Monthly, from 9/18/2017 to 6/1/2018

**G1.B6.S5** (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments.

### PD Opportunity 1

Provide professional development for Achieve 3000 implementation.

#### Facilitator

Department of Teaching and Learning

#### Participants

Intensive Reading and English Language Arts teachers in grades 6-10, Social Studies teachers in grades, 6, 8, and 10.

#### Schedule

On 12/1/2017

**G1.B6.S6** (UniSIG) Implement literacy instruction focused on research-based core practices using complex, grade level texts.

### PD Opportunity 1

The District will implement the Engage Curriculum in grades 11-12.

#### Facilitator

The Department of Teaching and Learning

#### Participants

Teachers at Lake Worth and Palm Beach Lakes High Schools implementing the Engage Curriculum

#### Schedule

Daily, from 10/2/2017 to 7/27/2018