Lake Worth Community Middle

2017-18 Schoolwide Improvement Plan

Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

https://lwms.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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.

Table of Contents

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 Community Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our school infuses the content required by Florida Statute 1003.42(2) and S. B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:
A. History of the Holocaust
B. History of Africans and African Americans
C. Hispanic Contributions
D. Women's Contributions
E. Sacrifices of Veterans
Additionally, we also provide professional development training or collegian support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings, as well as professional development to staff on increasing positive interactions with students; and embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).Our Community Liaison works to increase the partnerships between community businesses and the school.

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

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

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

The science department has a human growth and development curriculum that discusses Decision

making and within that unit Injury prevention, safety, teen dating violence, and character development are all discussed.

The 7th grade science team discusses conservation of resources in chapter 8 of their textbooks. This chapter deals with Conserving land and Soil, Solutions to Air Pollution, The movement of water underground and how we benefit from this groundwater, and Wetlands and how they are important to habitats

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

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.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS.

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

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.

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

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.

•School counselors are trained in counseling, and their role is to support and guide students behaviorally, academically, and emotionally.
•We have assigned mentors who have volunteered to work with students identified with SEL concerns.
•Agencies, such as DATA, have been set up to connect students with outside agencies in order to help them with some of their social and emotional issues.
•Support facilitators will assist in classes with ESE and ELL students.
•Engage with identified staff who make up our SBT (i.e., school counselor, school-based team leader, SWPB internal coach, etc.) to provide a differentiated delivery of services based on students'/school's needs. We can do this through classroom guidance, workshops, or assemblies. We also provide individual counseling, as well as referrals to community resources for students, as well as parents. Utilize data-based decision-making to close academic and social-emotional gaps by connecting all students with the services they need.
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3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
•Create data decision rules for number of absences or OSS before referral generated to SBT
- Students With Less Than 90% Attendance
- Count Of Students With One Or More Suspensions (ISS or OSS)
- Count Of Students With a Failure in ELA or Math (Quarters)

- Level 1 on State Wide Assessment (FSA, FCAT or EOC)
- Student With Two or More Indicators

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	68	65	72	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	78	67	53	0	0	0	0	198
Course failure in ELA or Math	0	0	0	0	0	0	104	66	83	0	0	0	0	253
Level 1 on statewide assessment	0	0	0	0	0	0	210	240	230	0	0	0	0	680
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	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	122	112	117	0	0	0	0	351

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

•Safe Schools Coach will provide mentoring/counseling for students. This will address the behavioral aspect of students within the early warning systems.
The following programs will help address the academic needs:
•Effective multi-disciplinary teams in place to problem-solve and create action plans;
•Read 180, Reading Plus, Wilson Just For Words, Achieve 3000, Imagine Learning, and I-Ready
•Planned Discussions, Goal Setting for identified students;
•Data Counselor will provide extra counseling for students and parents.

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/456032.

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.

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

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

A faculty representative will be visiting local religious venues to help communicate school activities and help foster positive relationships with the community. These activities are being done with the purpose of boosting student achievement.

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
Williams, Mike	Principal
David Grad, SIP Editor/Parent Liaison	Teacher, K-12
Neal, Jeffrey	Assistant Principal
Lubin, Elsa	Instructional Coach
Matilde Chibas, Math Coach	Instructional Coach
Peter Drolet, AP for Science	Assistant Principal
Gregory, Yolanda	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.

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Williams	Principal
David Grad	Teacher
Rita Pinder	Business/Community
Mabel Leon Bjorkland	Parent
Mark Bjokland	Parent
Markeisha Johnson	Parent
Aura Monroy	Parent
Joshua Monroy	Student
Martha Lamrouex	Education Support Employee

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

We looked over last year's SIP and saw that some of the target outcomes were not met. We discussed what might have been the reason for some of the outcomes not being met. However, we need to do more and we plan on making changes to the SIP for this year that will show growth for our students. Reading and Math scores were examined and deficiencies are being addressed. Civics and Science both exceeded the goals set in last year's SIP. The lowest 25% in reading had a significant gain.

b. Development of this school improvement plan

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

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

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

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

South Florida Science Center $ 820.00
Fun Depot/ Reward 590.00
Printing Services/Warrior Bucks 302.00

Florida Statute 24.121(5)(c) places the following requirements on the School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a School Improvement Plan.
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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.

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

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
Williams, Mike	Principal
Lubin, Elsa	Instructional Coach
Swindell, Grady	Instructional Media
Boykin, Barbara	Teacher, K-12
Christina, Vielot	Teacher, K-12

b. Duties

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

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

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

The Literacy Leadership Team will focus on creating activities and events among students to promote the importance of reading. The team will make appropriate literacy plans based on the data generated from the FY 2016 Reading FSA, SRI data, and the district assessments. Additionally, the team will launch a school-wide Reading Counts competition to challenge all of the students to read more. All students throughout the school will have the opportunity to participate and earn incentives.

The Literacy Leadership Team will support the school's vocabulary initiative. Emphasis will be placed on the acquisition of tier two vocabulary words among all of the students.

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

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

The literacy team with the assistance of the Parent Liaison will develop a Literacy Night Parent University to coincide with the literacy week during the day.

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

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

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 among teachers is participation in PLC's during our common planning periods. Student improvement is monitored and instruction is modified, as needed, based on decisions made through this collaboration. We can also create common assessments which will help pace our classes according to the district timeline.

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

Throughout the year, our leadership team conducts a rigorous selection process by screening teacher candidates. Administration attends job fairs and personnel workshops designed to expedite the identification of the most talented instructional applicants. Teacher mentoring and peer coaching are utilized to increase retention.
Also, new teachers to Palm Beach County are required to complete the Educational Support Program (ESP), which has FEAP activities designed to develop their instructional practices.

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

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

ESP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. They consist of Professional Development Days, as well as collaborative planning periods. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Through teams, we are able to collaborate with veteran as well as novice teachers. This provides the novice teachers with some additional guidance as they progress through the school year.

New teachers (mentees) are paired with highly-qualified instructors (mentors). The rationale for pairings is to allow the mentees to absorb information and knowledge from the experienced mentors. Mentees are paired with individuals in the same subject area so that relevant teaching strategies can be shared. Weekly meetings are planned where differentiated instructional strategies are discussed and

implemented with fidelity. Administration selects those mentors who are knowledgeable and are passionate about nurturing new educators.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to "unpack" the Florida Standards and plan and discuss reading and writing curricula that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. We also continue to attend workshops with specialists from the county during pre-planning as well as PLC's.
Allowing teachers to attend training's relevant to their subjects and standards they are teaching also ensures that their instructional material is aligned to the Florida State standards.
The Civics classes now have new workbooks strictly assigned to the Florida State Standards being tested. The science teachers are continually being trained in techniques in order to stress the Florida State Standards. They have a science coach that provides them with information and with the use of their scope and sequence ans item specifications the teachers can thoroughly plan for instruction targeting the state standards.

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.

.The school ensures every teacher contributes to literacy improvement of every student by:
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on students' needs
•Creating a schedule with an uninterrupted double block of reading
•Providing instruction aligned with the Language Arts Florida Standards for their grade levels
•Administering assessments which measure instructed standards
•Students receiving push-in/pull out services for ESE/ELL
•Strategists are providing support facilitation for both ESE and ELL students.
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students will be administered the Scholastic Reading Inventory, as well as the Scholastic Phonics Inventory. The results allow us to place students in either the Read 180 or System 44 Reading Program.
•Providing instruction aligned with District and the Language Arts Florida Standards for their grade level
•Students will also be administered the FAIR test, which we will monitor throughout the year, in order

to ensure that they will be successful on the FSA.

•Teachers have been trained in NGCAR and CLS to enhance their strategies to help students reach reading proficiency in both social studies and science.

•By implementing the third Pillar, students collaborate 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

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: 11,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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, § 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 Middle School conducts an annual 6th Grade Orientation prior to the beginning of the upcoming school year. This gives the incoming 6th graders the opportunity to know what is expected of them when they arrive at Lake Worth Middle. This also allows the opportunity for them to become aware of other programs that we offer and that may interest them, as well as extracurricular activities that we currently have.

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

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

AVID is a new program to Lake Worth Middle and research based strategies from this resource will be implemented. School-wide Cornell notes will be introduced to staff and students throughout the year.

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.

Several initiatives and programs have been established to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these Single School Culture © Initiatives include:
Our engineering and medical academies promote academic and career planning through course selections, such as advanced courses, which help students to recognize that academic rigor will help prepare those who are seeking post-secondary education at the college/university level. Also, our counselors speak with all other subgroups of students and conduct interest inventories about their career aspirations. In addition, pre/post tests are administered on the career development process, and lessons are taught on this topic throughout the year. Electives are often chosen by the students based on their career goals, which helps to make the course selection process personally meaningful. The promotion of increased student participation in afternoon clubs such as Debate, Chess, Student Council, Robotics and SECME also helps foster the college-going culture.

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

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

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

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 provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

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 provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1a`

🔍 G094869

Targets Supported `1b`

Indicator	Annual Target
High School Readiness	55.3
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
Algebra I EOC Pass Rate	100.0
Civics EOC Pass	70.0
Geometry EOC Pass Rate	100.0
ELA/Reading Lowest 25% Gains	50.0
High School Readiness	42.3

Targeted Barriers to Achieving the Goal `3`

- Data from State standardized assessments and county diagnostic assessments are not being used effectively for lesson planning purposes to target instruction to increase student proficiency.

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

- School Supplies for Reading Coach

- School Supplies for Math Coach

- Reading Intervention Supplies-Wilson Just Words -Teacher Kits, Tile Kits, and consumables

- I-Ready Math online subscription

- School Supplies for Instructional Staff

- Civics Consumable Resources (Bridges to American Government)

- Consumable Science lab and math resources

- Registrations for teacher trainings

- Postcards for parent communication

- Postage for parent communication

- Consultant fees for Parent University Stem and Steam Nights

- Supplies for trainings

Plan to Monitor Progress Toward G1. `8`

Evaluations of students who utilized all programs. All the core courses will be reviewing the data during PLC's. Common assessments will be created by teachers in order to align the curriculum to the end of year assessments. Test scores from FSA Assessments in Math and ELA will be analyzed. FCAT Science Scores will be evaluated while USA's FSQ's will be evaluated on a bi-weekly basis.

Person Responsible

Yolanda Gregory

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Results of FSA's , EOC's, USA's, FCAT, and FSQ's

Plan to Monitor Progress Toward G1. `8`

Evaluations of students assessments including FSA, FCAT, NGSQ's, USA's, FSQ's as well as in classroom activities and assignments.

Person Responsible

Administration All Administrators

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Proof of understanding AVID Strategies will be collected throughout the year. We hope with a stronger base in the AVID strategies it will show an increase in all assessments and an overall positive gain in the the classroom for all students.

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 =**   **S** = Strategy
                      Barrier

   1   = Problem Solving Step   🔑 S123456   = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

🔑 G094869

G1.B5 Data from State standardized assessments and county diagnostic assessments are not being used effectively for lesson planning purposes to target instruction to increase student proficiency. 2

🔑 B255210

G1.B5.S1 Providing personalized learning opportunities for all students. 4

🔑 S269677

Strategy Rationale

Personalized learning opportunities provides differentiated instruction for students which assists our school community in ensuring high school readiness.

Action Step 1 5

Analyze previous year data in Math, Reading, and ELA in order to personalize the instruction for every one of our students.

Person Responsible

All Staff All Staff

Schedule

On 9/29/2017

Evidence of Completion

We will collect the FSA results in Math and ELA and use that data to target students in the lowest 25% as well as all of the students who we can have make learning gains

Action Step 2 5

Students will have opportunities to use technology programs aligned to the standards that will support and enhance their learning.

Person Responsible

Administration All Administrators

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Master schedule, Usage reports (iReady, Read 180, Reading Plus,etc.)

Action Step 3 `5`

Resource Teachers conducting pull outs and push ins will provide instructional strategies tailored to the needs of the lowest 25%. Elsa Lubin and Matilde Chibas (.5)

Person Responsible

Yolanda Gregory

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student groupings and lesson plans

Action Step 4 `5`

Provide students with necessary resources such as Extended Learning Opportunities beyond the school day by utilizing the after-school programs, Saturday school, and Summer tutorials. Also, providing digital and blended opportunities using technology which will support core classes and deepen the student's understanding of new knowledge. These digital opportunities will be accomplished through purchase of additional computers.

Person Responsible

Administration All Administrators

Schedule

Daily, from 9/11/2017 to 5/31/2018

Evidence of Completion

Tutorial schedule, student sign-in sheets, lesson plans, data reports from computer programs used to determine student groupings, student generated artifacts, classroom walkthroughs, and student progress, study guides created for core courses.

Action Step 5 `5`

ELL students will receive individualized instruction that will will allow them to grow academically within the school environment.

Person Responsible

Bell Erica

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

ELL Resource teacher, PD training and Teacher workshops that will teach strategies that can be used in the classroom setting, Lesson Plans, and student grouping

Action Step 6 `5`

School-Wide Implementation of AVID Strategies

Person Responsible

AVID Coordinator Wilkeson Brian

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student work will be assessed based on the AVID Strategies that are taught to all of our students school-wide

Action Step 7 `5`

Out of System Tutor

Person Responsible

Yolanda Gregory

Schedule

Daily, from 12/14/2017 to 5/31/2018

Evidence of Completion

Rosters and Lesson Plans

Action Step 8 5

Long Term Substitute

Person Responsible

Vielot Christina

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students will participate in the rotation model. They will also work on Reading plus and Read 180. Results of the computer programs will be downloaded on a weekly basis. Students will be grouped based on their reading aptitude scores. Her lesson plans will show all strategies she is using as well as the curriculum she is teaching.

Action Step 9 5

Reading Teacher

Person Responsible

Dallas-Casco Mary

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students will participate in the rotation model. They will also work on Reading plus and Read 180. Results of the computer programs will be downloaded on a weekly basis. Students will be grouped based on their reading aptitude scores. Her lesson plans will show all strategies she is using as well as the curriculum she is teaching.

Action Step 10 `5`

Summer Reading Books and Classroom Libraries

Person Responsible

Elsa Lubin

Schedule

On 8/13/2018

Evidence of Completion

Sign in sheets for students participating in the Summer Reading Program/List of students who received the summer reading material. Lesson plans showing the use of Classroom Libraries.

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

Student data will be obtained by teachers and will allow them to use technological strategies as well as textual strategies to meet the needs of every one of their students.

Person Responsible

Administration All Administrators

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Student Grouping, Data Chats

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

Pull out and Push-ins conducted by Instructional Coaches for lowest 25%.

Person Responsible

Administration All Administrators

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Record of Instructional Coaches pull-outs and push-ins.

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

Targeted tutorials.

Person Responsible

Administration All Administrators

Schedule

Daily, from 9/18/2017 to 5/31/2018

Evidence of Completion

Notes from Admin. review of tutorial documentation/student data to determine effectiveness of tutorial program. Adjustments will be added to the program as needed.

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

ELL instructional strategies for all Ell students.

Person Responsible

Bell Erica

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson Plans from ELL teachers and evidence of Learning walks and formal and informal observations.

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

AVID Coordinator as well as AVID Teachers will continue to work with all teachers on application of AVID Strategies.

Person Responsible

AVID Coordinator Wilkeson Brian

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student Work and Assessments will be collected and analyzed. We hope to see increase in Assessment scores with the use of AVID strategies.

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

Reading curriculum with the Reading Teacher and the Long Term Substitute

Person Responsible

Yolanda Gregory

Schedule

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

Evidence of Completion

Lesson Plans, Paper Pencil Assessment Results, and Computer program scores for students

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

Reading Coach and Administrator over Reading will continue to do classroom walk-throughs making sure that the classroom libraries are being used with fidelity. They will also make sure that every student has signed out a summer reading book.

Person Responsible

Elsa Lubin

Schedule

Weekly, from 4/9/2018 to 5/31/2018

Evidence of Completion

Sign in sheets for students participating in the Summer Reading Program/List of students who received the summer reading material. Lesson plans showing the use of Classroom Libraries.

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

Data on assessments will be tracked throughout the year.

Person Responsible

Administration All Administrators

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Assessment results on USA's, NSQ's, EOC's, FCAT 2.0

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

Data on assessments and in class assignments will be tracked throughout the year.

Person Responsible

Administration All Administrators

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Assessment results on USA's, NSQ's, EOC's, FCAT 2.0. Also, proof of AVID Strategy knowledge by way of samples of work, notes and activities.

G1.B5.S2 Develop the capacity to deliver effective instruction. 4

S269678

Strategy Rationale

Through PLC's and LTM's, collaboration will enhance the instructional strategies that are geared to ensure our student's high school readiness.

Action Step 1 5

Academic coaches will analyze data, model differentiated instructional strategies and provide support to deliver effective instruction. Elsa Lubin and Matilde Chibas (.5)

Person Responsible

Administration All Administrators

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Coach's daily schedule, schedule of meetings with teachers and departments, meeting agendas, sign in sheets, teacher reflection logs, and lesson plans

Action Step 2 5

AVID strategies will be introduced to teachers through ongoing professional development over the school year.

Person Responsible

AVID Coordinator Wilkeson Brian

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Teacher's use of Cornell Notes and Quick Writes. Evidence in the AVID elective showing strategies being taught. Feedback from the teachers on how they are using the AVID strategies. Feedback from the county on implementation.

Action Step 3 5

The ESE Strategists and general ed teachers will meet regularly to plan lessons that are collaborative in nature to make sure our ESE students are receiving the instructional support mandated by their IEP.

Person Responsible

Dillon (ESE Specialist) Kym

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans with clearly identified modifications and accommodations.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Teachers will supply administrative staff and DIL's with reflection on their instructional practices.

Person Responsible

Administration All Administrators

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Feedback from Administrative walkthroughs, Administrative meeting notes will also be available as well.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

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

Person Responsible

Dillon (ESE Specialist) Kym

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Monthly consultation reviews

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

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

Person Responsible

Mike Williams

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Quarterly Grades, End of Course Test Results, and FSA results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M385066	Evaluations of students who utilized all programs. All the core courses will be reviewing the data...	Gregory, Yolanda	8/15/2016	Results of FSA's , EOC's, USA's, FCAT, and FSQ's	5/26/2017 biweekly
G1.MA2 M385067	Evaluations of students assessments including FSA, FCAT, NGSQ's, USA's, FSQ's as well as in...	All Administrators, Administration	8/15/2016	Proof of understanding AVID Strategies will be collected throughout the year. We hope with a stronger base in the AVID strategies it will show an increase in all assessments and an overall positive gain in the the classroom for all students.	5/26/2017 monthly
G1.B5.S1.A1 A360338	Analyze previous year data in Math, Reading, and ELA in order to personalize the instruction for...	All Staff, All Staff	8/28/2017	We will collect the FSA results in Math and ELA and use that data to target students in the lowest 25% as well as all of the students who we can have make learning gains	9/29/2017 one-time
G1.B5.S1.MA1 M385054	Data on assessments will be tracked throughout the year.	All Administrators, Administration	9/11/2017	Assessment results on USA's, NSQ's, EOC's, FCAT 2.0	5/31/2018 weekly
G1.B5.S1.MA8 M385055	Data on assessments and in class assignments will be tracked throughout the year.	All Administrators, Administration	8/21/2017	Assessment results on USA's, NSQ's, EOC's, FCAT 2.0. Also, proof of AVID Strategy knowledge by way of samples of work, notes and activities.	5/31/2018 biweekly
G1.B5.S1.MA1 M385056	Student data will be obtained by teachers and will allow them to use technological strategies as...	All Administrators, Administration	8/21/2017	Lesson Plans, Student Grouping, Data Chats	5/31/2018 weekly
G1.B5.S1.MA2 M385057	Pull out and Push-ins conducted by Instructional Coaches for lowest 25%.	All Administrators, Administration	8/21/2017	Record of Instructional Coaches pull-outs and push-ins.	5/31/2018 biweekly
G1.B5.S1.MA3 M385058	Targeted tutorials.	All Administrators, Administration	9/18/2017	Notes from Admin. review of tutorial documentation/student data to determine effectiveness of tutorial program. Adjustments will be added to the program as needed.	5/31/2018 daily
G1.B5.S1.MA4 M385059	ELL instructional strategies for all Ell students.	Erica, Bell	8/21/2017	Lesson Plans from ELL teachers and evidence of Learning walks and formal and informal observations.	5/31/2018 weekly
G1.B5.S1.MA7 M385060	AVID Coordinator as well as AVID Teachers will continue to work with all teachers on application of...	Wilkeson Brian, AVID Coordinator	8/21/2017	Student Work and Assessments will be collected and analyzed. We hope to see increase in Assessment scores with the use of AVID strategies.	5/31/2018 biweekly
G1.B5.S1.MA9 M385062	Reading Coach and Administrator over Reading will continue to do classroom walk-throughs making...	Lubin, Elsa	4/9/2018	Sign in sheets for students participating in the Summer Reading Program/List of students who received the summer reading material. Lesson plans showing the use of Classroom Libraries.	5/31/2018 weekly
G1.B5.S1.A2 A360339	Students will have opportunities to use technology programs aligned to the standards that will...	All Administrators, Administration	8/21/2017	Lesson Plans, Master schedule, Usage reports (iReady, Read 180, Reading Plus,etc.)	5/31/2018 weekly
G1.B5.S1.A3 A360340	Resource Teachers conducting pull outs and push ins will provide instructional strategies tailored...	Gregory, Yolanda	8/21/2017	Student groupings and lesson plans	5/31/2018 biweekly
G1.B5.S1.A4 A360341	Provide students with necessary resources such as Extended Learning Opportunities beyond the school...	All Administrators, Administration	9/11/2017	Tutorial schedule, student sign-in sheets, lesson plans, data reports from computer programs used to determine student groupings, student generated artifacts, classroom walkthroughs, and student progress, study guides created for core courses.	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A5 A360342	ELL students will receive individualized instruction that will will allow them to grow academically...	Erica, Bell	8/21/2017	ELL Resource teacher, PD training and Teacher workshops that will teach strategies that can be used in the classroom setting, Lesson Plans, and student grouping	5/31/2018 weekly
G1.B5.S1.A6 A360343	School-Wide Implementation of AVID Strategies	Wilkeson Brian, AVID Coordinator	8/21/2017	Student work will be assessed based on the AVID Strategies that are taught to all of our students school-wide	5/31/2018 weekly
G1.B5.S1.A7 A360344	Out of System Tutor	Gregory, Yolanda	12/14/2017	Rosters and Lesson Plans	5/31/2018 daily
G1.B5.S2.MA1 M385063	Formative assessments throughout the school year and the implementation of the FSQ's, FSA's, and...	Williams, Mike	8/21/2017	Quarterly Grades, End of Course Test Results, and FSA results	5/31/2018 weekly
G1.B5.S2.MA1 M385064	Teachers will supply administrative staff and DIL's with reflection on their instructional...	All Administrators, Administration	8/28/2017	Lesson Plans, Feedback from Administrative walkthroughs, Administrative meeting notes will also be available as well.	5/31/2018 biweekly
G1.B5.S2.MA2 M385065	Review lesson plans and obtain ESE and General Ed. teachers feedback	Kym, Dillon (ESE Specialist)	8/21/2017	Monthly consultation reviews	5/31/2018 monthly
G1.B5.S2.A1 A360348	Academic coaches will analyze data, model differentiated instructional strategies and provide...	All Administrators, Administration	8/21/2017	Coach's daily schedule, schedule of meetings with teachers and departments, meeting agendas, sign in sheets, teacher reflection logs, and lesson plans	5/31/2018 daily
G1.B5.S2.A2 A360349	AVID strategies will be introduced to teachers through ongoing professional development over the...	Wilkeson Brian, AVID Coordinator	8/21/2017	Teacher's use of Cornell Notes and Quick Writes. Evidence in the AVID elective showing strategies being taught. Feedback from the teachers on how they are using the AVID strategies. Feedback from the county on implementation.	5/31/2018 biweekly
G1.B5.S2.A3 A360350	The ESE Strategists and general ed teachers will meet regularly to plan lessons that are...	Kym, Dillon (ESE Specialist)	8/21/2017	Lesson plans with clearly identified modifications and accommodations.	5/31/2018 weekly
G1.B5.S1.MA8 M385061	Reading curriculum with the Reading Teacher and the Long Term Substitute	Gregory, Yolanda	8/21/2017	Lesson Plans, Paper Pencil Assessment Results, and Computer program scores for students	6/1/2018 weekly
G1.B5.S1.A8 A360345	Long Term Substitute	Christina, Vielot	8/14/2017	Students will participate in the rotation model. They will also work on Reading plus and Read 180. Results of the computer programs will be downloaded on a weekly basis. Students will be grouped based on their reading aptitude scores. Her lesson plans will show all strategies she is using as well as the curriculum she is teaching.	6/1/2018 daily
G1.B5.S1.A9 A360346	Reading Teacher	Mary, Dallas-Casco	8/14/2017	Students will participate in the rotation model. They will also work on Reading plus and Read 180. Results of the computer programs will be downloaded on a weekly basis. Students will be grouped based on their reading aptitude scores. Her lesson plans will show all strategies she is using as well as the curriculum she is teaching.	6/1/2018 daily
G1.B5.S1.A10 A360347	Summer Reading Books and Classroom Libraries	Lubin, Elsa	4/9/2018	Sign in sheets for students participating in the Summer Reading Program/List of students who received the summer reading material. Lesson plans showing the use of Classroom Libraries.	8/13/2018 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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