2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Worth Community Middle

1300 BARNETT DR
Lake Worth, FL 33461
561-540-5500
www.edline.net/pages/lake_worth_middle_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lake Worth Community Middle

Principal
Tanya Daniel

School Advisory Council chair
Dr. Gifty Chung

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Valarie Jones	Assistant Principal
Peter Drolet	Assistant Principal
Jeffrey Neal	Assistant Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC member are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. A parent generally is the SAC Chairperson.

Involvement of the SAC in the development of the SIP

The SAC is presented the SIP through a presentation by the Title I Contact. Suggestions or improvements will be fielded and recognized and implemented if deemed appropriate. Ultimately, the SAC will vote to approve the SIP which is a state requirement.

Activities of the SAC for the upcoming school year

Some of the school activities but not limited to are: Open Houses, Title I Annual Meeting, and Parent University.

Projected use of school improvement funds, including the amount allocated to each project

Securing monies which are geared toward academic improvement for Lake Worth Middle Students and incentives to increase achievement

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tanya Daniel		
Principal	Years as Administrator: 14	Years at Current School: 3
Credentials	Master of Science in Educational Leadership, FAU	
Performance Record	Woodlands Middle, 2010-2011: Grade A Lake Worth Community Middle, 2011-present: Grade C	

Valarie Jones		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Masters in Ed. Leadership from Nova Southeastern University	
Performance Record	Lake Worth Community Middle 2010-2011 Grade B 2011-2012 Grade C 2012-2013 Grade C	

Peter Drolet		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Master's of Science in Educational Leadership, Nova Southeastern University
Performance Record	Lake Worth Community Middle 2011-2012 Grade C 2012-2013 Grade C

Jeffrey Neal		
Asst Principal	Years as Administrator: 6	Years at Current School: 27

Credentials	Specialist in Educational Leadership from Nova Southeastern University Master's in Counselor Education, FAU
Performance Record	Lake Worth Community Middle 2010-2011 Grade B 2011-2012 Grade C 2012-2013 Grade C

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elsa Lubin		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	

Credentials	Bachelor of Science from University of Florida, 2007 English 6-12, Social Science 6-12, and Reading Endorsement K-12
Performance Record	John I. Leonard High School , School Grade 2012- 2013= C, 2011-2012= B

Matilda Chibas		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas Mathematics

Credentials Bachelor of Science in Family and Consumer Science, 1990

Performance Record Lake Worth Middle School: 2010-2011=B 2011-2012 = C

Classroom Teachers

# of classroom teachers
65

 # receiving effective rating or higher
65, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
64, 98%

 # ESOL endorsed
20, 31%

 # reading endorsed
11, 17%

 # with advanced degrees
7, 11%

 # National Board Certified
4, 6%

 # first-year teachers
8, 12%

 # with 1-5 years of experience
15, 23%

 # with 6-14 years of experience
15, 23%

 # with 15 or more years of experience
27, 42%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Throughout the year our leadership team conducts a rigorous selection process by screening candidates with highly qualified resumes. Administration attends job fairs to recruit high-performing teachers. Teacher mentoring and peer coaching is utilized to increase retention.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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 hand picks mentors who are knowledgeable and are passionate in nurturing new educators.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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; help 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The major function of the leadership team is to address a fundamental question, namely, how do we develop and maintain a problem solving system to bring out the best in our schools, our teachers and our 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Being that the SIP is a living document the RtI Leadership team will be adding information with approval from SAC to assist in monitoring the fidelity of the school's MTSS and SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

EDW is one data source that is utilized to analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior attendance). The school-based team implements the principal's vision utilizing data-based decisions the ensures the implementation of RtI which serves as a major tool of monitoring the effectiveness of all supports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Through SAC and Parent University are the two tools that are utilized in supporting our staff and parents in understanding the role of MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 40,000

Tutoring will be offered before school in both Reading and Math. The ratio of students to teachers will be five to one. Teachers offering this tutoring are Highly Qualified and are required to have sign-in sheets and provide lesson plans regarding lessons pertaining to the curriculum and standards that are covered. Tutoring will also be provided through the ICAN After School program in both Reading and Math. Computer programs such as Read 180, Reading Plus, and River Deep are utilized to help students cover standards that are part of these Core Academic Subjects.

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The Reading and Math Coaches, Assistant Principal's over Reading and Math, and the Principal are responsible for the implementations and monitoring of these tutoring programs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tanya Daniel	Principal

How the school-based LLT functions

The principal, reading coach, reading teachers, content area teachers, and other principal appointees will meet once a month to focus on the areas of literacy concern at Lake Worth Middle School. One of the major functions of the LLT is to establish a literary vision for the school. Two primary areas of concern are vocabulary and background knowledge. Both areas of concern will be addressed in the Literacy Leadership meetings.

Major initiatives of the LLT

The Literacy Leadership Team will create capacity of reading knowledge with particular focus in the areas of Vocabulary and Reading Application which are school-wide concerns as well as an integral part of blending FCAT preparedness with the new Common Core State Standards

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers use the selected Next Generation Sunshine State Standards (NGSSS) along with the Common Core literacy standards to guide lessons. On-going professional development provides teachers with literacy strategies that are useful in any classroom. The implementation of school wide reads reinforces the importance of literacy. Additionally, use of the Reading Plus intervention program along with the Read-180 intervention program serves as literacy support for every student. More importantly, emphasis is placed on the use of the Gradual Release Model as an effective instructional strategy delivered in the classroom on a daily basis.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Not applicable.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

In our Engineering and Medical Academies there are integrated courses which help students to see relationships betweeen their subjects and the relevance to their future career, especially, in the areas of Engineering and the Medical Field.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Our Engineering and Medical Academies promote academic and career planning through course selections, such as Advanced courses which help students to see that academic rigor will help students who are seeking higher educational degrees in their career pathways. Also, our Counselors speak with all other subgroups of students and inquire about their career aspirations. Electives are often chosen by the students based on their career goals which helps to make the student's courses personally meaningful.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	44%	No	54%
American Indian	37%	27%	No	43%
Asian				
Black/African American	44%	39%	No	50%
Hispanic	47%	45%	No	52%
White	73%	77%	Yes	76%
English language learners	30%	18%	No	37%
Students with disabilities	31%	26%	No	38%
Economically disadvantaged	45%	42%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	234	25%	29%
Students scoring at or above Achievement Level 4	161	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	566	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	146	64%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	38	28%	35%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	15%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	9%	15%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	143	52%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	40%	No	56%
American Indian	46%	29%	No	51%
Asian				
Black/African American	43%	33%	No	48%
Hispanic	52%	41%	No	57%
White	74%	74%	Yes	77%
English language learners	35%	21%	No	42%
Students with disabilities	38%	25%	No	44%
Economically disadvantaged	48%	38%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	23%	25%
Students scoring at or above Achievement Level 4	142	16%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		85%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	566	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	146	63%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	77	50%	60%
Middle school performance on high school EOC and industry certifications	76	99%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	31%	33%
Students scoring at or above Achievement Level 4	37	67%	67%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		3%
Students scoring at or above Achievement Level 4	21	96%	97%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	14%	20%
Students scoring at or above Achievement Level 4	45	17%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	11		17
Participation in STEM-related experiences provided for students	150	33%	300%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	196	21%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		24%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	43	5%	2%
Students who fail a mathematics course	62	7%	4%
Students who fail an English Language Arts course	69	7%	4%
Students who fail two or more courses in any subject	81	9%	4%
Students who receive two or more behavior referrals	165	17%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	97	10%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To have more parents involved in SAC and/or Parent University

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To have 30% of LWCMS parents involved in SAC and/or Parent Universtiy	17	17%	30%

Area 10: Additional Targets

Additional targets for the school

Lake Worth Community Middle 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
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifice of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Lake Worth Middle teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), or specific statute content is listed to address this year.	78	85%	100%

Goals Summary

G1. Students will increase their learning gains in Science in the lowest 25% from

G2. Students will increase their PBW's scores from 52% to 65%.

G3. Increase learning gains in reading among the students in the lowest 25% by 6 percentage points.

G4. Increase learning gains in math for the lowest 25% by 15 percentage points.

Goals Detail

G1. Students will increase their learning gains in Science in the lowest 25% from

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Students will be recruited to join clubs such as SECME, Robotics, and Science fair club. Laboratories will be shared at LTM's and placed on the "I" Drive so all teachers will have access. The recruitment will be targeted specifically to the 6th graders.

Targeted Barriers to Achieving the Goal
- Students lack exposure to hands on activities such as Science labs specifically entering 6th grade from elementary school..

Plan to Monitor Progress Toward the Goal

Assessments that target the benchmarks such as FCAT diagnostic exams and FCAT results from previous and current years. Computer generated exams.

Person or Persons Responsible
The district provides the FCAT assessments and the results

Target Dates or Schedule:
ongoing

Evidence of Completion:
FCAT scores

G2. Students will increase their PBW's scores from 52% to 65%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Having professional development from district personnel to model lessons and techniques for our Language Arts teachers.

Targeted Barriers to Achieving the Goal
- Lack of availability of District resource people in writing

Plan to Monitor Progress Toward the Goal

Teachers will be provided specific feedback regarding trends with Lake Worth Middle's students regarding PBW's.

Person or Persons Responsible
Angela Fitch Resource Teacher

Target Dates or Schedule:
5 Seminars with Language Arts teachers

Evidence of Completion:
Sign-in sheets and agendas from seminars

G3. Increase learning gains in reading among the students in the lowest 25% by 6 percentage points.

Targets Supported

Resources Available to Support the Goal
- The Reading Coach, Area 2 Reading Specialist, Learning Team Facilitator, Reading Plus Computer Program, Ready Common Core Workbooks, Read 180, Achieve 3000, Classroom libraries, Informational Text, Literature Text

Targeted Barriers to Achieving the Goal
- Poor attendance, lack of motivation, lack of prior knowledge, little support in reading at home

Plan to Monitor Progress Toward the Goal

Increase of at least 6 percentage points on FCAT 2.0.

Person or Persons Responsible
Reading, LTF, and AP over Reading

Target Dates or Schedule:
Ongoing

Evidence of Completion:
FCAT scores of lowest 25% in Reading

G4. Increase learning gains in math for the lowest 25% by 15 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math coach, AP in charge of Math Dept., Learning Team Community, LTF, and Tutors.

- After-school Tutoring Program

- Tutoring Pull-outs and Push-ins

Targeted Barriers to Achieving the Goal

- Attendance rate of students in school and in tutoring programs.

- Lack of foundational computational skills

Plan to Monitor Progress Toward the Goal

Tutoring Attendance sheets

Person or Persons Responsible
Tutors

Target Dates or Schedule:
Daily

Evidence of Completion:
tutoring attendance sheets

Action Plan for Improvement

Problem Solving Key

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

G1. Students will increase their learning gains in Science in the lowest 25% from

G1.B1 Students lack exposure to hands on activities such as Science labs specifically entering 6th grade from elementary school..

G1.B1.S1 Students will be exposed to Hands on activities that have been recommended by the district science team and approved by our "in school" department leads.

Action Step 1

Student hands on labs will be chosen specifically to target benchmarks where our school is statistically weak.

Person or Persons Responsible

Ms. Govan (department chair) with the assistance of Ms. Markman (Science resource) from the district will guide the team.

Target Dates or Schedule

ongoing

Evidence of Completion

The evidence will be the authentic assessments that the students will produce as well as the results form the Diagnostic and FCAT results.

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

Labs specifically targeting standards where lowest 25% are weak.

Person or Persons Responsible

Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Authentic assessments, FCAT

Plan to Monitor Effectiveness of G1.B1.S1

Data from assessments will be collected to monitor progress of lowest 25%.

Person or Persons Responsible

Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT scores of lowest 25%.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Students will increase their PBW's scores from 52% to 65%.

G2.B1 Lack of availability of District resource people in writing

G2.B1.S1 Be proactive and schedule at least four writing seminars with Angela Fitch, District resource person.

Action Step 1

Having District resource person provide training for Language Arts teachers

Person or Persons Responsible

AP over Writing

Target Dates or Schedule

Four dates in October and September

Evidence of Completion

Training sessions are implemented

Plan to Monitor Fidelity of Implementation of G2.B1.S1

District resource person provides modeling for Language Arts teachers

Person or Persons Responsible

AP over Lang. Arts

Target Dates or Schedule

Four dates prior to FCAT Writes

Evidence of Completion

Learning gains in PBW's scores

Plan to Monitor Effectiveness of G2.B1.S1

District resource person provides modeling for Language Arts teachers

Person or Persons Responsible

Angela Fitch

Target Dates or Schedule

October , November, December, January, and February

Evidence of Completion

Sign-in sheets and agendas from seminars

G3. Increase learning gains in reading among the students in the lowest 25% by 6 percentage points.

G3.B1 Poor attendance, lack of motivation, lack of prior knowledge, little support in reading at home

G3.B1.S1 Creation of an incentive system for students.

Action Step 1

Cafeteria treats, reading plus end of the year trip

Person or Persons Responsible

Classroom teachers, Learning Team Facilitator, Reading Coach

Target Dates or Schedule

Ongoing - all year

Evidence of Completion

Students class performance, overall performance in Reading Plus

Action Step 2

Students will get the opportunity to borrow novels from the classroom libraries.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing- All year

Evidence of Completion

Teacher check-out/check-in logs.

Action Step 3

Attendance clerk will attempt contacting parents of lowest 25% who have poor attendance.

Person or Persons Responsible

Attendance clerk working with Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance improves for lowest 25%

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Incentives, school-wide novel and texts, and attendance issues

Person or Persons Responsible

Reading Coach, and AP over Reading

Target Dates or Schedule

Ongoing

Evidence of Completion

Tracking of learning gains of lowest 25% in Reading

Plan to Monitor Effectiveness of G3.B1.S1

attendance issues

Person or Persons Responsible

Reading Coach, and AP over Reading

Target Dates or Schedule

Ongoing

Evidence of Completion

Tracking of learning gains of lowest 25% in Reading

G3.B1.S2 Provide students with novels and texts to take home. Part of the Reading curriculum requires that students read for at least 30 minutes every evening.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Work with attendance clerk to contact lowest 25% that have poor attendance

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S4 School wide novel, "90 Miles to Havana," by Enrique Flores Galbis. Battle of the Books.

Action Step 1

School wide read.

Person or Persons Responsible

Reading Coach, AP over Reading

Target Dates or Schedule

During Winter Diagnostics

Evidence of Completion

Students generated projects in core classes after reading the book.

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Each department will provide a project that aligns with the novel.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Prior to Winter Diagnostics.

Evidence of Completion

The Reading Coach will compile all of the project ideas into one packet.

Plan to Monitor Effectiveness of G3.B1.S4

Students will receive a copy of the book during Winter Diagnostics.

Person or Persons Responsible

The teachers will read the book with the students and monitor comprehension by asking high order thinking questions.

Target Dates or Schedule

During Winter Diagnostics.

Evidence of Completion

Students summaries of each chapter in the novel along with completed comprehension questions.

G3.B1.S5 Professional development on Reading Common Core practices.

Action Step 1

Common Core reading strategies.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Students assessment results (formal and informal).

Facilitator:

Reading Coach, Reading Plus Representative, Area 2 Reading Specialists

Participants:

Reading and ELA teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Common Core reading strategies.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Classroom observations of strategies in the classroom.

Plan to Monitor Effectiveness of G3.B1.S5

Common Core reading strategies.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Students' on-going progress through data.

G3.B1.S6 Reading Tutorials.

Action Step 1

Reading tutorials and Reading Plus

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S6

Reading Plus program and reading materials.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Weekly lesson plans. Weekly students sign-in sheets.

Plan to Monitor Effectiveness of G3.B1.S6

Tutoring

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student assessment results.

G4. Increase learning gains in math for the lowest 25% by 15 percentage points.

G4.B1 Attendance rate of students in school and in tutoring programs.

G4.B1.S1 Parent Night which will provide information on the tutorial program.

Action Step 1

Materials to conduct a parent night

Person or Persons Responsible

Math Coach and AP over Math

Target Dates or Schedule

October 29, 2013

Evidence of Completion

Attendance rate implemented through sign-in sheet and Meeting agenda.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Implementation checklist

Person or Persons Responsible

Math coach and AP over math

Target Dates or Schedule

October 10,2013 through October 29,2013

Evidence of Completion

Completed checklist and Parent Night agenda

Plan to Monitor Effectiveness of G4.B1.S1

Question and answer session

Person or Persons Responsible

Math coach and AP over Math

Target Dates or Schedule

October 29,2013

Evidence of Completion

Exit survey of parents

G4.B1.S2 Incentives for attendance in tutorials will be implemented.

Action Step 1

Supplies and incentives for tutorial program

Person or Persons Responsible

AP over Math, Math Coach, Tutors

Target Dates or Schedule

Evidence of Completion

purchase orders

Action Step 2

Professional Development on Common Core Mathematical Practices

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Evidence of Completion

sign-in sheets

Facilitator:

Math Coach, Learning Team Facilitator, PD Team

Participants:

Math teachers

Action Step 3

Tutorial Program

Person or Persons Responsible

Math teachers

Target Dates or Schedule

After school

Evidence of Completion

attendance sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Lack of foundational computational skills

G4.B2.S1 After-School Tutoring program

Action Step 1

Basics Computational practice

Person or Persons Responsible

Tutors

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Lesson Plans

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G4.B2.S1

Student work

Person or Persons Responsible

Tutors

Target Dates or Schedule

Daily

Evidence of Completion

increase in computational skills

G4.B2.S2 Pull-outs

Action Step 1

Pull-Out Tutoring schedule

Person or Persons Responsible

Math Coach

Target Dates or Schedule

January

Evidence of Completion

Schedule

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Lesson plans

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G4.B2.S2

Student Work

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student work

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Services are provided to ensure students requiring additional remediation and 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 and 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 Learning Team Facilitator. 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 Multi-cultural diversity of Lake Worth Middle's population we are implementing a Dual Language Program which helps to facilitate two way immersion education. The advantages are that students develop full oral, written, and reading proficiency in two languages.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Increase learning gains in reading among the students in the lowest 25% by 6 percentage points.

G3.B1 Poor attendance, lack of motivation, lack of prior knowledge, little support in reading at home

G3.B1.S5 Professional development on Reading Common Core practices.

PD Opportunity 1

Common Core reading strategies.

Facilitator

Reading Coach, Reading Plus Representative, Area 2 Reading Specialists

Participants

Reading and ELA teachers

Target Dates or Schedule

On-going

Evidence of Completion

Students assessment results (formal and informal).

G4. Increase learning gains in math for the lowest 25% by 15 percentage points.

G4.B1 Attendance rate of students in school and in tutoring programs.

G4.B1.S2 Incentives for attendance in tutorials will be implemented.

PD Opportunity 1

Professional Development on Common Core Mathematical Practices

Facilitator

Math Coach, Learning Team Facilitator, PD Team

Participants

Math teachers

Target Dates or Schedule

Evidence of Completion

sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase learning gains in reading among the students in the lowest 25% by 6 percentage points.	$16,244
G4.	Increase learning gains in math for the lowest 25% by 15 percentage points.	$3,775
	Total	$20,019

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Title I	$5,604	$10,765	$16,369
Title 1	$0	$3,650	$3,650
title 1	$0	$0	$0
Total	$5,604	$14,415	$20,019

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Increase learning gains in reading among the students in the lowest 25% by 6 percentage points.

G3.B1 Poor attendance, lack of motivation, lack of prior knowledge, little support in reading at home

G3.B1.S4 School wide novel, "90 Miles to Havana," by Enrique Flores Galbis. Battle of the Books.

Action Step 1

School wide read.

Resource Type

Evidence-Based Materials

Resource

School wide novel as part of the school's literacy initiative.

Funding Source

Title I

Amount Needed

$5,479

G3.B1.S6 Reading Tutorials.

Action Step 1

Reading tutorials and Reading Plus

Resource Type

Evidence-Based Program

Resource

Tutorial materials and Reading Plus program.

Funding Source

Title I

Amount Needed

$10,765

G4. Increase learning gains in math for the lowest 25% by 15 percentage points.

G4.B1 Attendance rate of students in school and in tutoring programs.

G4.B1.S1 Parent Night which will provide information on the tutorial program.

Action Step 1

Materials to conduct a parent night

Resource Type

Evidence-Based Materials

Resource

FCAT math booklets that allow parents to help their students at home

Funding Source

Title I

Amount Needed

$125

G4.B1.S2 Incentives for attendance in tutorials will be implemented.

Action Step 1

Supplies and incentives for tutorial program

Resource Type

Evidence-Based Program

Resource

Tutorial program

Funding Source

Title 1

Amount Needed

$1,500

Action Step 2

Professional Development on Common Core Mathematical Practices

Resource Type

Evidence-Based Program

Resource

District Common Core Mathematical Practices Professional Development

Funding Source

Title 1

Amount Needed

$650

Action Step 3

Tutorial Program

Resource Type

Evidence-Based Program

Resource

Tutorial Program

Funding Source

title 1

Amount Needed

$1,500