Lake Worth Community Middle

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	94%

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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Williams, Mike	Principal
Neal, Jeffrey	Assistant Principal
Lubin, Elsa	Instructional Coach
Peter Drolet, AP for Science	Assistant Principal
Gregory, Yolanda	Assistant Principal
Erica, Bell	Teacher, Adult

Duties

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

Each administrator is responsible for instructional leadership, administrative duty assignments, providing grade level discipline, and providing evaluations for core subject areas including electives. Additionally, the administrative staff oversees various responsibilities including SAC, parent and family engagement, professional development, and other duties as assigned by the principal. The instructional coaches support leadership by facilitating PLCs, professional development, data dis-aggregation, modeling, and supporting teachers through use of the coaching continuum. The shared decision making process is implemented through weekly instructional leadership meetings where the members of the team collaborate on methods of effective instruction geared towards academic achievement and high school readiness.

Early Warning Systems

Year 2017-18

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	30	58	54	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	62	109	55	0	0	0	0	226
Course failure in ELA or Math	0	0	0	0	0	0	97	116	60	0	0	0	0	273
Level 1 on statewide assessment	0	0	0	0	0	0	246	260	225	0	0	0	0	731

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	109	148	91	0	0	0	0	348

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	91	85	81	0	0	0	0	257
Retained Students: Previous Year(s)	0	0	0	0	0	0	89	85	81	0	0	0	0	255

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lowest 25 percent. This includes a significant number of students classified as ELL and SWD. This is the second year that the ELA lowest 25 percent has dropped in three areas with the school score, district comparison and state comparison. In FY17, the lowest 25% scored 32% which was 16% lower than the district and 12% lower than the state. In FY 18, the lowest 25% scored 27% which was 22% lower than the district and 20% lower than the state.The overall data reflects a downward trend therefore making it an area of focus for Lake Worth Middle School this school year.

Which data component showed the greatest decline from prior year?

ELA lowest 25 percent was the data component which had the greatest decline from FY17 to FY18 with a decrease of 5% points. Additionally, there is a gap in the achievement demographically among subgroups with a disparity of 5% decrease for black females and black males compared to white and black males from the previous years.

Which data component had the biggest gap when compared to the state average?

Math achievement is the data component that had the biggest gap when compared to the state average. In FY17 there was a 20% gap between our school math achievement level and the state score (State score: 56% LWCMS: 38%) In FY18 there was a further decrease with a 25% gap in achievement between Lake Worth Community Middle School and the state score (State Score: 58% LWCMS: 33%)

Which data component showed the most improvement? Is this a trend?

Social Studies (Civics) showed the most improvement in both FY17 and FY18. This is definitely an upward trend with the FY17 score of 55% and the following year FY18% the score was 58 with a 3% increase. This component is 15% points behind the state average, lower than the gap between Lake

Worth Community MIddle's seven school components.

Describe the actions or changes that led to the improvement in this area.

The Civics teachers acquired a new textbook and workbook (Gateway) two years ago. The PLCs are more structured with more frequent formative assessments. The teachers incorporated a review schedule prior to the EOC which was a factor along with resources in the improvement of this subject area. A boot camp was a portion of the review component.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	56%	53%	31%	55%	52%
ELA Learning Gains	39%	57%	54%	44%	56%	53%
ELA Lowest 25th Percentile	27%	49%	47%	45%	49%	45%
Math Achievement	33%	61%	58%	38%	59%	55%
Math Learning Gains	40%	61%	57%	47%	60%	55%
Math Lowest 25th Percentile	36%	54%	51%	42%	48%	47%
Science Achievement	28%	55%	52%	36%	54%	50%
Social Studies Achievement	58%	75%	72%	55%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	30 (68)	58 (65)	54 (72)	142 (205)
One or more suspensions	62 (78)	109 (67)	55 (53)	226 (198)
Course failure in ELA or Math	97 (104)	116 (66)	60 (83)	273 (253)
Level 1 on statewide assessment	246 (210)	260 (240)	225 (230)	731 (680)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	29%	53%	-24%	52%	-23%
	2017	29%	54%	-25%	52%	-23%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	28%	54%	-26%	51%	-23%
	2017	28%	55%	-27%	52%	-24%
Same Grade Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				
08	2018	26%	60%	-34%	58%	-32%
	2017	21%	56%	-35%	55%	-34%
Same Grade Comparison		5%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	19%	56%	-37%	52%	-33%
	2017	28%	55%	-27%	51%	-23%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	8%	39%	-31%	54%	-46%
	2017	7%	38%	-31%	53%	-46%
Same Grade Comparison		1%				
Cohort Comparison		-20%				
08	2018	37%	65%	-28%	45%	-8%
	2017	28%	63%	-35%	46%	-18%
Same Grade Comparison		9%				
Cohort Comparison		30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	24%	54%	-30%	50%	-26%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	72%	-24%	71%	-23%
2017	44%	73%	-29%	69%	-25%
Compare		4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	62%	28%	62%	28%
2017	93%	59%	34%	60%	33%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	57%	36%	56%	37%
2017	94%	55%	39%	53%	41%
Compare		-1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	26	25	10	26	25	8	24			
ELL	14	31	27	17	30	31	5	41			
AMI	14	29	15	24	43	31	7	20			
BLK	30	35	22	28	39	38	22	57	97		
HSP	30	38	28	33	39	35	24	58	78		
MUL	67	57		64	46						
WHT	60	57		61	50		68	76	95		
FRL	30	38	27	32	39	36	25	57	82		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	24	30	11	24	24	12	22	45		
ELL	10	32	30	17	31	28	10	34			
AMI	19	26	14	42	37	21	35	36	73		
BLK	31	42	40	31	39	32	21	56	78		
HSP	27	40	32	33	41	35	28	50	79		
MUL	59	65		65	59						
WHT	68	62		66	47		58	85	88		
FRL	28	40	31	33	39	32	26	52	72		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	The overall lowest 25 percent will be the area of focus for FY19 .
Rationale	Based on the demographics and last year's data including subgroup data, the school will address all content areas impacting the lowest 25 percent. ELA achievement has been consistently the lowest performing achievement area at 27% which was a slight decline from FY17 of -5%.
Intended Outcome	To show significant gains among the lowest 25% in ELA our goal is 34% which is a 7% rise in proficiency.
Point Person	Mike Williams (mike.williams@palmbeachschools.org)

Action Step

Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on …. Schedules have been created to accommodate content areas so they have common planning. PLCs during common planning for all subjects. (DILs, PLC Facilitators and Lubin) School-wide writing initiative. (Lubin & Siddique) Expansion of AVID strategies school-wide.(Lubin & Wilkeson) SwPBS to improve single school culture and motivate students. (SwPBS Team) Targeted professional development for all teachers incorporating deliberate practices. (PD Team)
Person Responsible	Mike Williams (mike.williams@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	Observations in the form of walk through, informal, and formal for core content teachers with an emphasis on ELA. PLC schedule and agenda w/notes or minutes. Writing initiative agendas and work samples. (students and teachers) Schedule of meetings, agendas, guest speakers, college field trips, lesson plans, classroom observations. Improvement in school's discipline data. Agendas, attendance, classroom observation of implementation of strategies learned during PDs.
Person Responsible	Mike Williams (mike.williams@palmbeachschools.org)

Activity #2	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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

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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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.

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.

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.

Part V: Budget

Total:	**$2,700.00**