Lake Worth Community Middle

2019-20 Schoolwide Improvement Plan

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Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

https://lwms.palmbeachschools.org

Demographics

Principal: Caelethia Taylor

Start Date for this Principal: 2/23/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Asian Students Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: C (44%) 2014-15: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <u>www.floridacims.org.</u>

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

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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	Job Duties and Responsibilities
Williams, Mike	Principal	Instructional leader in charge of executing, monitoring, personnel and resources to ensure equitable access to to an effective standards based instruction for all students at all times.
Peter Drolet, AP for Science	Assistant Principal	Instructional leader who supports the implementation of the school improvement plan by supporting effective standards based instruction and monitoring the process throughout the academic year.
Gregory, Yolanda	Assistant Principal	Instructional leader who supports the implementation of the school improvement plan by supporting effective standards based instruction and monitoring the process throughout the academic year.
Lubin, Elsa	Other	Instructional leader who will support the implementation of the School Improvement Plan by providing professional development, use of the coaching continuum, reviewing data and monitoring to reach the school's goals.
Hulse, Jennifer	Instructional Coach	The Instructional Coach will work with the teachers to build capacity by using research based instructional practices. She will work collaboratively to ensure high quality instruction in classrooms with use of the coaching continuum through modeling, co-planning, co-teaching, and providing feedback to the teachers. This will support the goals of the School Improvement Plan.
Petersen, Tracey	Instructional Coach	The Instructional Coach will work with the teachers to build capacity by using research based instructional practices. She will work collaboratively to ensure high quality instruction in classrooms with use of the coaching continuum through modeling, co-planning, co-teaching, and providing feedback to the teachers. This will support the goals of the School Improvement Plan.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	452	430	462	0	0	0	0	1344
Attendance below 90 percent	0	0	0	0	0	0	35	49	45	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	53	90	89	0	0	0	0	232
Course failure in ELA or Math	0	0	0	0	0	0	98	177	109	0	0	0	0	384
Level 1 on statewide assessment	0	0	0	0	0	0	196	253	228	0	0	0	0	677

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	99	151	126	0	0	0	0	376

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	0	5	13	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	3	7	7	0	0	0	0	17

FTE units allocated to school (total number of teacher units)
96

Date this data was collected or last updated
Thursday 9/12/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	109	148	91	0	0	0	0	348

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	109	148	91	0	0	0	0	348

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	58%	54%	31%	56%	52%
ELA Learning Gains	51%	56%	54%	41%	57%	54%
ELA Lowest 25th Percentile	40%	49%	47%	32%	48%	44%
Math Achievement	38%	62%	58%	36%	61%	56%
Math Learning Gains	50%	60%	57%	41%	61%	57%
Math Lowest 25th Percentile	48%	53%	51%	33%	52%	50%
Science Achievement	30%	52%	51%	30%	53%	50%
Social Studies Achievement	54%	75%	72%	55%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	452 (0)	430 (0)	462 (0)	1344 (0)
Attendance below 90 percent	35 (30)	49 (58)	45 (54)	129 (142)
One or more suspensions	53 (62)	90 (109)	89 (55)	232 (226)
Course failure in ELA or Math	98 (97)	177 (116)	109 (60)	384 (273)
Level 1 on statewide assessment	196 (246)	253 (260)	228 (225)	677 (731)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	29%	58%	-29%	54%	-25%
	2018	29%	53%	-24%	52%	-23%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	29%	53%	-24%	52%	-23%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	28%	54%	-26%	51%	-23%
Same Grade Comparison		1%				
Cohort Comparison		0%				
08	2019	33%	58%	-25%	56%	-23%
	2018	26%	60%	-34%	58%	-32%
Same Grade Comparison		7%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	25%	60%	-35%	55%	-30%
	2018	19%	56%	-37%	52%	-33%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	9%	35%	-26%	54%	-45%
	2018	8%	39%	-31%	54%	-46%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
08	2019	42%	64%	-22%	46%	-4%
	2018	37%	65%	-28%	45%	-8%
Same Grade Comparison		5%				
Cohort Comparison		34%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	26%	51%	-25%	48%	-22%
	2018	24%	54%	-30%	50%	-26%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	47%	72%	-25%	71%	-24%
2018	48%	72%	-24%	71%	-23%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	64%	19%	61%	22%
2018	90%	62%	28%	62%	28%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	60%	26%	57%	29%
2018	93%	57%	36%	56%	37%
Compare		-7%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	45	46	14	38	36	7	35			
ELL	19	45	39	26	45	48	15	40	83		
AMI	19	38	24	27	59	65		77			
BLK	32	45	47	34	46	44	23	49	83		
HSP	32	51	39	37	49	47	31	51	83		
MUL	73	73		64	73						
WHT	67	65		72	60		59	85	92		
FRL	32	49	40	36	48	48	27	53	83		

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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	44
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data across the board our students with disabilities population (SWD) has the lowest achievement in math and ELA, specifically in the 8th grade in ELA when compared to the district and the 7th grade had only an 8% achievement level. The eighth grade ELA was -34% and the 7th grade math was -31%.The contributing factors in 8th grade ELA were that we lacked a permanent certified teacher in ELA, Reading and Science. In the 7th grade math, the contributing factor was designated teachers lacked appropriate knowledge and ESE strategies and methodologies.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at the achievement levels, Civics dropped the most by -4% from FY18. Math achievement dropped -10% in the 7th grad. This was due to inconsistency in rigor and instructional delivery among the teachers. Additionally, Algebra I EOC and Geometry showed a decline of 7% each. The contributing factor was that many students who were placed in these classes were not prepared for the rigor of the content.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 7th grade math achievement had the greatest gap of -46%. At our school we follow the Palm Beach County School District's model for instruction and testing pathway for the 7th grade advance students, the students take the 8th grade FSA. The remaining students in the 7th grade classes are generally incoming level 1 students who are not prepared for the rigor of the content. Historically this has been a trend at our school center.

Which data component showed the most improvement? What new actions did your school take in this area?

Our school made significant growth within ELA learning gains +12%, ELA lowest 25% +13%, math learning gains +10% and math lowest 25% +12% from one year to the next. The school targeted the lowest 25% in both reading and math in all tested content areas. The teachers utilized the same standard based lesson plans across each content area during tutorials/enrichment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas for concern are the course failures in ELA and Math and the number of students scoring a level 1 on the statewide assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. High School Readiness, improving progress and student achievement in all content areas.
2. Supporting learning outcomes of ELL students and SWD in all content areas.
3. Increase attendance

4. Reduce the number of students scoring a level 1 on the state assessments.
5. Reduce the number of course failures in ELA and Math.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA and Math in alignment with the District's Strategic Plan, to ensure High School Readiness.
Rationale	When looking at the subgroup data across the board our students with disabilities population (SWD) has the lowest achievement in math and ELA, specifically in the 8th grade in ELA when compared to the district and the 7th grade had only an 8% achievement level. The eighth grade ELA was -34% and the 7th grade math was -31%. Our SWD and ELL populations have historically been part of our lowest 25% subgroup in both Math and ELA. When looking at our ELA data, the 8th grade dropped by 28%. The 7th grade Math scores revealed a -19%.
State the measurable outcome the school plans to achieve	Our measurable goal for FY20 will be to increase by 5-7% across the board: ELA Achievement, 42% ELA LG: 56% ELA Low 25: 45% Math Achievement, 45% Math LG: 55% Math L25: 53% Science achievement: 37% Social Studies Achievement: 61% SWD ELA achievement: 16%, LG: 50%, ELA Low 25: 51%, Math achievement: 21%, Math LG: 43%, Math L25: 41% ELLs ELA achievement: 26% LG: 50%, ELA Low 25: 44%, Math achievement: 33%, Math LG: 50%, Math L25: 53%.
Person responsible for monitoring outcome	Mike Williams (mike.williams@palmbeachschools.org)
Evidence-based Strategy	1. All teachers will engage in AVID professional development and incorporate AVID strategies throughout each content area. As the school year progresses, the content areas will work towards using and mastering eight different AVID strategies with strategies varying by content. AVID promotes several of the SEL components (proficiencies) such as growing student responsibility and sell-management and utilizing cooperative learning to enhance social awareness. Strategies: Quick Writes, Costa's Level of Thinking, and Cornell Notes 2. Technology 3. Professional Learning Communities 4. Push-in ESE and ESOL resource teachers
Rationale for Evidence-based Strategy	1. AVID is a proven program and methodology in increasing efficacy in students and teachers. AVID strategies are easily adaptable by any content area to meet the needs of a diverse student population. Instruction using AVID strategies have proven to be effective in increasing high school readiness. The Collaborative for Academic, Social, and Emotional Learning (CASEL) suggests educators can explicitly stimulate students' social and emotional abilities, and the result is not only beneficial for students' emotional health but also their academic achievement. (Durlak et. al., 2011) 2. Technology will allow all students the opportunity to receive remediation and/or enrichment at their instructional level. 3. PLCs will allow the teachers to meet regularly, share their expertise, and work collaboratively to improve teaching skills and the academic performance of all students.

4. Push-in ESE and ESOL resource teachers will work collaboratively with content ed teachers to ensure students are receiving the accommodations and modifications necessary to support all learners.

Action Step	
Description	1. AVID: a. Determine school-wide focus Quick Writes, Costa's Level of Thinking, and Cornell Notes b. Provide teachers PD on the above mentioned strategies c. Teachers will increase incorporation of collaborative strategies to enhance SEL through teacher-to-student and student-to-student relationships. d. Implementation will be monitored through AVID Tuesdays (showcase) and student work and progress (Admin and AVID Coordinator). 2. Technology: Reading Plus, Achieve3000, and NewsELA Pro. Envision Math Curriculum, IXL and Everglades Math a. Teachers will establish a rotational schedule to ensure all students have equitable access to technology. b. Monitoring will occur through student data reports (Teachers, coaches and Admin) 3.PLCs: a. Teachers will meet on a consistent basis during PLCs to analyze data, to lesson plan and to make decisions on next steps regarding instruction and supports. The focus is on standards mastery. b. PLC's will support the building of content knowledge teachers will implement a focused curriculum . c. Monitoring will occur through Administrative attendance and review of agendas, sign-in sheets and notes (Admin) 4 ELA, ELL, Strategists and Math teachers will engage in standards based instruction cycle during the collaborative planning (PLCs). Teachers will analyze standards mastery during LTMs. 5. Push-in ESE and ESOL: a. Develop a schedule to ensure resources teachers are supporting special populations during the small group instruction. b. Teachers will collaboratively plan during PLCs to determine strategies and resources to used to support closing the achievement gap. c. Monitoring will occur through student data analysis and classroom walks (Admin)
Person Responsible	Mike Williams (mike.williams@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 reading and writing across all content areas. Our students focus on content and curriculum related to: The History of the Holocaust

The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. the universal guidelines is the "Warrior Way":
Be Respectful
Be Responsible
Be Safe
Be a Goalsetter

In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Our school also integrates AVID strategies throughout the school and emphasizes collaboration among faculty and students. The school fosters social emotional learning (SEL) practices in and effort to improve students' attitudes toward learning and their self-efficacy.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Lake Worth Community Middle School (LWCMS) 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. LWCMS will encourage parents to be active participants by being proactive in their child's education by checking the parent Gateway, attendance at school events and SwPBS initiatives. Parents will also be encouraged to provide positive reinforcement, encouragement, and work with teachers to increase communication. LWCMS is committed to involving parents in the shared decision-making process.

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.

Lake Worth Community Middle School's Counseling Department attempts to be proactive in offering services. We offer individual counseling, small group, as well as large group (classroom) counseling. In addition, we provide referrals to community agencies and other organizations in order to connect students with appropriate services, as needed. Furthermore, we collaborate and consult with teachers

and other individuals to help ensure our students' success.

The School District of Palm Beach County keeps the safety of students at the forefront by providing behavioral and emotional supports for students and families to ensure success. A school behavioral health professional is now on site at LWCM assisting students with appropriate district approved services.

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 Community Middle School. Students are made aware of other programs that we offer that may interest them including extracurricular activities on campus.

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.

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

The AVID program is now in its fourth year at LWCMS. It provides research based instructional strategies aligned to the District's Strategic Plan where students work towards high school,college and career readiness.

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.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through 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.
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 PLCs which are implemented by our instructional coaches and DILs. This assists us in having a Single School Culture which helps our students both academically and behaviorally. By 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.

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.

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

The school promotes college and career readiness through the the AVID program where they learn about the process to get into college. Students visit college/university campuses. Teachers display a banner outside their classroom doors that advertises the college or university where they earned their degrees. Local businesses and organizations visit the campus to speak to students with the purpose of sharing advice and experiences in effort to better prepare them for expectations at the college level.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA and Math in alignment with the District's Strategic Plan, to ensure High School Readiness.				$4,370.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	100-Salaries	2131 - Lake Worth Community Middle	School Improvement Funds	1171.0	$4,370.00
			Notes: Supplemental Instruction for ELL, SWD, and Lowest 25%.			
					Total:	$4,370.00