Lake Worth Community Middle

2020-21 Schoolwide Improvement Plan

Table of Contents

Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

https://lwms.palmbeachschools.org

Demographics

Principal: Caelethia Taylor

Start Date for this Principal: 9/10/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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, click here.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	95%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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.

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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. 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, position title, and job duties/responsibilities 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.
Hartman, Dawn	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.

Demographic Information

Principal start date
Thursday 9/10/2020, Caelethia Taylor

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
14

Total number of teacher positions allocated to the school
95

Demographic Data

2020-21 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
2019-20 Title I School	Yes
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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, [click here](#).	

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	428	422	412	0	0	0	0	1262
Attendance below 90 percent	0	0	0	0	0	0	133	67	69	0	0	0	0	269
One or more suspensions	0	0	0	0	0	0	14	65	56	0	0	0	0	135
Course failure in ELA	0	0	0	0	0	0	246	162	99	0	0	0	0	507
Course failure in Math	0	0	0	0	0	0	188	79	61	0	0	0	0	328
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	164	152	145	0	0	0	0	461
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	149	131	167	0	0	0	0	447
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	291	289	259	0	0	0	0	839
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	287	260	207	0	0	0	0	754

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	248	195	177	0	0	0	0	620

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	8	10	10	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	4	7	7	0	0	0	0	18

Date this data was collected or last updated

Tuesday 8/25/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	0 (0)

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	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%
	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%
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			

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
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		
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

ESSA Federal Index	
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%	2
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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 the 8th grade had only an 8% achievement level. The 7th grade math was -31%.The contributing factors for 7th grade math was designated teachers lacked appropriate knowledge in ESE strategies and methodologies.

When the FY19 data was compared to the Winter Diagnostics, it shows a decline across the board and in most of the subgroups in ELA Reading and Math. The ELA total shows a 2% decrease from FY19 FSA (30%) to the Winter Diagnostics (28%).
Now that we have analyzed the Winter Diagnostics data and reflected upon it, the Leadership Team has decided to implement a few projects to improve student progress.
Students will attend pull-out tutorial sessions in all four content areas twice a week. The teachers who will provide tutoring are all certified in their respective subject areas.
Members of the Leadership Team will monitor for fidelity and student growth through focused walks and various progress monitoring tools.
The ESOL Coordinator will continue to monitor the ESOL ELA teachers as they push in to classrooms. The ESOL Coordinator will also schedule CLFs to provide support in the classrooms.
Based on the present data, additional professional development will be available for each department. Options include on campus professional development and district level professional development where teachers will be encouraged to attend.

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 EOC 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.
In Math, the total shows a 3% decrease from FY19 FSA (28%) to the Winter Diagnostics (25%).

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. In Math, the total shows a 3% decrease from FY19 FSA (28%) to the Winter Diagnostics (25%).

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?

Two areas for concern are the course failures in ELA and Math and the number of students scoring a level 1 and 2 on the diagnostic tests from FY20. The failure rate last year is a reflection of difficulties our students had with distance learning in the spring. When looking at the numbers from FSA scores from FY19 we saw a increase in students scoring at a level 1 or 2.

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

Number one priority is high school readiness, improving progress and student achievement in all content areas for all subgroups at our school.
The second priority is supporting learning outcomes of ELL students and SWD in all content areas as these two subgroups are our most at risk according to data.
The third priority is lowering the percent of students which have less than 90% attendance.
The fourth priority is to reduce the number of students scoring a level 1 on the state assessment which currently 461 students in ELA and 447 students in math, based on the FY19 FSA data.
The fifth and final priority is to lower the number of students with failures currently the students had 507 failures in ELA and 328 failures in math.
During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase

student achievement as well as close the achievement gap. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will be connected with a reading endorsed/certified interventionist to ensure closing of the achievement gap. In the past, these students have been identified based on their critical area of need and offered priority for afterschool and Saturday tutoring. If we are able to implement a tutoring program in the FY21 school year, either virtual or in person, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.

Addresses increasing attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix of being Positive in all school settings on campus and virtual, being Respectful, practicing Integrity, and choosing Disciplined behaviors of Excellence both on campus and in virtual classrooms. The leadership team will incorporate district initiatives that motivate increased student attendance and engagement. We continue to maintain a single school culture through quarterly celebrations as well as weekly check-ins from support staff and the admin team that assist boosting student engagement and morale and that assist our school culture and climate and mental health and well-being of students, teachers, and staff. This year with the pandemic in the forefront of our reality we have several systems in place to support school wide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and 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 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%.
Measurable Outcome:	Our measurable goal for FY21 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%
Person responsible for monitoring outcome:	Mike Williams (mike.williams@palmbeachschools.org)
Evidence-based Strategy:	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 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 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. 2. Technology will allow students the opportunity to receive remediation and 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 academic performance of all students. 4. Push-in ESE resource teachers will work collaboratively with content teachers to ensure students are receiving the accommodations and modifications necessary to support all learners.

Action Steps to Implement

1. AVID:
a. Determine school-wide focus Quick Writes, Costa's Level of Thinking, and Cornell Notes
b. 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) (Admin and AVID Coordinator).

Person Responsible	Mike Williams (mike.williams@palmbeachschools.org)

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)

Person Responsible   Mike Williams (mike.williams@palmbeachschools.org)

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. PLCs 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).

Person Responsible   Mike Williams (mike.williams@palmbeachschools.org)

4. Push-in ESE :
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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

LWCMS has a very active school class and organization on campus call Latinos in Action (LIA). This course is one that focuses on leadership and service in the community. The goal of the course is to empower Latino students to be leaders in their community and strengthen it through college and career readiness. The four pillars of this program are leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. LIA puts on a large scale, school wide Hispanic heritage event. The whole school takes part in block party like activity in the courtyard after each lunch where performances of authentic Latino dancing performances are put on by the students.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs.

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Social Emotional Learning (SEL) program has been established in order to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$1,401.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2131 - Lake Worth Community Middle	School Improvement Funds	1260.0	$1,401.00
			Notes: Pending SAC approval			
					Total:	$1,401.00