

The School District of Palm Beach County

# Lake Worth Community Middle



## 2021-22 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: 9/22/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (42%) 2016-17: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* 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](http://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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## 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)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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### SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Williams, Mike	Principal	Provide leadership, direction and co-ordination within the school. The Principal's main focus is to develop and maintain effective educational programs and to promote the improvement of teaching and learning within Lake Worth Middle School
Gregory, Yolanda	Assistant Principal	Serve as an instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lake Worth Middle School.
Peter Drolet, AP for Science	Assistant Principal	Serve as an instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lake Worth Middle School.
Lubin, Elsa	Other	Supports the school in a variety of ways. Provide academic support to teachers and facilitates PLCs and coach teacher leaders to lead the PLC; monitor and support SWpBS, Data Driven Instruction, School wide Reading and Writing Initiatives plan and implement professional development with academic coaches.

### Demographic Information

#### Principal start date

Wednesday 9/22/2021, 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.*

6

**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.*

11

**Total number of teacher positions allocated to the school**

50

**Total number of students enrolled at the school**

1,209

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

7

### Demographic Data

## Early Warning Systems

### 2021-22

**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	443	445	439	0	0	0	0	1327	
Attendance below 90 percent	0	0	0	0	0	0	88	110	99	0	0	0	0	297	
One or more suspensions	0	0	0	0	0	0	34	22	11	0	0	0	0	67	
Course failure in ELA	0	0	0	0	0	0	203	205	211	0	0	0	0	619	
Course failure in Math	0	0	0	0	0	0	196	196	187	0	0	0	0	579	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	192	199	191	0	0	0	0	582	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	262	252	226	0	0	0	0	740	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	137	107	0	0	0	0	348	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	274	321	268	0	0	0	0	863	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	294	285	211	0	0	0	0	790	

**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	296	296	275	0	0	0	0	867	

**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	17	17	8	0	0	0	0	42	
Students retained two or more times	0	0	0	0	0	0	3	6	6	0	0	0	0	15	

**Date this data was collected or last updated**

Tuesday 9/21/2021

**2020-21 - 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	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	

**2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	58%	54%	32%	56%	53%
ELA Learning Gains				51%	56%	54%	39%	57%	54%
ELA Lowest 25th Percentile				40%	49%	47%	27%	49%	47%
Math Achievement				38%	62%	58%	33%	61%	58%
Math Learning Gains				50%	60%	57%	40%	61%	57%
Math Lowest 25th Percentile				48%	53%	51%	36%	54%	51%
Science Achievement				30%	52%	51%	28%	55%	52%
Social Studies Achievement				54%	75%	72%	58%	75%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	29%	58%	-29%	54%	-25%
Cohort Comparison						
07	2021					
	2019	29%	53%	-24%	52%	-23%
Cohort Comparison		-29%				
08	2021					
	2019	33%	58%	-25%	56%	-23%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	60%	-35%	55%	-30%
Cohort Comparison						
07	2021					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison		-25%				
08	2021					
	2019	42%	64%	-22%	46%	-4%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	26%	51%	-25%	48%	-22%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	72%	-25%	71%	-24%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	64%	19%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	60%	26%	57%	29%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Based on the following FY'21 FSA and EOC scores...

FY' 21 Winter Diagnostic vs FSA'21 results show"

ELA Proficient: Winter Diagnostics (19%) and FSA '21 (25%)

Math Proficient: Winter Diagnostics (16 %) and FSA'21 (19%)

Science Proficiency: Winter Diagnostics (26 %) and FSA'21 (21%)

Civics Proficiency: Winter Diagnostics (27%) and FSA'21 (44 %)

Algebra I EOC FY'21: 56.6% Proficient

Geometry EOC FY'21: 78.9% Proficient

LWMS leadership will continue to closely monitor student progression in FY'22 utilizing data from district assessments (FSQs, USAs, & NGSQs), Reading Plus reports, Achieve 3000, iXL, and district diagnostics for progress monitoring. The data from these formal assessments will be used in PLC meetings, Learning Team Meetings and data chats to drive classroom instruction, plan for remediation and enrichment of standards.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	20.6%	22.6%
	Economically Disadvantaged			21.2%
	Students With Disabilities	25.7%	8.6%	10.1%
	English Language Learners	17.8%	5.2%	2.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.3%	24%	3.1%
	Economically Disadvantaged			3.3%
	Students With Disabilities	20%	25%	1.6%
	English Language Learners	0	8%	.5%
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.4%	23%	23.1%
	Economically Disadvantaged			21.6%
	Students With Disabilities	10.4%	3.1%	13.8%
	English Language Learners	3%	2.9%	2.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.8%	19.2%	4.8%
	Economically Disadvantaged			4.9%
	Students With Disabilities	22.6%	6.3%	7.0%
	English Language Learners	13.1%	7.1%	2.2%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		28%	38.7%
	Economically Disadvantaged			37.6%
	Students With Disabilities		19%	22.6%
	English Language Learners		8.2%	16.3%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.5%	16.8%	24.1%
	Economically Disadvantaged			21.5%
	Students With Disabilities	18.8%	6.6%	3.6%
	English Language Learners	3.2%	0.60%	4.7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.9%	13.2%	14.9%
	Economically Disadvantaged			14.3%
	Students With Disabilities	18.4%	9.1%	9.4%
	English Language Learners	11%	6.9%	5.4%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			18.2%
	Economically Disadvantaged			15.3%
	Students With Disabilities			3.8%
	English Language Learners			2.3%

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	24	30	13	17	29	8	28	77		
ELL	15	27	26	11	18	34	8	34	61		
AMI	3	10	11	5	19	26		9			
BLK	27	37	37	17	22	33	19	51	76		
HSP	24	31	24	17	19	35	19	42	78		
WHT	48	51		48	35		69	61	91		
FRL	23	31	27	16	20	33	18	43	77		
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			

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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	26

English Language Learners	
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	10
Native American Students Subgroup Below 41% in the Current Year?	YES
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	58
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY' 21 Winter Diagnostic and FSA'21 results show"

ELA Proficient: Winter Diagnostics (19%) and FSA '21 (25%)

Math Proficient: Winter Diagnostics ( 16%) and FSA'21 (19%)

Science Proficiency: Winter Diagnostics ( 26%) and FSA'21 (21%)

Civics Proficiency: Winter Diagnostics (27%) and FSA'21 (44 %)

Algebra I EOC FY'21: 56.6% Proficient

Geometry EOC FY'21: 78.9% Proficient

Based on this data trend our focus will be to increase learning gains and grade level achievement. Based on the data trends the focus will be on literacy that includes teaching reading and writing in the content areas; scaffolding instruction and remediation of standards. We will specifically focus on our ESSA identified subgroups, ELL and SWD. These students will receive personalized instruction through various modes of instruction such as, small group, in-school during the day tutorials, technology (Reading Plus, Achieve 3000, iXL), data chats, and progress monitoring.

Our in-school, during the school day tutorial program is teacher lead and includes collaboration among all teachers. The student schedules are adjusted to increase student participation and overall success.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is the number of level 1 and 2 (77%) students on the statewide assessment in grades 6, 7 and 8. Another area of improvement is learning gains in ELA and Math on the FY21 FSA. There was a significant drop across the board. Our focus is to increase learning gains and achievement on the state assessments. Teaching literacy across the content areas is a school-wide initiative to occur in the context of all content area instruction. Targeting support will be provided for all struggling learners with a focus on our ELL and SWD students. Professional development trainings in Science, Social Studies, Reading, ELA and math will assist teachers with small group strategy and skill based instruction. We will use the districts' formal assessments FSQs, USAs, NGSQs and the winter diagnostic to monitor student progress and achievement of state standards. The data from these assessments will be used to address areas of deficiency.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, more than two-thirds of our students were virtual learners. Contact information

was not accurate which caused communication breakdowns. Many of our teachers and administrators were also severely affected by the pandemic, a few of our teachers were teaching remotely which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced our new instructional platforms, Google Classroom, and Google Meet to ensure all students equal opportunity to learn and be supported.

The students are transitioning into middle school with deficiencies in both reading and math. Additionally, English acquisition is a barrier for our ELL population with a large percentage that speaks an indigenous language. We will increase ELL students' English language production and peer interaction by mainstreaming ELL students and providing support facilitation and implementation of ELL strategies in instruction across the content areas. Teachers will provide engagement opportunities for English Language Learners to practice speaking English in the classroom.

Likewise, our SWD students will receive support facilitation in an inclusive classroom setting. Our SWD will receive additional differentiated instruction, modifications and enrichment within the classroom with a focus to build background knowledge to Increase comprehension and critical thinking skills.

The resources and strategies will be aligned to grade level standards and scaffolds will be put in to support our ELL and SWD students who are not performing at their grade level.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math demonstrated an increase in proficiency by 5% and learning gains by 12%. Overall there was significant improvement in math learning gains (12%), Low 25s had an increase of 13%, from 27% to 40%. We had 14% of our ELL subgroup to demonstrate proficiency and 10% of our economically disadvantage subgroup demonstrated proficiency. Actions taken in FY19 to support these improvements were our math tutorial, implementation of supplemental materials, resource math teachers who pushed into classes, and an increase in collaborative planning by teachers.

ELA achievement on the FSA19 assessment, we had a 3% increase in proficiency, and a 10% increase in learning gains in our L25. We had 19% of our ELL subgroup to demonstrate proficiency and 18.1% of our economically disadvantage subgroup to demonstrate proficiency. Actions taken in FY19 to support these improvements were our in-school, during the school day tutorial program, implementation of supplemental materials, ELL support in mainstream ELA classes, and an increase in collaborative planning by teachers.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Within the Core, we focused on the use of formative assessments (FSQs, USAs, NGSQs), teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports home and collaborated with the School Counselors to monitor the progress of targeted students. All teachers held all students to high expectations. Strategic PLCs and Learning Team Meetings were implemented to analyze data, monitor student progress, and develop lessons plans and learning activities to support all student learning.

We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our

students by positively influencing:

- A clear and focused path to success
- Implemented the small group instructional model in all ELA classes
- Self-Measurement progress
- Increased self-confidence and independence
- Enhanced Social-Emotional Learning opportunities

### **What strategies will need to be implemented in order to accelerate learning?**

During our ELA and Math 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, sharing best practices, incorporating research based strategies, conducting small group instruction, writing across the content areas, implementing a technology component for reading and writing and differentiating learning. Teachers engage in common planning and participate in professional development trainings 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 in all subgroups.

We will focus on our L25, ELL and SWD students to obtain a positive impact to learning gains by ensuring standards based instruction and effective use of research-based strategies and resources. We will ensure student learning and improved student achievement towards grade level success and continuous improvement. All of our Low 25% are in an intensive reading class which will allow for ample tracking and support to ensure their growth. Our Low 25% students will receive instruction from a reading endorsed/certified teacher to ensure closing of the achievement gap. These students will continue receiving priority for tutoring sessions that include math, ELA, and writing during our in-school, during the day tutoring program.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will engage in collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA and Mathematics. They will participated in deep professional development trainings from the Multicultural Education Department on creating, supporting, and sustaining a culture of access and equity in the classroom for ELL students. Additionally, they will receive from Literacy Instructional Specialists from the Department of Teaching and Learning, Small Group instructional strategies, Posing and constructing quality DOK 2 and DOK 3 questions, increasing student engagement and learning opportunities for students particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule and professional development trainings are embedded in that window of time.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support to our SWD and ELL subgroups. Resources and strategies in reading classes have been aligned to grade level standards and scaffolds are in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities for students using certified teachers. In-school during the day tutorials, afterschool tutorials and Saturday boot camps will begin in January 2022.

Our goal is to ensure that all ELL and ESE students are provided small group instruction with additional teacher support for ESOL students in ELA classes grade 6 and through the implementation of ELL strategies in grades 7 and 8. Our ESE students will receive support facilitation in grade 6 through 8.

We will also implement literacy across all content areas. Effective literacy skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA secondary standards as they plan instruction in all content areas.

Teachers will participate in collaborative planning with academic coaches and our single school culture coordinator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

### Part III: Planning for Improvement

#### Areas of Focus:

## #1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

To increase learning gains school-wide, we will focus on standards-based instruction. We will also increase student achievement in our ELL and SWD subgroups. This rationale aligns with the District's Strategic Plan and prepares students for high school readiness.

The results for FY21 FSA for our ELL and SWD subgroups were our lowest performing groups.

ELA: ELL achievement (3.5%) ELA: SWD achievement ( 5.6%)

Math: ELL achievement (3.9%) Math: SWD achievement (7 %)

Our ELL Female subgroup achievement on the ELA FSA (5%) and our ELL Male subgroup achievement was 2% on the ELA FSA. Our SWD female subgroup achievement on the ELA FSA (6%) and our SWD male subgroup achievement was (9%).

### Area of Focus Description and Rationale:

In FY19 our overall ELA achievement for ELL subgroup (19%), learning gains (45%), and L25 (39%).

In FY19 our overall achievement for math for ELL subgroup (26%), ELL learning gains (45%), and ELL L25 (48%).

In FY19 our overall ELA achievement for SWD subgroup (9%), SWD learning gains (45%), and SWD L25 (46%).

IN FY19 our overall Math achievement for our SWD subgroup (14%), SWD learning gains (38%), and SWD L25 (36%).

Our goal is to be strategic and focus on standards-based instruction to ensure best practices are utilized throughout all content areas. We will establish a learning environment for students to reach their full potential and ultimately increase student achievement. Establishing a culture of high expectations and continuous improvement by exposing students to the rigor of standards through the use of complex text, tasks and talk.

### Measurable Outcome:

For FY22 we will increase overall achievement percentage of our ELL and SWD subgroups by 5% on the ELA and Math FSA.

### Monitoring:

All teachers will engage in professional development for the ELL Tried-And-True Instructional Strategies and incorporate these strategies throughout each content area. As the school year progresses, the content areas will work towards implementing nine ELL strategies for the school year.

The ESE resource teachers will Push-in to classrooms and work collaboratively with content teachers to ensure students are receiving quality support, accommodations and modifications necessary for their academic success.

### Person responsible for monitoring outcome:

Mike Williams (mike.williams@palmbeachschools.org)

### Evidence-based Strategy:

The ELL Tired-And-True strategies promote value, clarify expectations, foster engagement and support to students. English learners need opportunities to build their critical thinking skills, explore a variety of means to express their thinking, interact with peers and teachers effectively, and comprehensively. The ELL Tried-And-True strategies will also help student

performance in the classroom and on state assessments.

Strategies: Anchor Charts with Key Sentence Frames to scaffold oral and written communication about content and Word/Picture Banks to increase comprehension of academic vocabulary and study skills. Will monitor the use of technology programs such as Achieve 3000 and Reading Plus, Professional Development training scheduled during PLC and additional classroom support through push-in's with ELL resource teachers.

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 walkthroughs (Admin)

**Rationale  
for  
Evidence-  
based  
Strategy:**

The Tried-And True Strategies framework has proven methodology in increasing efficacy in ELL students and teachers. ELL Tried-And-True strategies are easily adaptable by content area to meet the needs of a diverse student population. Instruction using the Tried-And-Ture strategies have proven to be effective in increasing high school readiness.

1. Technology will allow students the opportunity to receive remediation and enrichment at their instructional level.
2. PLCs will allow the teachers to meet regularly, obtain trainings, share their expertise, and work collaboratively to improve teaching skills and academic performance of all students.
3. Push-in ELL resource teachers will work collaboratively with ELA teachers to ensure students are receiving the accommodations and modifications necessary to support all learners.
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**

Tried-And-True ELL Strategies:

- a. Determine school-wide focus Quick Writes, Anchor Charts, Word/Picture Banks,
- 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 classroom walkthroughs (Admin and ESOL Coordinator).

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)

Technology: Reading Plus, Achieve3000, 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)



## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When using Safe Schools for Alex.org LWMS ranks 331 out of 553, which is high compared to all middle schools statewide. 8.4 incidents were reported per 100 students. This rating was for an enrollment of 1284 students with 242 suspensions for the 2019-2020 academic year. When looking at the ranking details the incidents rated as moderate per student at 1.95 per 100 students. Our issues fall under Fighting, Physical Attack, Robbery, Threat/Intimidation, Drug Use or Possession Except Alcohol, Tobacco, Alcohol, Disruption of campus, trespassing and weapons possession. When looking at the ranking details the incidents rated as high per student at 1.95 per 100 students. Our issues fall under other major offenses, Tobacco, Drug Use/ Possession. We had zero incidents for Vandalism.**

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for the Warrior Way and communicating these expectations to parents via callouts and parent meetings, and monitoring SWPBS through lessons and resources. Lake Worth Middle School will provide mentoring to our students to foster positive relationships. We have revised and updated our Behavior Matrix, implemented use of the HERO program, and facilitated small group counseling to decrease the number of out of school suspensions and to provide an alternative solution to address student behavior needs.

### 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.

Our School-wide Positive Behavior initiative is used to encourage students' academic and behavioral success. To celebrate students "CAUGHT DOING GOOD", students receive rewards and incentives. To highlight teachers' contributions to students' success, the SWPBS team provides incentives to teachers throughout the year for going above and beyond what is already required of them. Our students are expected to follow the Warrior Way--Be Respectful, Be Responsible, Be Safe, and Be a Goal Setter.

LWMS guidance team collaborates with the High schools and elementary schools to present available programs and course selections to our 6th and 8th grade students. LWMS offers a Summer Transition Program for incoming 6th graders and our Guidance team closely monitors all students which offers an

additional layer of support for those students.

Suite 360 is the 5 hour state curriculum use to educate students on mental health and awareness. Students participated in lessons on:: 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.

Our School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. This position started for the FY'20 academic year as a part of the Marjory Stoneman Douglas High School Public Safety Act.

#### 1003.42 Mandatory Curriculum & Content

As stipulated within Florida Statute & Policy 2.09 and as aligned to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality



instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. Please resubmit & track the SIP to me for publication.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Mr. Michael Williams, Principal, promotes collaboration amongst staff members with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsible to student needs.

Mrs. Livina Forbes- Dunkley, School Counselor, supports a positive culture and environment through small group and individual interactions and experiences for students. Our school counselor ensures students feel safe, welcome and included.

Ms. Cristelina Milan, School Counselor), supports a positive culture and environment through small group and individual interactions and experiences for students. Our school counselor ensures students feel safe, welcome and included.

Ms. Elsa Lubin, Single School Culture Coordinator, supports a positive culture and environment through monitoring the school's SWpPBS framework. Our SSCC ensures that our students feel safe, welcome and included.

## Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00