

The School District of Palm Beach County

Lake Worth High School



2022-23 Schoolwide Improvement Plan

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Lake Worth High School

1701 LAKE WORTH RD, Lake Worth, FL 33460

<https://lwhs.palmbeachschools.org>

Demographics

Principal: Elena Villani

Start Date for this Principal: 8/25/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (46%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Lake Worth High School

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<https://lwhs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

The mission at Lake Worth Community High School is to envision a dynamic learning environment where all students reach their highest potential and succeed in the global economy.

Provide the school's vision statement.

The vision of Lake Worth Community High School is to provide a challenging, innovative program to a diverse population, empowering everyone to successfully compete in and contribute to the global society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Villani, Elena	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The school principal focuses on the vision of academics/success for all, climate, cultivating leadership, improving instruction, people, data, and processes of the school. Some of these primary responsibilities include:</p> <ul style="list-style-type: none"> (1) Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness. (2) Demonstrates through daily decisions and actions that the school's priority is academic success for every student and campus wide safety. (3) Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in the achievement of school performance objectives and other District goals. (4) Develops opportunities for building staff's capacity to collaborate effectively about standards and effective instruction. (5) Celebrates success as well as opportunities for growth. (6) Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. (7) Provides ongoing coaching with constructive feedback to teacher leaders. (8) Sets clear goals with the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. (9) Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provide intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. (10) Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations, and providing staff development/training opportunities. (11) Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
Bailey, Tracy	Assistant Principal	<p>As Assistant Principal, Mrs. Tracy Bailey serves as the curriculum leader overseeing the School Improvement Plan, Title I, District Accreditation, and schoolwide Professional Development aligning with the District's Strategic Plan. She monitors the departments of social studies, physical education, fine arts, Learning Team Facilitator, and Credit Recovery. She supports new teachers through the New Teacher Educator Support Program, college intern</p>

Name	Position Title	Job Duties and Responsibilities
		placements, all campus visitors, clubs, activities, field trips, and textbook manager. She completes all other duties as assigned.
Cain, Christopher	Assistant Principal	As Assistant Principal, Christopher Cain supervises the 9th grade cohort, 3DE business academy, and the Science department. Mr. Cain is responsible for monitoring and evaluating classroom instruction amongst these two departments. He mentors and collaborates with the T.O.S.A, Deans and Student Services clerical staff. Additionally, Mr. Cain assists with the SESIR, SBT, SAC & SIP campus expectations.
Garate, Christian	Assistant Principal	As Assistant Principal, Mr. Christian Gárate supervises the current 10th grade cohort. He also evaluates & monitors classroom instruction, lesson planning, grading and PD for choice programs, World Language department and the newly created Dual Language program. Mr. Garate oversees all aspects of Media Center Services, including Chromebook distribution, internet connectivity, media and new textbook material compliance, IT support for all staff and current WIFI warrior. Mr. Garate also supervises the implementation of the school website through school messenger, in addition to the social media accounts on twitter. School wide Mr. Garate supports and maintains along with the Learning Team Facilitator the school dashboard to track graduation progress for all students.
Oates, Kevin	Assistant Principal	As Assistant Principal, Mr. Kevin Oates supports the overall safety and security of the school campus by planning and conducting monthly emergency drills, developing the crisis response plan, as well as, overseeing the bimonthly safety committee meetings. Mr. Oates supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning which focuses on content, instruction, and pedagogical content knowledge by overseeing the ESE, AICE, and AP departments. He is dedicated to improving instruction by evaluating and monitoring classroom instruction, lesson planning, grading, and PD's for his departments. Mr. Oates recognizes that the school's priority is academic success for all students so therefore, he coordinates and monitors the afterschool tutorial program. Mr. Oates is dedicated to the overall mission and vision as he manages all other duties as assigned.
Ramos, Simone	Assistant Principal	Assistant Principal, Dr. Simone Ramos evaluates and monitors the English, Reading, and Avid Departments for classroom instruction, lesson planning, reading, professional development, data analysis, data protocols, instructional models, remediation strategies, SAT/ACT tutoring, and instructional practices to improve student learning. Dr. Ramos develops and implements schoolwide literacy plan initiatives aiming to increase students' academic success. She is an integral part of the department's Professional Learning Communities, researching and collaborating with best PLC practices, such as inquiry cycle tools (Analyze evidence to develop practices, determine an area of focus, implement the plan, support teachers' growth, analyze and adjust the inquiry cycle). She develops short, medium, and long-term goals for the schoolwide

Name	Position Title	Job Duties and Responsibilities
		<p>AVID program, teachers, student cohort, and parental involvement. She is involved in the entire Testing Process, in analyzing the best practices, students, school, and teachers' needs and assisting testing staff on the testing days with relocations, and helping test administrators, proctors, and students. Dr. Ramos assists with arrival, dismissal, class changes, and evening activities. She attends SAC, department, and faculty meetings and helps develop, implement, and monitor the School Improvement Plan. She executes all other duties as assigned.</p>
Taormina, Vincent	Assistant Principal	<p>Mr. Vincent Taormina oversees the Adult & Community Education (ACE) program at Lake Worth Community High School (LWCHS). He implements, develops, organizes, evaluates and promotes new curriculum and courses of instruction and programs at LWCHS ACE. He is instrumental in coordinating with the school district to expand Adult Education programs and opportunities for the community. He maintains attendance records, testing and learning gains of students, and permanent records of students' accomplishments. He supervises the maintenance of student records, registration, orientation, instruction and progress of adult students. Mr. Taormina supervises, develops, implements, and evaluates Adult Independent Study and Dual Enrollment for both the ACE and the high school. Mr. Taormina develops and oversees the budget of LWCHS Adult Education program. He coordinates with other district personnel and community based organizations to assure appropriate placement of students in the LWCHS ACE program. His duties include hiring, supervising and evaluating the ACE instructional and non instructional staff. Mr. Taormina participates in meetings with district administrative staff to present information, participate in decision making, and coordinates programs as they relate to Adult Education. Mr. Taormina communicates and cooperates with the administration and staff of the high school to identify options for students whose needs may best be met in an ACE setting. He performs the duty of Acting Principal, Adult Education when the Principal is unavailable. Mr. Taormina fulfills other duties as the Principal assigns. These duties include: supervising facilities' maintenance records, assist the secondary program with general administration services and supervision during lunch, class changes, with student removals, dismissals, and as needed throughout the campus, supervise evening activities, attend SAC meetings & leadership meetings, help develop SIP, implement & monitor SIP, monitor classroom instruction, serve as a curriculum resource to teachers and ensure equitable access for all students, prepare schedules for "Special Activities Days" such as pep rallies (work with the Athletics/Activities Director), serve as liaison to project managers for facility improvements and repairs, handle work orders, repairs, oversee landscaping, determine facility & site improvement needs to determine the purchase of major equipment and furniture, oversee capital projects, serve as liaison to the Athletic and Activities Directors, oversee the distribution and collection of keys, responsible for the maintenance, issuing, and the collection of walkies, develop School Crisis Response Plan for Adult Education, oversee Work Orders and Maintenance requests, assist with furniture needs/purchases/requests from teachers, attend monthly Alumni Association Meetings.</p>

Name	Position Title	Job Duties and Responsibilities
Taylor, Caelethia	Assistant Principal	As Assistant Principal, Mrs. Caelethia Taylor supports professional learning and collaboration amongst mathematics teachers and school counselors. Mrs. Taylor facilitates master scheduling to ensure the school's priority is academic success for all students while creating opportunities for equity and access to accelerated coursework. Mrs. Taylor supports the principal in monitoring the implementation of all initiatives and strategies that support the school goals and visits classrooms to provide support and monitor instruction.

Demographic Information

Principal start date

Thursday 8/25/2022, Elena Villani

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

199

Total number of students enrolled at the school

2,718

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

28

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	759	765	657	532	2713
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	275	281	196	152	904
One or more suspensions	0	0	0	0	0	0	0	0	0	73	56	25	18	172
Course failure in ELA	0	0	0	0	0	0	0	0	0	372	219	180	121	892
Course failure in Math	0	0	0	0	0	0	0	0	0	303	335	243	134	1015
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	385	303	205	125	1018
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	169	239	237	144	789
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	385	303	205	125	1018

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	479	411	338	216	1444

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	152	101	104	118	475
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	7	3	14	38

Date this data was collected or last updated

Wednesday 9/21/2022

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	0	0	0	0	727	737	606	498	2568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	108	148	133	135	524
One or more suspensions	0	0	0	0	0	0	0	0	0	0	24	18	15	11	68
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	268	442	289	236	1235
Course failure in Math	0	0	0	0	0	0	0	0	0	0	248	342	286	213	1089
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	270	318	255	192	1035
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	2	1	12	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	370	423	302	274	1369
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	472	435	0	0	907

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	0	0	0	285	410	299	248	1242

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	0	0	0	0	0	14	14	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	14	9	15	42	

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	0	0	0	727	737	606	498	2568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	148	133	135	524
One or more suspensions	0	0	0	0	0	0	0	0	0	24	18	15	11	68
Course failure in ELA	0	0	0	0	0	0	0	0	0	268	442	289	236	1235
Course failure in Math	0	0	0	0	0	0	0	0	0	248	342	286	213	1089
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	270	318	255	192	1035
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	1	12	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	370	423	302	274	1369
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	472	435	0	0	907

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	0	0	0	285	410	299	248	1242

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	0	0	0	0	0	14	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	14	9	15	42

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	55%	51%				34%	57%	56%
ELA Learning Gains	40%						42%	51%	51%
ELA Lowest 25th Percentile	28%						37%	43%	42%
Math Achievement	20%	42%	38%				34%	54%	51%
Math Learning Gains	42%						38%	45%	48%
Math Lowest 25th Percentile	52%						32%	43%	45%
Science Achievement	45%	43%	40%				52%	73%	68%
Social Studies Achievement	43%	53%	48%				46%	74%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	69%	-27%	67%	-25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	69%	-33%	70%	-34%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	64%	-36%	61%	-33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	60%	-32%	57%	-29%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	34	28	14	50	56	30	27		90	48
ELL	14	33	23	15	39	49	29	21		94	64
AMI	22	37	14	14	38		50	18		100	69
ASN										100	100
BLK	30	40	25	17	43	46	42	44		98	62
HSP	30	40	28	21	43	56	44	40		93	70
MUL	31	38									
WHT	46	42		23	36		63	57		96	74
FRL	29	39	28	20	42	51	43	41		96	68
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	17	26	29	18	20	27	28	26		93	29
ELL	12	30	28	14	20	27	25	9		81	34
AMI	13	21	11	16	31	29	13	8		58	64
ASN										100	79
BLK	29	35	37	10	14	28	39	34		99	51
HSP	28	31	27	20	21	32	39	35		88	62
MUL	42	53					60			100	80
WHT	56	40		29	30		52	53		83	80
FRL	28	33	30	17	20	30	38	35		91	58
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	18	36	49	28	40	23	38	40		91	49
ELL	11	35	29	19	32	33	26	7		66	34
AMI	17	36	35	18			25	33		56	50
ASN	67	61		40			100	50			
BLK	35	44	46	29	35	39	53	46		87	56
HSP	30	40	31	36	39	30	50	44		89	65
MUL	53	57						73			
WHT	52	54		45	44		67	67		82	64
FRL	31	41	36	33	38	32	51	45		85	59

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
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	37
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	55
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA

FY19 results VS FY22 results:

9th grade = 19% proficiency VS 23% proficiency

10th grade = 19% proficiency VS 20% proficiency

Algebra 1

FY19 results VS FY22 results:

34% proficiency VS 14% proficiency

Geometry

FY19 results VS FY22 results:

28% proficiency VS 19% proficiency

Biology

FY19 results VS FY22 results:

42% proficiency VS 39% proficiency

Social Studies

FY19 results VS FY22 results:

36% proficiency VS 34% proficiency

Based on this data, our focus will be to reduce course failures in ELA and Math, remediate standards foundational skills, and scaffold instruction. Language acquisition is an ongoing barrier especially for our ELL students. We will especially focus on ESSA identified groups (ELL, Multiracial, Native American, SWD) with targeted support through various modes of instruction, including technology, small group, push-in bilingual academic tutorial support in core classes, afterschool tutorial, data chats, and ongoing student monitoring.

If we are unsuccessful with in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Learning Gains for 2019 VS 2022 state assessments by ESSA subgroups:

ELA ELL = 35% VS 33%, Math ELL = 32% VS 39%

ELA MUL = 57% VS 38%, Math MUL = N/A VS N/A

ELA AMI = 36% VS 37%, Math AMI = N/A VS 38%

ELA SWD = 36% VS 34%, Math SWD = 40% VS 50%

Course failures for 2019 VS 2022 state assessments by grade level:

9th ELA = 172 students VS 372 students, Math = 165 students VS 303 students

10th ELA = 75 students VS 219 students, Math = 138 students VS 335 students

11th ELA = 121 students VS 180, Math = 148 VS 243

12th ELA = 74 students VS 121 students, Math = 73 VS 134

Two areas of concern are the low percentage of learning gains in ELA and Math and the increase number of students that failed courses. Our focus is to increase learning gains and reduce course failures. To address these concerns for all students, Standards Based Instruction will be a primary focus during instruction planning sessions, professional learning communities, and data chats with teachers and students. To support learning gains for ESSA subgroups, we will use "Go To Strategies" provided by PBCSD Multicultural Department, Teach Text backwards method, use cultural relatable resources, passages, infused lessons to access prior knowledge, CommonLit tool for translations, and built in annotation. Push-in bilingual tutors provide support to help struggling students and reduce course failures. Addressing these concerns will promote academic success.

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

There were some factors that contributed to this need for improvement. During FY22, the school employed certified teachers; many were new teachers or second career educators. This impeded the immediate scaffolding and support for the students; especially the ESSA (ELL, Multiracial, Native American, SWD) subgroups that were at a greater need.

The total count of students with less than 90% attendance in 2019 was 361 but increased in 2022 to 904. Daily attendance in school is necessary for academic success. During FY22, contact information was not accurate which caused communication breakdown especially with the ESSA (ELL, Multiracial, Native American, SWD) subgroups. We will increase home to school communication including home visits.

Standards based instruction will continue to be a primary focus during instruction planning sessions, professional learning communities, data chats, and collaborative planning. Resources and strategies are aligned to grade level standards and scaffolding to support students that may not yet be performing at their grade level. In addition to differentiated instruction and small groups, support will be provided with the assistance of push in bilingual academic tutors in the core classes.

Increasing learning gains in both ELA and math allows students to develop the necessary skills towards future success. We will identify students in ESSA subgroups (ELL, Multiracial, Native American, SWD), analyze their data, monitor for progress and support with planned lessons based on their needs. Academic coaches and Learning Team Facilitator will support with data interpretation, classroom visits, model lessons, and ongoing professional development.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

During FY22, Math demonstrated increase in overall Learning Gains and Learning Gains for the lowest 25% when comparing the 2019 VS. 2022 data. Two of our ESSA subgroups (ELL, SWD) made gains. ELLs Math Learning Gains +7%, Low 25s +16%. SWDs Math Learning Gains +10%, Low 25s +33%. Additional subgroups made gains as well. FRLs Math Learning Gains +4%, Low 25s +19%. HSPs Math Learning Gains +5%, Low 25s +26%. BLKS Math Learning Gains +8%, Low 25s +7%.

ESSA Subgroup ELLs made gains when comparing the 2019 VS. 2022 data. ELLs Science Achievement +3%.
ELLs Social Studies +14%.

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

Actions in FY22 that supported these improvements were ongoing tutorials, bilingual academic tutors in core classes, Math and Science coaches providing classroom support, the fidelity of strategic professional learning communities analyzing student data, monitoring progress, and developing plans to support all student learning, and teachers team planning with a clear focus on the standards.

New actions taken were the implementation of an online supplemental math program, increase of science hands on activities and labs utilizing new supplemental resources, Learning Team Facilitator supporting teams with data and strategies, and an increase in collaborative planning.

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

1. Reduction Count of Students with Less than 90% Attendance - When comparing 2019 VS 2022 data, the count of students with less than 90 attendance rose from 361 to 904. We will focus on updating parent and guardian contact information for school personnel to make them aware of the absences. By increasing the communication between school and home, we are able to improve student attendance, reduce course failures, and increase student achievement.

2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lessons 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. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

3. Reduction of Course Failures - Course failures effect student achievement, graduation success, and closing the achievement gap. A full time Credit Lab teacher will assist assigned students with the remediation of their individual coursework needed. Additionally, credit lab will be offered after school. School counselors meet with individual students to discuss their academic graduation plan.

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.

Professional Development/Professional Learning Communities: Teachers engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Math, Science, Social Studies, particularly within the ESSA (ELL, Multiracial, Native American, SWD) subgroups. PLCs continue to be an active part of our school schedule; they receive embedded PD. The Learning Team Facilitator and Academic Coaches attend PLCs providing data, instructional planning, and support.

PD - Talk Read, Talk Write training will be provided to all teachers on campus. This PD reinforces the need for creating a language-rich classroom environment, providing opportunities for meaningful engagement in academic conversations, understanding different reading structures, all with an emphasis in ELs which directly supports our ESSA (ELL, Multiracial, Native American, SWD) subgroups.

PD - What is Blended Learning? This PD will define Blended Learning as an approach that combines online educational materials and opportunities with in-class, instructor-led content.

PD - Understanding Your Data. This PD will help teachers to identify the students in their class (subgroup, ELL, SWD, Low 25, reading proficiency) for the purpose of scaffolding them academically in their subject area.

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 differentiated instruction with targeted attention to the ESSA (ELL, Multiracial, Native American, SWD) subgroups. Resources and strategies aligned to to grade level standards and scaffolds put in place to support students who are not performing at grade level and students that require remediation. Funding has been set aside to provide extended learning opportunities, tutorials beginning in September 2022, collaborative planning, and push in bilingual academic tutors in core classes. Our goal is to ensure the following:

1. Increase attendance - This year, our school has employed a Single School Culture Coordinator (SSCC) working alongside the Teacher On Special Assignment (TOSA), and the two bilingual Social Service Facilitators to update parent and guardian contact information, make home visits as needed, create and monitor truancy protocols, maintain a single school culture through quarterly celebrations and recognition, support students and families through the School Based Team (SBT), and incorporate district initiatives that increased student achievement and engagement.
2. Collaboration - To support our ESSA (ELL, Multiracial, Native American, SWD) subgroups, all teachers will attend Professional Development with take away ELL and ESE classroom strategies, collaborative planning consisting of deliberate coaching, modeling, and guiding of instructional expectations.
3. Literacy Across All Content Areas - In addition to the Talk Read, Talk Write PD, teachers will plan implementation of ELA standards as they plan instruction in all content areas with support from Literacy Coach and LTF as needed.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth.

Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Results of our ELA Learning Gains ESSA (ELL, Multiracial, Native American, SWD) subgroups: ELL over the past 2 years decreased 2 percentage points to 33%. Multiracial decreased 19 percentage points to 38%. Native American increased 1 percentage point to 37%. SWD decreased 2 percentage points to 34%. Results of our Math Learning Gains ESSA (ELL, Multiracial, Native American, SWD) subgroups: ELL over the past 2 years increased 7 percentage points to 39%. Multiracial did not have previous data to report. Native American increased 7 percentage point to 38%. SWD increased 10 percentage points to 50%.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic, focused on standards-based instruction to ensure best practices utilized throughout all content areas. We want to give all students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement exposing students to the rigor of the standard. Algebra and Geometry had the lowest achievement level. Algebra decreased from 34% in 2019 to 15% in 2022. Geometry decreased from 28% in 2019 to 19% in 2022. Teachers will receive adequate training and supports towards preparing instruction that will lead to proficiency and improvements schoolwide.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Learning Outcomes:

By February 2023, we will increase ELA Learning Gains for ESSA subgroups by 5% on Progress Monitoring bringing ELL to 38%, Multiracial to 43%, Native American to 42%, SWD to 39%.

By May 2023, we will attempt to make-up two-points ELA learning gains decline.

Teacher Outcomes:

By February 2023, 50%...

By May 2023, 90%...

of our teachers will effectively utilize the Gradual Release Model of instruction, ensuring students can independently demonstrate understanding of the standard.

Coaching Outcomes:

Leadership team will observe teachers, determine knowledge, implementation of Gradual Release Model, and provide tiered support; Tier 1=Least Experiences, Tier 3=Proficient.

By February 2023, 50% of Tier 1 teachers will transition to Tier 2 support; 15% of Tier 2 teachers will transition to Tier 3.

By May 2023, 75% of Tier 1 teachers will transition to Tier 2 support; 50% of Tier 2 teachers will transition to Tier 3.

Monitoring: Describe how this Area of Focus will

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data they they need to make decisions about instruction and differentiated support for the

students. Our goal is to monitor for implementation and for impact.

At Lake Worth High School, we strategically plan for a variety of monitoring techniques: Lesson plan review, data analysis, classroom walks, student work samples, student attendance, data chats, formal observations, PLC attendance/participation, all formative/summative assessments, technology

be monitored for the desired outcome.

The monitoring will be done by key members of the leadership team:

Administrators
Reading Coach
Math Coach
Science Coach
Learning Team Facilitator
Single School Culture Coordinator

Person responsible for monitoring outcome:

Elena Villani (elena.villani@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
2. ELA teachers will continue to implement a focused curriculum using CommonLit, Reading Plus and Achieve 3000, and writing strategies to enhance students' ability to integrate knowledge.
3. Math teachers will continue to implement a focused curriculum using technology-based programs including Math Nation, Khan Academy, and Delta Math.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. PLCs and PDs allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. Reading Plus, Achieve, and CommonLit are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
3. Math Nation, Khan Academy, and Delta Math have aided in significantly increasing student achievement when the programs are used with fidelity.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Adaptive Technology (Khan Academy, Math Nation, Delta Math, Achieve 3000, ComminLit, Study Sync, Reading Plus):

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will engage students in small group instruction based on adaptive technology results.

Person Responsible Elena Villani (elena.villani@palmbeachschools.org)

Professional Learning Community (PLC) / Professional Development (PD)

- a. Develop a PLC schedule for each of the content areas.
- b. The PLC and PD will focus on data analysis and effective instruction based on the targeted needs specifically for the ESSA identified subgroups (ELL, Multiracial, Native American, SWD).
- c. School Leadership and Instructional Coaches will monitor lesson plans, implementation of instructional strategies, conduct walk-throughs, provide timely actionable feedback.

Person Responsible Elena Villani (elena.villani@palmbeachschools.org)

Tutorials

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources.
- c. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- d. Students will be selected and grouped for pullout tutorials and afterschool based on results from monitoring assessments; and ESSA identified subgroups: ELL, Multiracial, Native American, SWD.

Person Responsible Elena Villani (elena.villani@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Lake Worth Community High School implements a unified School-Wide Positive Behavior Management System. The SWPB Matrix is an interactive document that educates and reinforces our expectations of TROJAN P.R.I.D.E. The matrix is clearly displayed in classrooms and other pertinent campus locations to remind students to be Punctual, Respectful, have Integrity, to Dress for Success, and follow our high Expectations.

The role of our Single School Culture Coordinator is to provide short-term and long-term incentives for students to follow the TROJAN P.R.I.D.E. We recognize our 'most improved' and 'most outstanding' students each month through a faculty and peer nomination process. Recognized students are awarded with: ice cream, cookies, and announcement shout outs, to name a few. Academic success is celebrated each quarter when the Principal recognizes the Honor Roll students with certificates and school shirts.

Students' social, emotional well-being is another aspect of our school culture. We have dedicated mental

health counselors on campus to assist students with maintaining a positive emotional lifestyle in addition to the multilingual school counselors onsite. The School Behavior Health Professional screens and filter mental health referrals, provide mental health assessments, and group therapy sessions. The Data Counselor provides services for students dealing with substance abuse or at risk of substance abuse. Students can be referred or ask for assistance.

We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite 360 lessons which are delivered to the students from their content-area teachers. Throughout the Suite 360 curriculum, students participate in lessons on a variety of topics; from Healthy Coping Skills for Teens, Prevention of Substance Misuse, and even Child Trafficking.

Here at Lake Worth Community High, we strive to provide students with an environment that fosters learning and provides opportunities to succeed in higher education, whether it be college/university or trade school. AVID, Advancement Via Individual Determination, is one of the programs at LWCHS that inspires students to advocate for their own learning. By promoting a growth mindset, AVID students are given post secondary preparation with a focus on soft career skills. We offer all levels of the AVID classes, including the Elective course where an Academic Tutor assists the students in all of the core subject areas. The AVID Coordinator and AVID Elective Teachers plan college/university tours and host business presentations.

Our school believes all stakeholders play an important role in the success of our students and overall school community. Many of our families speak a language other than English. The documents sent out from the school, calls made to homes, and documents on the school's website are translated to meet the needs of families. Translators attend all school functions like parent trainings, Title I meetings, SAC meetings, parent conferences, career activities, and college visits to ensure comprehension as well as address their questions and concerns. This ensures students and families are well informed and their voices are heard.

There are ongoing discussions about school improvement on a monthly basis. Many of the topics discussed in the School Advisory Committee (SAC) are brought before parents, students, faculty, and business partners for input from different perspectives. Additional stakeholder meetings to ensure the overall success of our students include Teacher Professional Learning meetings, Department Leaders meetings, School Based Team (SBT), English Speakers of Other Languages (ESOL) meetings, Alumni Association, an ongoing Trio partnership with Palm Beach State College, and Choice program meetings.

On campus, we offer over 25 clubs and activity groups to meet the needs of students. A few of those include Student Government Association (SGA), these students represent our school in meetings across the district and organize school-wide activities. Students can express their uniqueness in Music Honor Society, Spanish Honor Society, Drama club, Chess club, SECME and others. LWCHS encourages students to participate in extracurricular activities in order to express themselves, network with businesses, and volunteer in the community. LWCHS wants to enrich students' educational experience by aligning their career interests with volunteering opportunities both on and off campus that will build their leadership skills.

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

Principal: Promotes collaboration among all staff members with proper focus and leadership creating a positive environment in which teachers share their best practices that are responsive to student needs. Principal supports the Trojan Hospitality Committee which organizes schoolwide gatherings designed to support a positive school climate.

School Counselors: Five counselors assigned an alpha to monitor the students until graduation. Counselors meet with students quarterly to discuss acceleration options, remediation, post-grad, and other assistance needed. Two bilingual counselors for Spanish and Haitian Creole speaking students providing additional support to ensure students feel safe, welcome, and included. We have two Mental Health Counselors that meet weekly with their caseload.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SwPBS assists schools to improve social, emotional, behavioral and academic outcomes for young people to ensure all students have equitable and equal opportunity to learn in a positive environment.

Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics.

Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have.

Tier 3: Intensive, Individualized Prevention (Few)

Section IV 1003.42 Mandatory Curriculum & Content

In addition, as stipulated within Florida Statute & Policy 2.09 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 taught 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, 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 prioritize 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) Women's Contribution 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.

We offer educational courses that teach the contributions of minorities including Latin American History, African American Studies, and Holocaust Studies. Students dig deep and share findings through school-wide announcements, projects, and Holocaust survivor speaker.

Our goal is for our students to learn the content and curriculum taught through Florida Sunshine State

Standards. 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 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.