

The School District of Palm Beach County

Lake Worth Community Middle



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

<https://lwms.palmbeachschools.org>

Demographics

Principal: Caelethia Taylor

Start Date for this Principal: 8/4/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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* Asian Students Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: C (48%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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<https://lwms.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)
Middle School 6-8	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	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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<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. We foster an inspiring learning environment that promotes analytical thinking to help ensure student academic and social success.

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
Williams, Mike	Principal	The Instructional leader of Lake Worth Middle who ensures a clean and safe learning environment by ensuring that all staff members are aware of the procedural safeguards for safety. He manages all aspects of the educational program, and provides continuous professional development opportunities for staff. He develops and maintain effective educational programs to address the learning needs of all students, and promotes the improvement of equitable instruction for all students. He is the decision maker in regard to the master schedule, teacher evaluations, deliberate practice for all instructional staff, curriculum, the Palm Beach Model of Instruction, professional learning community coordination, hiring new teachers and school improvement activities.
Peter Drolet, AP for Science	Assistant Principal	Serve as an instructional leader responsible for assisting the Principal with leadership, school management and supervision, operations, student activities and services, community relations, personnel, curriculum instruction, accountability, hiring and training staff, and encouraging teacher improvement and motivation within classrooms.
Gregory, Yolanda	Assistant Principal	Serve as an instructional leader responsible for assisting the Principal with leadership, school management and supervision, operations, student activities and services, community relations, personnel, curriculum instruction, accountability, hiring and training staff, and encouraging teacher improvement and motivation within classrooms.
Makowski, Shannon	Assistant Principal	Serve as an instructional leader responsible for assisting the Principal with leadership, school management and supervision, operations, student activities and services, community relations, personnel, curriculum instruction, accountability, hiring and training staff, and encouraging teacher improvement and motivation within classrooms.

Demographic Information

Principal start date

Wednesday 8/4/2021, Caelethia Taylor

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.*

2

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.*

13

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

1,313

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

17

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

6

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	427	424	438	0	0	0	0	1289
Attendance below 90 percent	0	0	0	0	0	0	103	89	145	0	0	0	0	337
One or more suspensions	0	0	0	0	0	0	61	94	51	0	0	0	0	206
Course failure in ELA	0	0	0	0	0	0	129	59	65	0	0	0	0	253
Course failure in Math	0	0	0	0	0	0	99	121	131	0	0	0	0	351
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	280	294	292	0	0	0	0	866
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	296	243	261	0	0	0	0	800
Number of students with a substantial reading deficiency	0	0	0	0	0	0	280	294	292	0	0	0	0	866

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	283	180	208	0	0	0	0	671

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	15	9	27	0	0	0	0	51
Students retained two or more times	0	0	0	0	0	0	8	15	3	0	0	0	0	26

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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	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

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	25%	53%	50%				35%	58%	54%
ELA Learning Gains	32%						51%	56%	54%
ELA Lowest 25th Percentile	19%						40%	49%	47%
Math Achievement	24%	35%	36%				38%	62%	58%
Math Learning Gains	47%						50%	60%	57%
Math Lowest 25th Percentile	53%						48%	53%	51%
Science Achievement	22%	56%	53%				30%	52%	51%
Social Studies Achievement	45%	64%	58%				54%	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	2022					
	2019	29%	58%	-29%	54%	-25%
Cohort Comparison						
07	2022					
	2019	29%	53%	-24%	52%	-23%
Cohort Comparison		-29%				
08	2022					
	2019	33%	58%	-25%	56%	-23%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	60%	-35%	55%	-30%
Cohort Comparison						
07	2022					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison		-25%				
08	2022					
	2019	42%	64%	-22%	46%	-4%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	26%	51%	-25%	48%	-22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	72%	-25%	71%	-24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	64%	19%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	60%	26%	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	11	21	21	15	44	54	16	30	74		
ELL	12	23	17	14	41	53	10	31	61		
AMI	2	10	12	4	33	50		7			
BLK	30	36	29	28	52	42	23	52	80		
HSP	22	30	19	22	46	57	21	43	76		
WHT	49	45	9	43	49		45	65	91		
FRL	23	31	18	23	46	52	21	44	76		
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			

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
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			
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		

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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	17
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

ESSA data shows five subgroups below 41% (Hispanic 37%, ELL 30%, SWD 31%, FRL 37%, Native 17%). Additionally, achievement and gains data based on FY22 state testing indicates overall achievement was flat at 23% (SWD female 0%, SWD male 6%, ELL female 7%, ELL male 5%) and learning gains were 19%. In the area of Writing, 48.95% of 6th graders scored 6+, 39.4% of 7th graders scored 6+, and 42.50% of 8th graders scored 6+. Looking at PYG, 6th grade was the largest concern with 0.66, 0.84 in 7th grade, and 0.82 in 8th grade. In Math, overall FY22 state testing data indicates that overall achievement was 17% (SWD female 2%, SWD male 12%, ELL female 6%, ELL male 8%, Hispanic female 11%). Algebra 1 achievement fell 9% to 48% and Geometry achievement was flat at 79%. Looking at PYG, 6th grade was the largest concern with 0.55, 0.79 in 7th grade, and 1.08 in 8th grade. Science achievement increased 4% to 22% in FY22. Civics achievement increased 6% to 45% in FY22.

Schoolwide ACCESS data for FY22 reflects 67% Listening, 41% Speaking, 15% Reading, and 15% Writing. Out of 1,291 enrolled students 835 students are classified as LY or LF (786 LY). Of these ELL students, home language is identified as 54.3% Spanish, 32.1% Mayan dialect, 12.5% Haitian Creole, 1.1% Other.

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

The lowest 25%, ELL, and SWD students demonstrate the greatest need for improvement.

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 is a critical need in all departments to meet the needs of SWD and ELL students. Supplemental instruction with a focus on the areas of Speaking, Reading, and Writing is needed in order to enhance the standards-based planning taking place in PLCs and the instruction delivered in classrooms.

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

There was an overall increase in proficiency and learning gains in Math. 6th grade improved to 4% proficiency, 7th grade improved to 7%, and 8th grade improved to 34%. Geometry scores remained at 79% proficient. These trends were consistent across subgroups, including the lowest 25%. School-wide learning gains were at 47% for Math while learning gains for lowest 25% were at 53%.

ELA learning gains were at 32% with learning gains for the lowest 25% at 19%.

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

Pull-out tutorials were provided to students based on data that indicated a need for remediation. Ongoing professional development was conducted by the Math Coach with implementing hands on learning manipulatives and white boards for quick formative assessments.

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

Our school was a recipient of the UniSIG grant. As such, we have allocated these funds in order to accelerate learning and support the identified subgroups (ELL, SWD, lowest 25%). School-wide, instructional staff will receive professional development from the Multicultural Department which will be ongoing through weekly PLCs. This professional development will focus on the areas identified in the ACCESS data as critical need: reading, writing, and speaking. Additional staff has been hired for support facilitation and schedules have been aligned to content areas. Before-school, after-school, and push-in tutoring will be offered to students based on data in all core content areas as well as accelerated courses.

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 will be ongoing with the Multicultural Department in all content area PLCs with an emphasis on increasing reading, writing, and speaking within classrooms. These strategies will be implemented for all students. Teachers will receive professional development on use of language dictionaries within their classrooms in order to support ELL students. Professional development will be provided for increasing the Depth of Knowledge 2 and 3 questions used in classrooms in order to align with the text complexity. Professional development will be provided to Science and Social Studies teachers who will implement writing within their curriculum to assist with text-based writing.

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

An ELL Task Force will be assembled to drive this plan and monitor implementation of strategies. Administrators will work with teachers in their respective content areas who were identified based on data as needing support by conducting classroom walk-throughs and utilizing the Get Better Faster model.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to English Language Learners

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

Through the use of explicit instruction and scaffolding, teachers will conduct fully guided practice lessons and daily reviews of previously learned knowledge and skills. Teachers will explain, demonstrate and model standards skills for students so they can be applied to more complex tasks. We focus on strategies and support to meet the needs of English Language Learners, then we will ensure a positive outcome of student learning. Our goal is to increase English Language Learner proficiency rate from 12% to 41% with 50% learning gains. Our school-wide literacy plan focuses on establishing a single-school culture that fosters and infuses the core actions of speaking, reading, and writing across all content areas.

Reflecting upon instructional practices currently in place at Lake Worth Middle School, it is evident that teachers have knowledge of their content area and standards but there is a gap in teacher capacity of effective strategies to support ELL students. ACCESS data school-wide for FY22 was at 67% for Listening, 41% for Speaking, 15% for Reading, and 15% for Writing. This indicates a need to implement research-based strategies for Speaking, Reading, and Writing in all content areas.

We are a Comprehensive Support and Improvement School by FDOE due to School Grade of D (38%). The gap between the district's 2019 ELA Achievement (58%) and the school's 2022 ELA Achievement (25%) is 33 percentage points. The gap between the district's 2019 Math Achievement (62%) and the school's 2022 Math Achievement (24%) is 38 percentage points. ELL student achievement was 12% in ELA and 14% in Math in 2022. This aligns with ESSA data which indicates Hispanic (37%) and ELL (30%) subgroups as critical areas for improvement.

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

For FY23 we will increase overall achievement percentage of our ELL subgroup from 12% to 41% on the ELA FAST progress monitoring assessment and 14% to 41% on the Math FAST progress monitoring assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a very important step towards student achievement and school improvement. Monitoring will provide teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

An ELL Task Force will be developed and will be comprised of members from district leadership, school leadership, teachers, and students that can help to drive a plan of action that will meet the needs of our students. Members of the ELL Task Force will attend professional development and conferences and utilize a "Train the Trainer" model in order to facilitate learning with teachers in their departments.

The ELL Task Force along with Administration and Instructional Leaders will utilize the following monitoring techniques: review of lesson plans, data analysis, classroom walks,

student work samples/portfolio, student attendance, data chats, formal observations, common planning attendance and participation.

Person responsible for monitoring outcome:

Administration All Administrators (2131.admin@palmbeachschools.org)

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

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. As indicated by our ACCESS data, our students need support in the areas of reading, writing, and speaking. Additionally, teachers will be supported in common planning in order to increase use of strategies related to these domains.

We will use ELL Tried-And-True strategies to promote value, clarify expectations, foster engagement and support to students. The ELL Tried-And-True strategies will help student performance in the classroom and on state assessments by scaffolding instruction by implementing the following strategies: Anchor Charts with Key Sentence Frames, Word/ Picture Banks. Will monitor the use of technology programs such as Achieve 3000 and Reading Plus, Professional Development during common planning and classroom support through push-in's with ELL resource teachers.

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

1. Technology will allow students the opportunity to receive remediation and enrichment at their instructional level.
2. Common planning 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.

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.

Small Group Differentiated Instruction:

1. The school will implement the Small Group Instructional Framework in all Language Arts, Reading, Math, and Civics classes. This is a team-based approach to learning where students work together towards shared learning objectives and teachers provide instructional support for high-needs learners which includes the ESSA groups SWD and ELL.
2. Teachers will use data from FSQ and USA assessments to drive instruction and form groups to reteach to build schema. enrichment using technology (Common Lit, Newsela, Study Sync, Reading Plus, No Red Ink, ect.) programs that support learning and individualized strengths
3. Teachers will use informal assessments administered as bell ringers and exit tickets to monitor progress of student learning and target high needs learners to establish small group for remediation/ reteaching.

Person Responsible Administration All Administrators (2131.admin@palmbeachschools.org)

Small Group Differentiated Instruction:

1. The school will implement the Small Group Instructional Framework in all Language Arts, Reading, Math, and Civics classes. This is a team-based approach to learning where students work together towards shared learning objectives and teachers provide instructional support for high-needs learners which includes the ESSA groups SWD and ELL.
2. Teachers will use data from FSQ and USA assessments to drive instruction and form groups to reteach to build schema. enrichment using technology (Common Lit, Newsela, Study Sync, Reading Plus, No Red Ink, ect.) programs that support learning and individualized strengths
3. Teachers will use informal assessments administered as bell ringers and exit tickets to monitor progress of student learning and target high needs learners to establish small group for remediation/ reteaching.

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

In-school Tutorial Program:

1. The school will implement a tutorial program for grades 6-8 to ensure group differentiated instruction during the school day, before and after school and during the summer 2023. The tutorials will focus on literacy across the content areas and student needs specific to each content area.
2. The school will identify students needing strategic support and create schedules.
3. The students will be selected and grouped in small groups of 6 targeting students with scores of level 1 and 2 on the ELA and Math FSA. This will also include the ESSA sub-groups SWD and ELLs.
4. Tutors will receive professional development to ensure students receive differentiated learning opportunities and will receive support from multicultural, SSCC, LTF, and administration.
5. Student groups will be flexible based on data analysis and review.

Person Responsible Yolanda Gregory (yolanda.gregory@palmbeachschools.org)

Strategic Curriculum resources:

1. The school received UnisIG funds and will purchase instructional resources to support student achievement of the Florida B.E.S.T standards.
2. Teachers will conduct student data chats to ensure students understand their progress and challenges.
3. Teachers, Guidance Counselors, ESOL Coordinators, and administration will conduct data chats with parents during parent engagement events to support parent's understanding of student progress and/or challenges.
4. All teachers will implement the AVID WICOR strategies to support school-wide literacy plans across the content areas to promote rigor.
5. The school will continue with the initiative to have all teachers AVID trained to ensure the school meets the AVID requirements and to build a cadre of teachers with the skills to facilitate rigorous college and career-ready instruction.
6. Leadership will support increasing teacher capacity for implementing and executing AVID strategies to support school-wide literacy plans for high school, college and career readiness.

Person Responsible Shannon Makowski (shannon.makowski@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

If we focus on strategies and support to meet the needs of Students With Disabilities, then we will ensure a positive outcome of student learning. Our goal is to increase Student With Disability proficiency rate from 11% to 41% with 50% learning gains. Our school-wide literacy plan focuses on establishing a single-school culture that fosters and infuses the core actions of speaking, reading, and writing across all content areas.

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

Reflecting upon instructional practices currently in place at Lake Worth Middle School, it is evident that teachers have knowledge of their content area and standards but there is a gap in teacher capacity of effective strategies to support SWD students. Many of our SWD students are also ELL students. ACCESS data school-wide for FY22 was at 67% for Listening, 41% for Speaking, 15% for Reading, and 15% for Writing. This indicates a need to implement research-based strategies for Speaking, Reading, and Writing in all content areas, which will benefit all students.

We are a Comprehensive Support and Improvement School by FDOE due to School Grade of D (38%). The gap between the district's 2019 ELA Achievement (58%) and the school's 2022 ELA Achievement (25%) is 33 percentage points. The gap between the district's 2019 Math Achievement (62%) and the school's 2022 Math Achievement (24%) is 38 percentage points. Our SWD female subgroup achievement on the ELA FSA (0%) and our SWD male subgroup achievement was (6%). This aligns with ESSA data which indicates SWD (31%) subgroup as critical areas for improvement.

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

For FY23 we will increase overall achievement percentage of our SWD subgroup by 30% on the ELA FAST progress monitoring assessment and increase overall achievement percentage of our SWD subgroup by 26% Math FAST progress monitoring assessment.

School leadership will meet with Support Facilitation teachers weekly to drive a plan of action that will meet the needs of our SWD students. Support Facilitation teachers will attend professional development and conferences and utilize a "Train the Trainer" model in order to facilitate learning with teachers in their departments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a very important step towards student achievement and school improvement. Monitoring will provide teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Administration and Instructional Leaders will utilize the following monitoring techniques: review of lesson plans, data analysis, classroom walks, student work samples/portfolio, student attendance, data chats, formal observations, common planning attendance and participation.

Person responsible for monitoring outcome:

Administration All Administrators (2131.admin@palmbeachschools.org)

Students with Disabilities 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. Additionally, teachers will be supported in Common Planning in order to increase use of strategies related to these domains.

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

Strategies: Anchor Charts with Key Sentence Frames, Word/Picture Banks. Will monitor the use of technology programs such as Reading Plus, Professional Development during PLC and classroom support through push-in's with support facilitation teachers.

Push-in ESE :

- a. Ensure that support facilitators are in assigned classes, conducting small groups, and supporting those groups using appropriate ESE strategies according to students' IEPs.
- b. Support strategists through common planning with SSCC and provide coaching during implementation of planned lessons.
- c. Monitoring will occur through student data analysis and classroom walkthroughs (Admin) using USA and FSQ data.

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

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 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

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.

Small Group Differentiated Instruction:

1. The school will implement the Small Group Instructional Framework in all Language Arts, Reading, Math, and Civics classes. This is a team-based approach to learning where students work together towards shared learning objectives and teachers provide instructional support for high-needs learners which includes the ESSA groups SWD and ELL. It serves as a research-based instructional approach where very specific skill deficits are identified and progress is regularly tracked by the teacher and addressed in small group.
2. Teachers will use FSQ and USA assessment data to drive instruction to reteach to build schema, and enrich using technology (Common Lit, Newsela, Study Sync, Reading Plus, No Red Ink, ect.) programs that support learning and individualized strengths.
3. Teachers will use informal assessments administered as bell ringers and exit tickets to monitor progress of student learning and target high needs learners to establish small group for remediation/ reteaching.

Person Responsible

Administration All Administrators (2131.admin@palmbeachschools.org)

Professional Development/Common Planning:

1. Teachers will engage in focused professional development, common planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Math and Science, particularly within the ESSA subgroups achieving below the Federal index.
2. Multicultural specialists will conduct-specific professional development, model lessons for teachers, and provide on the spot instructional coaching to build teacher capacity and increase student achievement in all subgroups. Administrators and specialists will attend Common Planning sessions that will take place weekly to support teachers in teaching the Primary Standards using best practices instructional strategies while addressing foundational gaps through Secondary Standards and Skills. Leadership will support Core teachers' instructional alignment of standards and best practices.
3. PD will focus on instructional needs and building expertise for instructional strategies for English Language Learners.

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

In-school Tutorial Program:

1. The school will implement a tutorial program for grades 6-8 to ensure group differentiated instruction during the school day, before and after school and during the summer 2023. The tutorials will focus on literacy across the content areas and student needs specific to each content area.
2. The school will identify students needing strategic support and create schedules.
3. The students will be selected and grouped in small groups of 6 targeting students with scores of level 1 and 2 on the ELA and Math FSA. This will also include the ESSA sub-groups SWD and ELLs.
4. Tutors will receive professional development to ensure students receive differentiated learning opportunities and will receive support from multicultural, SSCC, LTF, and administration.
5. Student groups will be flexible based on data analysis and review.

Person Responsible Yolanda Gregory (yolanda.gregory@palmbeachschools.org)

Strategic Curriculum resources:

1. The school received UnisIG funds and will purchase instructional resources to support student achievement of the Florida B.E.S.T standards.
2. Teachers will conduct student data chats to ensure students understand their progress and challenges.
3. Teachers, Guidance Counselors, ESOL Coordinators, and administration will conduct data chats with parents during parent engagement events to support parent's understanding of student progress and/or challenges.
4. All teachers will implement the AVID WICOR strategies to support school-wide literacy plans across the content areas to promote rigor.
5. The school will continue with the initiative to have all teachers AVID trained to ensure the school meets the AVID requirements and to build a cadre of teachers with the skills to facilitate rigorous High school, college and career-ready instruction.
6. Leadership will support increasing teacher capacity for implementing and executing AVID strategies to support school-wide literacy plans for high school, college and career readiness.

Person Responsible Shannon Makowski (shannon.makowski@palmbeachschools.org)

#3. ESSA Subgroup specifically relating to American Indian

Area of Focus Description and Rationale: Through the use of explicit instruction and scaffolding, teachers will conduct fully guided practice lessons and daily reviews of previously learned knowledge and skills. Teachers will explain, demonstrate and model standards skills for students so they can be applied to more complex tasks. We focus on strategies and support to meet the needs of American Indians, then we will ensure a positive outcome of student learning. Our goal is to increase American Indian proficiency rate from 2% to 41% with 50% learning gains. Our school-wide literacy plan focuses on establishing a single-school culture that fosters and infuses the core actions of speaking, reading, and writing across all content areas.

Include a rationale that explains how it was identified as a critical need from the data reviewed. Reflecting upon instructional practices currently in place at Lake Worth Middle School, it is evident that teachers have knowledge of their content area and standards but there is a gap in teacher capacity of effective strategies to support ELL students. ACCESS data school-wide for FY22 was at 67% for Listening, 41% for Speaking, 15% for Reading, and 15% for Writing. This indicates a need to implement research-based strategies for Speaking, Reading, and Writing in all content areas.

We are a Comprehensive Support and Improvement School by FDOE due to School Grade of D (38%). The gap between the district's 2019 ELA Achievement (58%) and the school's 2022 ELA Achievement (25%) is 33 percentage points. The gap between the district's 2019 Math Achievement (62%) and the school's 2022 Math Achievement (24%) is 38 percentage points. American Indian student achievement was 2% in ELA and 4% in Math in 2022. This aligns with ESSA data which indicates Hispanic (37%) and American Indian (17%) subgroups as critical areas for improvement.

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

For FY23 we will increase overall achievement percentage of our American Indian subgroup from 2% to 41% on the ELA FAST progress monitoring assessment and 4% to 41% on the Math FAST progress monitoring assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a very important step towards student achievement and school improvement. Monitoring will provide teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

An ELL Task Force will be developed and will be comprised of members from district leadership, school leadership, teachers, and students that can help to drive a plan of action that will meet the needs of our students. Members of the ELL Task Force will attend professional development and conferences and utilize a "Train the Trainer" model in order to facilitate learning with teachers in their departments.

The ELL Task Force along with Administration and Instructional Leaders will utilize the following monitoring techniques: review of lesson plans, data analysis, classroom walks,

student work samples/portfolio, student attendance, data chats, formal observations, common planning attendance and participation.

Person responsible for monitoring outcome:

Administration All Administrators (2131.admin@palmbeachschools.org)

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

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. As indicated by our ACCESS data, our students need support in the areas of reading, writing, and speaking. Additionally, teachers will be supported in common planning in order to increase use of strategies related to these domains.

We will use ELL Tried-And-True strategies to promote value, clarify expectations, foster engagement and support to students. The ELL Tried-And-True strategies will help student performance in the classroom and on state assessments by scaffolding instruction by implementing the following strategies: Anchor Charts with Key Sentence Frames, Word/Picture Banks. Will monitor the use of technology programs such as Achieve 3000 and Reading Plus, Professional Development during common planning and classroom support through push-in's with ELL resource teachers.

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

1. Technology will allow students the opportunity to receive remediation and enrichment at their instructional level.
2. Common planning 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.

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.

Small Group Differentiated Instruction:

1. The school will implement the Small Group Instructional Framework in all Language Arts, Reading, Math, and Civics classes. This is a team-based approach to learning where students work together towards shared learning objectives and teachers provide instructional support for high-needs learners which includes the ESSA groups ELL, SWD, and American Indian.
2. Teachers will use data from FSQ and USA assessments to drive instruction and form groups to reteach to build schema. enrichment using technology (Common Lit, Newsela, Study Sync, Reading Plus, No Red Ink, ect.) programs that support learning and individualized strengths
3. Teachers will use informal assessments administered as bell ringers and exit tickets to monitor progress of student learning and target high needs learners to establish small group for remediation/ reteaching.

Person Responsible Administration All Administrators (2131.admin@palmbeachschools.org)

Small Group Differentiated Instruction:

1. The school will implement the Small Group Instructional Framework in all Language Arts, Reading, Math, and Civics classes. This is a team-based approach to learning where students work together towards shared learning objectives and teachers provide instructional support for high-needs learners which includes the ESSA groups ELL, SWD, and American Indian.
2. Teachers will use data from FSQ and USA assessments to drive instruction and form groups to reteach to build schema. enrichment using technology (Common Lit, Newsela, Study Sync, Reading Plus, No Red Ink, ect.) programs that support learning and individualized strengths
3. Teachers will use informal assessments administered as bell ringers and exit tickets to monitor progress of student learning and target high needs learners to establish small group for remediation/ reteaching.

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

In-school Tutorial Program:

1. The school will implement a tutorial program for grades 6-8 to ensure group differentiated instruction during the school day, before and after school and during the summer 2023. The tutorials will focus on literacy across the content areas and student needs specific to each content area.
2. The school will identify students needing strategic support and create schedules.
3. The students will be selected and grouped in small groups of 6 targeting students with scores of level 1 and 2 on the ELA and Math FSA. This will also include the ESSA sub-groups ELL, SWD, and American Indian.
4. Tutors will receive professional development to ensure students receive differentiated learning opportunities and will receive support from multicultural, SSCC, LTF, and administration.
5. Student groups will be flexible based on data analysis and review.

Person Responsible Yolanda Gregory (yolanda.gregory@palmbeachschools.org)

Strategic Curriculum resources:

1. The school received UnisIG funds and will purchase instructional resources to support student achievement of the Florida B.E.S.T standards.
2. Teachers will conduct student data chats to ensure students understand their progress and challenges.
3. Teachers, Guidance Counselors, ESOL Coordinators, and administration will conduct data chats with parents during parent engagement events to support parent's understanding of student progress and/or challenges.
4. All teachers will implement the AVID WICOR strategies to support school-wide literacy plans across the content areas to promote rigor.
5. The school will continue with the initiative to have all teachers AVID trained to ensure the school meets the AVID requirements and to build a cadre of teachers with the skills to facilitate rigorous college and career-ready instruction.
6. Leadership will support increasing teacher capacity for implementing and executing AVID strategies to support school-wide literacy plans for high school, college and career readiness.

Person Responsible Shannon Makowski (shannon.makowski@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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.

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.

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 school culture and environment.

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.

Mr. Peter Drolet, Assistant 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.

Dr. Yolanda Gregory, Assistant 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.

Dr. Shannon Makowski, Assistant 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.