

The School District of Palm Beach County

# Lake Worth High School



2023-24

Schoolwide Improvement Plan (SIP)

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# Lake Worth High School

1701 LAKE WORTH RD, Lake Worth, FL 33460

<https://lwhs.palmbeachschools.org>

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Villani, Elena	Principal	<p>The Principal, Mrs. Villani, will monitor and work with all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Villani must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Bailey, Tracy	Assistant Principal	<p>As Assistant Principal, Mrs. Bailey supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Mrs. Bailey assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Cain, Christopher	Assistant Principal	<p>As Assistant Principal, Mr. Cain supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Mr. Cain assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Garate, Christian	Assistant Principal	<p>As Assistant Principal, Mr. Garate supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Mr. Garate assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within</p>

Name	Position Title	Job Duties and Responsibilities
		the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Oates, Kevin	Assistant Principal	As Assistant Principal, Mr. Oates supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Mr. Oates assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Ramos, Simone	Assistant Principal	As Assistant Principal, Dr. Ramos supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Dr. Ramos assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Taormina, Vincent	Assistant Principal	As Assistant Principal, Mr. Taormina supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Mr. Taormina assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Osario Cardona, Hector	Math Coach	The Mathematics Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. He utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon district and state assessments data. Assists administration and the classroom teachers in the interpretation of student assessment data. Creates and implements professional development to share with school staff. He facilitates weekly Professional Learning Communities or PLC's. Finally, the Mathematics Coach will provide support to classroom teachers in assisting with the Response to



Name	Position Title	Job Duties and Responsibilities
		Intervention (RTI) process and ensure SIP goals are met for Math. He will also lead standards-based planning and follow the FCIM coaching cycle.
Grant, Lyntrice	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Johnson, Demetric	Assistant Principal	As Assistant Principal, Ms. Johnson supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Ms. Johnson assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
	Reading Coach	The Reading Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. He utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon district and state assessments data. Assists administration and the classroom teachers in the interpretation of student assessment data. Creates and implements professional development to share with school staff. He facilitates weekly Professional Learning Communities or PLC's. Finally, the Reading Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA. He will also lead standards-based planning and follow the FCIM coaching cycle.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

\*The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

\*Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, reading and math coaches, ESOL, ESE, Coordinators and the Administrative Team.

\*Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

\*A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

\*A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently

\*School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data, make decisions based on data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

We will monitor, throughout the year, mastery of subject benchmarks through Interim Assessments, District Diagnostics: FSQ's, USA's, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments and End of Course assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. The annual test for ESE students is the FSAA used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies.

We closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12.

Professional Learning Communities occur weekly per content area. Teachers meet with academic coaches and administration to discuss and analyze data, modify instruction, create standards-based learning goal scales and share best practices.

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

Frequent monitoring allows us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial and individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- ? Review of Lesson Plans,
- ? Data Analysis,
- ? Classroom walks,
- ? Student attendance,
- ? Data Chats,
- ? Formal Observations,
- ? Professional Learning Communities attendance/participation,
- ? Formative/Summative Assessments and Technology.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	95%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Native American Students (AMI)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)

	Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	24	52	50	31	55	51	30		
ELA Learning Gains				40			33		
ELA Lowest 25th Percentile				28			30		
Math Achievement*	16	38	38	20	42	38	17		
Math Learning Gains				42			19		
Math Lowest 25th Percentile				52			30		
Science Achievement*	45	68	64	43	43	40	39		
Social Studies Achievement*	46	67	66	41	53	48	35		
Middle School Acceleration					46	44			
Graduation Rate	91	90	89	95	65	61	91		
College and Career Acceleration	67	71	65	68	69	67	59		
ELP Progress	26	40	45	36			32		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	95

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	33	Yes	4	
AMI	36	Yes	4	
ASN				
BLK	44			
HSP	45			
MUL	24	Yes	2	2
PAC				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	57			
FRL	44			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	38	Yes	3	
AMI	37	Yes	3	
ASN	100			
BLK	44			
HSP	46			
MUL	23	Yes	1	1
PAC				
WHT	55			
FRL	45			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	24			16			45	46		91	67	26
SWD	14			10			30	32		37	7	18
ELL	9			12			26	18		59	7	26
AMI	6			15			33	33		45	7	29
ASN												
BLK	28			15			41	40		59	7	29
HSP	20			16			45	50		73	7	25

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	27			20							2	
PAC												
WHT	38			19			66	55		70	7	50
FRL	22			15			44	46		67	7	27

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	40	28	20	42	52	43	41		95	68	36
SWD	19	34	28	14	50	56	30	27		90	48	18
ELL	14	33	23	15	39	49	29	21		94	64	36
AMI	22	37	14	14	38		50	18		100	69	6
ASN										100	100	
BLK	30	40	25	17	43	46	42	44		98	62	35
HSP	30	40	28	21	43	56	44	40		93	70	39
MUL	31	38		0								
PAC												
WHT	46	42		23	36		63	57		96	74	
FRL	29	39	28	20	42	51	43	41		96	68	36

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	33	30	17	19	30	39	35		91	59	32
SWD	17	26	29	18	20	27	28	26		93	29	18
ELL	12	30	28	14	20	27	25	9		81	34	32
AMI	13	21	11	16	31	29	13	8		58	64	30
ASN										100	79	
BLK	29	35	37	10	14	28	39	34		99	51	42
HSP	28	31	27	20	21	32	39	35		88	62	27
MUL	42	53					60			100	80	
PAC												
WHT	56	40		29	30		52	53		83	80	

## 2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	28	33	30	17	20	30	38	35		91	58	31

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

## ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	22%	50%	-28%	50%	-28%
09	2023 - Spring	18%	48%	-30%	48%	-30%

## ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	48%	-38%	50%	-40%

## GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	50%	-29%	48%	-27%

## BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	63%	-27%	63%	-27%

## HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	62%	-29%	63%	-30%



### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Proficiency

ELA

FY19 VS FY22 VS FY23-PM3/EOC

9th grade = 19% VS 23% VS 18%

10th grade = 19% VS 20% VS 17%

ELL - 11% VS 14% VS 4%

AMI - 17% VS 22% VS 9%

MUL - 53% VS 31% VS 38%

SWD - 18% VS 19% VS 12%

Algebra 1

FY19 VS FY22 VS FY23

34% VS 14% VS 11%

Geometry

FY19 VS FY22 VS FY23

28% VS 19% VS 21%

Math Achievement FY23-PM3/EOC

ELL - 19% VS 15% VS 13%

AMI - 18% VS 14% VS 15%

MUL - N/A VS N/A VS 21%

SWD - 28% VS 14% VS 6%

Biology

FY19 VS FY22 VS FY23 EOC

42% VS 39% VS 36%

ELL - 26% VS 29% VS 13%

AMI - 25% VS 50% VS 26%

MUL - N/A VS N/A VS N/A

SWD - 38% VS 30% VS 30%

Social Studies

FY19 VS FY22 VS FY23 EOC

36% VS 34% VS 33%

ELL - 7% VS 21% VS 3%

AMI - 33% VS 18% VS 26%

MUL - 73% VS N/A VS N/A

SWD - 40% VS 27% VS 28%

Our lowest performance is seen within our ESSA subgroups this is very apparent in ELA, Math Achievement specifically our SWDs and Biology and Social Studies (specifically ELLs). Contributing factors we have had a very high growth in ELL and AMI population in the past two years. Language

acquisition is an ongoing barrier especially for our ELL/AMI students. We had many new teachers within the Biology department, which means inexperience with the rigor of the standards and pedagogy. Another contributing factor may have been the inexperience with the new B.E.S.T. standards in addition the unfamiliarity with the testing format (computer 3 times a year). Our ESSA identified subgroups are struggling with using test taking strategies on a computer-based assessment (highlighting, note taking, underlining).

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. Based on this data, our focus will be to reduce course failures in ELA and Math, remediate standards foundational skills, and scaffold instruction.

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

ELA

FY19 VS FY22 VS FY23-PM3/EOC

9th grade = 19% VS 23% VS 18%

10th grade = 19% VS 20% VS 17%

ELL - 11% VS 14% VS 4%

AMI - 17% VS 22% VS 9%

MUL - 53% VS 31% VS 38%

SWD - 18% VS 19% VS 12%

Math Achievement FY23-PM3/EOC

ELL - 19% VS 15% VS 13%

AMI - 18% VS 14% VS 15%

MUL - N/A VS N/A VS 21%

SWD - 28% VS 14% VS 6%

Contributing factors we have had a very high growth in ELL and AMI population in the past two years. Language acquisition is an ongoing barrier especially for our ELL/AMI students. We had many new teachers within the Biology department, which means inexperience with the rigor of the standards and pedagogy. Another contributing factor may have been the inexperience with the new B.E.S.T. standards in addition the unfamiliarity with the testing format (computer 3 times a year). Our ESSA identified subgroups are struggling with using test taking strategies on a computer-based assessment (highlighting, note taking, underlining).

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

ELA

School FY23-PM3/EOC VS State

9th grade = 18% VS 48%

10th grade = 17% VS 50%

Algebra 1

School FY23 EOC VS State

11% VS 54%

Geometry

School FY23 EOC VS State

21% VS 49%

### Biology

School FY23 EOC VS State

36% VS 63%

### Social Studies

School FY23 EOC VS State

33% VS 63%

Some contributing factors may have been the inexperience with the new B.E.S.T. standards in addition the unfamiliarity with the testing format (computer 3 times a year). Our ESSA identified subgroups are struggling with using test taking strategies on a computer-based assessment (highlighting, note taking, underlining).

Another contributing factors we have had a very high growth in ELL and AMI population in the past two years. Language acquisition is an ongoing barrier especially for our ELL/AMI students. We had many new teachers within the Biology department, which means inexperience with the rigor of the standards and pedagogy.

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

During FY23, we did not see any significant growth. However, 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%.

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.

### **Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

Options are below (choose two)

? 10% or more Absence

? Level 1 State Assessments ELA & Math

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

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 - Our school has employed a Single School Culture Coordinator (SSCC) working alongside the Teacher On Special Assignment (TOSA), and 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 (PD) that focuses on 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 in all content areas with support from Literacy Coach and LTF as needed.
4. Professional Development/Professional Learning Communities: Teachers engage in deep, focused PD, 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 LTF and Academic Coaches attend PLCs providing data, instructional planning, and support.
  - Talk Read, Talk Write
  - What is Blended Learning?
  - Understanding Your Data.
5. 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.

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Proficiency****ELA**

FY19 VS FY22 VS FY23-PM3/EOC

9th grade = 19% VS 23% VS 18%

10th grade = 19% VS 20% VS 17%

ELL - 11% VS 14% VS 4%

AMI - 17% VS 22% VS 9%

MUL - 53% VS 31% VS 38%

SWD - 18% VS 19% VS 12%

**Algebra 1**

FY19 VS FY22 VS FY23

34% VS 14% VS 11%

**Geometry**

FY19 VS FY22 VS FY23

28% VS 19% VS 21%

**Math Achievement FY23-PM3/EOC**

ELL - 19% VS 15% VS 13%

AMI - 18% VS 14% VS 15%

MUL - N/A VS N/A VS 21%

SWD - 28% VS 14% VS 6%

**Biology**

FY19 VS FY22 VS FY23 EOC

42% VS 39% VS 36%

ELL - 26% VS 29% VS 13%

AMI - 25% VS 50% VS 26%

MUL - N/A VS N/A VS N/A

SWD - 38% VS 30% VS 30%

**Social Studies**

FY19 VS FY22 VS FY23 EOC

36% VS 34% VS 33%

ELL - 7% VS 21% VS 3%

AMI - 33% VS 18% VS 26%

MUL - 73% VS N/A VS N/A

SWD - 40% VS 27% VS 28%

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.

**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 be monitored for the desired outcome.

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 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

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:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Adaptive technology -

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.

Math teachers will continue to implement a focused curriculum using technology-based programs including Math Nation, Khan Academy, and Delta Math.

### 3. Tutorials

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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. Adaptive technology  
Reading Plus, Achieve, and CommonLit are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.  
Math Nation, Khan Academy, and Delta Math have aided in significantly increasing student achievement when the programs are used with fidelity.
3. Afterschool and Saturday tutorials supports our struggling students to understand the standard in a small group differentiated environment.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

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:** Christian Garate (christian.garate@palmbeachschools.org)

**By When:** August 2023 - May 2024

Adaptive Technology (Khan Academy, Math Nation, Delta Math, Achieve 3000, CommonLit, 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.
- c. Teachers will analyze and review data with students and administration.
- d. Resource teachers will support general education teachers with strategies and accommodations to ensure student learning and growth.

**Person Responsible:** Simone Ramos (simone.ramos@palmbeachschools.org)

**By When:** August 2023 - May 2024

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:** Kevin Oates (kevin.oates@palmbeachschools.org)

**By When:** August 2023 - May 2024



**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Attendance data: (percent of students' chronically absent)

FY23 FY22 FY21 FY20 FY19

33% 38% 27% 16% 15%

Incidents data: (In-School / Out of School)

FY19 FY20 FY21 FY22 FY23

IN-School 82 90 2 17 29

Out of School 231 163 48 168 179

**Measurable Outcome:**

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

To reduce incidences by 10% by May 2024.

To reduce absenteeism by 10% by May 2024.

**Monitoring:**

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

1. Teachers will track attendance using SIS during every period.
2. Attendance clerk, dean, and administration will monitor student attendance and student incidences.
3. Review and analyze student academic data.

**Person responsible for monitoring outcome:**

Elena Villani (elena.villani@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Suite 360
2. PBS
3. Required Instruction 1003.42 & Policy 2.09
4. Behavior Health Profesional

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Suite 360: 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.

2. Teachers: Incorporate PBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS 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)

3. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

4. Behavior Health Professional: 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.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

Suite 360:

1. Teachers trained
2. Calendar developed to ensure the fifth period teacher reviewed/taught the focus lesson.
3. Teacher referral process to BHP as needed.

**Person Responsible:** Demetric Johnson ([demetric.johnson@palmbeachschools.org](mailto:demetric.johnson@palmbeachschools.org))

**By When:** 8- Week program on a 9/10 and 11/12 rotation.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-

control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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

**By When:** August 2023 - May 2024

PBS Action Steps:

- a. Develop a PBS team at the school
- b. Auditorium assemblies are conducted to review expectations
- c. Teachers will be trained on the steps and expectations
- d. Teachers reinforce expected behaviors in and out of the class through positive rewards
- e. Ongoing student recognition Pep Rallies every nine weeks
- f. Application for Model Schools will be developed in FY24

**Person Responsible:** Susan Zobitne (susan.zobitne@palmbeachschools.org)

**By When:** August 2023- May 2024

4. Behavior Health Professionals:

1. Admin and staff complete a referral form to the BHP.
2. BHP meets with students one-to-one or small group

**Person Responsible:** Demetric Johnson (demetric.johnson@palmbeachschools.org)

**By When:** August 2023- May 2024

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the School wide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Instructional Superintendent monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Instructional Superintendent to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

NA

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

NA