

The School District of Palm Beach County

Lake Worth Community Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

<https://lwms.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.

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, 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
Taylor, Caelethia	Principal	<p>The Principal will monitor and work with all staff listed above 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. Taylor must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Peter Drolet, AP for Science	Assistant Principal	<p>As assistant Principal, Mr. Drolet 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. The Assistant Principal 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>
Gregory, Yolanda	Assistant Principal	<p>As assistant Principal, Dr. Gregory 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. The Assistant Principal 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>
Makowski, Shannon	Assistant Principal	<p>As assistant Principal, Dr. Makowski 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. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Golf, Laquandra	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students in Math. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Brown, Leigh	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students in AVID. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Johnson, Tiffany	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students in ELA. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>

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 leadership team disaggregated the data from the winter diagnostic and compared the results to the previous year's state assessment. The leadership team collaboratively conducted a needs assessment to identify gaps and problems in the systems, identified ways to address gaps and problems, and

created a step-by-step implementation plan. All stakeholders were involved in the comprehensive needs process, by providing a written analysis of their perspectives of the identified areas in need of improvement, root causes and/or contributing factors, and the school's opportunities for growth. The data was presented by the school's leadership team in three different forums (leadership team meeting with principal, APs, SSCCs and LTF), SAC meeting (students, teachers, parents and families), Staff meetings by Department. The data was reviewed in detail comparing data from state and local assessments. All stakeholders were given the opportunity to ask clarifying questions, offer strategies, and suggestions to create accountability partnerships between the students and the school, parents/families and the school, teachers and families, and administration and community leaders. Their input was used to develop the school improvement plan to address the needs to improve the instructional practice, teacher capacity, and academic achievement of all students at the school.

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))

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs and USAs, NGSQs, Midterms, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, FAST Progress Monitoring, FAST Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year in Language Arts and Math. EOCs for Algebra, Geometry and Civics will occur at the end of the year as well as the 8th grade Science test.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Common Planning Meetings occur every week per content area and grade level. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning targets. Student work and best practices are shared and analyzed during Administrative Team meetings, Common Planning meetings, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

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.

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.

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.

We make decisions based on the 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

Demographic Data

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (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)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	

DJJ Accountability Rating History
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Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	103	89	145	337
One or more suspensions	0	0	0	0	0	0	61	94	51	206
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	129	59	65	253
Course failure in Math	0	0	0	0	0	0	99	121	131	351
Level 1 on statewide ELA assessment	0	0	0	0	0	0	280	294	292	866
Level 1 on statewide Math assessment	0	0	0	0	0	0	296	243	261	800
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	280	294	292	866

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	283	180	208	671

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	15	9	27	51
Students retained two or more times	0	0	0	0	0	0	8	15	3	26

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	103	89	145	337
One or more suspensions	0	0	0	0	0	0	61	94	51	206
Course failure in ELA	0	0	0	0	0	0	129	59	65	253
Course failure in Math	0	0	0	0	0	0	99	121	131	351
Level 1 on statewide ELA assessment	0	0	0	0	0	0	280	294	292	866
Level 1 on statewide Math assessment	0	0	0	0	0	0	296	243	261	800
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	280	294	292	866

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	283	180	208	671

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	15	9	27	51
Students retained two or more times	0	0	0	0	0	0	8	15	3	26

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	103	89	145	337
One or more suspensions	0	0	0	0	0	0	61	94	51	206
Course failure in ELA	0	0	0	0	0	0	129	59	65	253
Course failure in Math	0	0	0	0	0	0	99	121	131	351
Level 1 on statewide ELA assessment	0	0	0	0	0	0	280	294	292	866
Level 1 on statewide Math assessment	0	0	0	0	0	0	296	243	261	800
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	280	294	292	866

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	283	180	208	671

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	15	9	27	51
Students retained two or more times	0	0	0	0	0	0	8	15	3	26

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*	22	51	49	25	53	50	25		
ELA Learning Gains				32			33		
ELA Lowest 25th Percentile				19			27		
Math Achievement*	28	59	56	24	35	36	19		
Math Learning Gains				47			21		
Math Lowest 25th Percentile				53			35		
Science Achievement*	22	50	49	22	56	53	21		
Social Studies Achievement*	47	68	68	45	64	58	44		
Middle School Acceleration	87	76	73	79	52	49	79		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	26	37	40	34	85	76	30		

* 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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	232
Total Components for the Federal Index	6
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

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	26	Yes	4	4
ELL	30	Yes	4	2
AMI	20	Yes	2	2
ASN	69			
BLK	42			
HSP	37	Yes	2	
MUL				
PAC				
WHT	51			

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%
FRL	39	Yes	2	

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	31	Yes	3	3
ELL	30	Yes	3	1
AMI	17	Yes	1	1
ASN				
BLK	42			
HSP	37	Yes	1	
MUL				
PAC				
WHT	50			
FRL	37	Yes	1	

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	22			28			22	47	87			26
SWD	7			9			6	33	82		6	16
ELL	12			18			8	37	77		6	26
AMI	14			18			9	35			5	22
ASN	64			73							2	
BLK	29			31			19	57	88		6	26
HSP	19			26			23	42	86		6	25
MUL												

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
PAC												
WHT	31			41			20	60	89		6	64
FRL	22			27			22	46	88		6	26

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	25	32	19	24	47	53	22	45	79			34
SWD	11	21	21	15	44	54	16	30	74			21
ELL	12	23	17	14	41	53	10	31	61			34
AMI	2	10	12	4	33	50	0	7				31
ASN												
BLK	30	36	29	28	52	42	23	52	80			48
HSP	22	30	19	22	46	57	21	43	76			33
MUL												
PAC												
WHT	49	45	9	43	49		45	65	91			
FRL	23	31	18	23	46	52	21	44	76			34

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	25	33	27	19	21	35	21	44	79			30
SWD	12	24	30	13	17	29	8	28	77			17
ELL	15	27	26	11	18	34	8	34	61			30
AMI	3	10	11	5	19	26	0	9				10
ASN												
BLK	27	37	37	17	22	33	19	51	76			33
HSP	24	31	24	17	19	35	19	42	78			32
MUL												
PAC												
WHT	48	51		48	35		69	61	91			
FRL	23	31	27	16	20	33	18	43	77			30

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
07	2023 - Spring	20%	48%	-28%	47%	-27%
08	2023 - Spring	20%	47%	-27%	47%	-27%
06	2023 - Spring	18%	45%	-27%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	54%	-35%	54%	-35%
07	2023 - Spring	13%	36%	-23%	48%	-35%
08	2023 - Spring	35%	65%	-30%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	46%	-26%	44%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	48%	39%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	50%	40%	48%	42%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	65%	-24%	66%	-25%

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.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA FY19 FY22 FY23 (PM3)

6 29% 21.5% 18.2%
 7 29% 23.7% 19.6%
 8 33% 22.9% 19.8%
 SWD 9% 4.8% 4.3%
 ELL 19% 5.6% 4.3%
 AMI 19% 2% 10.9%
 HSP 32% 19.7% 16.1%
 FRL 32% 21.4% 19.2%

Math FY19 FY22 FY23 (PM3)

6 25% 4.2% 18.8%
 7 9% 7.3% 13.1%
 8 42% 33.8% 34.9%
 SWD 14% 8.7% 6.1%
 ELL 26% 7.6% 15.7%
 AMI 27% 4% 16.9%
 HSP 37% 12.9% 21.7%
 FRL 36% 14.7% 21.6%

Science FY19 FY22 FY23 (PM3)

8 26% 20.3% 19.7%
 SWD 7% 9.4% 4.3%
 ELL 15% 4.2% 4.1%
 HSP 31% 21.6% 18.1%
 FRL 27% 18.8% 19.8%

Civics FY19 FY22 FY23 (PM3)

7 47% 41.3% 42.1%

SWD 35% 26.2% 29.8%

ELL 40% 20.9% 25.7%

HSP 51% 39.3% 37%

FRL 53% 41.3% 42%

Our lowest performance was among our ESSA Subgroups who consistently at or below the school's average in all tested areas. Additionally, looking at ESSA scores:

SWD 31% has been below 41% for 3 consecutive years and below 32% 3 consecutive years

ELL 30% has been below 41% for 3 consecutive years and below 32% for one year

American Indian 17%, Hispanic 37%, FRL 37%: have been below 41% for one year

The contributing factors to this decrease have been high teacher turnover since 2021. New teachers needed training on standards. The ELA and Math tests and standards were new last year. The ELA curriculum was also new, contributing to the decline in ELA achievement on PM3 compared to FY23 FSA.

Trends from the above data indicates that our SWD students are scoring consistently below the school average in all tested areas. The largest drop was -5.1% in Science. While there was only a 0.5% drop in ELA, the number of SWDs are scoring proficiently is -13.9% behind the school average. This can be attributed to a decline in the number of ESE VE teachers who were available to provide support.

Our ELL subgroup experienced a decline from 19% in FY19 to 5.6% in FY22 to 4.3% in FY23. Additional factors that contributed to this decline included the collapse of our co-teaching model classes in ELA in order to cover teacher vacancies.

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

English Language Arts proficiency indicated the greatest decline from the prior year.

ELA FY19 FY22 FY23 (PM3)

6 29% 21.5% 18.2%

7 29% 23.7% 19.6%

8 33% 22.9% 19.8%

Factors that contributed to this decline included new B.E.S.T. standards implementation, new FAST Progress Monitoring testing, and implementation of new Study Sync curriculum. Teachers were not as familiar with the new standards and curriculum as well as had limited understanding of the assessment which was new to all teachers. Teacher absences contributed to the decline in data.

Last year with the implementation of StudySync curriculum, B.E.S.T. Standards, and FAST Progress Monitoring testing our ELA Department developed a framework for instruction which included a bell ringer, the Gradual Release Model (I Do, We Do, You Do), and small group data-driven instruction. This framework was not implemented until late into the second 9 weeks. By implementing this instructional framework at the start of the school year, we will be able to identify and address student gaps earlier. Ongoing support will be provided from the SSCC who supports ELA in addition to support provided by the school district.

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.

When looking at FAST Progress Monitoring data for Window 3 and scores for Science and Civics, we see the following data:

ELA(PM 3) State School

Grade 6 47% 18.2%

Grade 7 47% 19.6%

Grade 8 47% 19.8%

Math(PM 3) State School

Grade 6 54% 18.8%

Grade 7 48% 13.1%

Grade 8 55% 34.8%

Science State School

Grade 8 44% 19.7%

Civics State School

Grade 7 66% 42.1%

Our Grade 6, 7, and 8 ELA data and Grade 6 and 7 Math data had the greatest gap when compared to the state average. Our two main ESSA identified subgroups are SWD and ELL students. Contributing factors including new B.E.S.T. standards and FAST testing as well as a brand new curriculum in the ELA Department. There were several new teachers to the departments and veteran teachers who were resistant to change. Building teacher capacity was a focus last year and will continue to be a focus this year. This includes teachers implementing the gradual release model for instruction, embedding ESOL strategies in daily content delivery, and differentiating instruction. This also includes support from SSCCs, Assistant Principals, and district level content area specialists.

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

Our Math proficiency levels increased in all grade levels (14.6% in 6th grade, 5.8% in 7th grade, 1.1% in 8th grade). Although our ESSA identified subgroups performed below the school average in FY23, each subgroup experienced an increase in proficient scores (ELL +8.1%, Hispanic +8.8%, FRL +6.9%, Native +12.9%) with the exception of SWD -2.6%.

Our Math Department divided Common Planning meetings into grade level specific meetings. During these weekly meetings our SSCC focused on the standards, ESOL strategies, using manipulatives to reinforce instruction, and using data to drive small group instruction. All teachers followed the district scope and sequence, utilized Savaas Realize and IXL for instruction, and administered FSQs and USAs to students. Bell ringers were developed on secondary benchmarks. Teachers participated in professional development and utilized Talk Read Talk Write strategies (A/B Partners, QSSSA, sentence stems) to increase learning opportunities for students in the domains of Listening, Reading, Writing and Speaking.

Tutoring opportunities were available to students in pull-outs during elective classes as well as four Saturday "Boot Camps" leading up to PM3 testing. Tutoring focused on students within the ESSA subgroups for Math.

These are actions that our school will continue into FY24 with the addition of a part-time Math Coach and vertical planning with our feeder high school to increase opportunities for accelerated coursework for our students.

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:

1. Level 1 on State Assessment in ELA
2. Level 1 on State Assessment in Math

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

Common Planning Meetings in each department focused on aligning explicit instruction and task to standards, data analysis for small group instruction, implementation of ESOL strategies, alignment to district scope and sequence, and best practices to ensure student growth and achievement for all students.

Achievement growth for ESSA Subgroups - We will analyze student data to identify which students fall under various subgroup categories. Monitor students within ESSA subgroups for progress and receive additional support through small group instruction and tutorial opportunities throughout the year.

Achievement growth for SWD - We will tighten our ESE Services including Support Facilitation and our processes for providing interventions to students in need of support (School Based Team and Child Study Team). ESE VE teachers will attend Common Planning Meetings for their departments in order to align their supports with instruction.

High quality professional development opportunities on ESOL strategies will continue to be provided throughout the year from a variety of stakeholders including the district's Multicultural Department and contracted vendors.

Continuous improvement model focused with an emphasis on coaching to include informal walkthroughs by Administrators and the Instructional Leadership Team that utilizes agreed upon look fors which align to our school's instructional plan.

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.

If we focus on strategies and support to meet the needs of our students, then we will ensure a positive outcome of increasing 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 goal is to increase all identified ESSA Subgroups' (ELL, SWD, Native, Hispanic, FRL) proficiency rate 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 for FY22 was at 67% for Listening, 41% for Speaking, 15% for Reading, and 15% for Writing. This indicated a need to implement research-based strategies targeting these areas in all content areas. As a result of implementation in FY23, ACCESS data improved to 71% for Listening, 50% for Speaking, 16% for Reading, and 34% for Writing.

We are a CS&I School by FDOE due to School Grade of D (38%). The gap between the district's 2023 ELA Achievement (47%) and the school's 2023 ELA Achievement (19.2%) is 27.8%. The gap between the district's 2023 Math Achievement (44.7%) and the school's 2023 Math Achievement (22.2%) is 22.5%.

ELA FY19 FY22 FY23 (PM3)

SWD 9% 4.8% 4.3%
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SWD 14% 8.7% 6.1%
 ELL 26% 7.6% 15.7%
 AMI 27% 4% 16.9%
 HSP 37% 12.9% 21.7%
 FRL 36% 14.7% 21.6%

Measurable Outcome:

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

In FY23 we will increase overall achievement of our ESSA Subgroups to 41% on the ELA and Math FAST PM3 tests. Our learning gains for all subgroups will be at 50% for each content area.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction and small group instruction. This will increase to 90% in May 2024.

Coaching Outcomes:

Through classroom observations and identification by the state, our Instructional Leadership Team will tier teachers by the level of support they need.

By May 2024, 75% of our teachers in Tier 2 will transition to Tier 1 support from our coaches. By May 2024, 50% of our teachers in Tier 3 will transition to Tier 2.

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 Florida Continuous Improvement Model (FCIM) and is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

We will use a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Common Planning attendance/participation, all Formative/Summative Assessments and Technology

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

Assistant Principals support content and grade levels

Single School Culture Coordinators

Learning Team Facilitator

ESE Coordinator

ESOL Coordinators

Person responsible for monitoring outcome:

Administration All Administrators (2131.admin@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.)

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.

According to What Works Clearinghouse the recommendations for teaching academic content and literacy to English Learners in elementary and middle school are:

1. Teach academic vocabulary intensively using a variety of instructional activities
2. Integrate oral and written English language instruction into content-area teaching
3. Provide regular, structured opportunities to develop written language skills
4. Provide small group instructional intervention to students struggling in areas of literacy and English language development

These interventions will be implemented across all content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to What Works Clearinghouse, research has shown through a number of studies that a rating of Moderate to Strong evidence supports that the recommended strategies improve student outcomes for a diverse population of students, including English Language Learners.

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.

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: Caelethia Taylor (caelethia.taylor@palmbeachschools.org)

By When: Small group instruction will begin within first two weeks of school. Teachers will review data from FY23 and will utilize formative assessments to ensure proper placements of students in groups.

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)

By When: Tutorials will begin by October 2023. Student participants will be chosen based on data. Tutorials will continue through May 2024.

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)

By When: Implementation of instructional resources purchased through UniSIG will begin in August 2023. Professional development and use of AVID strategies will continue throughout the year.

Coaching

1. Two SSCCs will serve as instructional coaches to build and develop teacher capacity in ELA and Math.
2. Instructional coaches will develop and implement the coaching cycle to build teachers capacity focusing on the gradual release model, small group instruction and differentiated instruction.
3. Coaches and the Instructional Leadership Team will review data and construct classroom walks to tier the teachers to support them based on need.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity.
5. Coaches will maintain a coaching log.
6. Coaching will be monitored by Administration.

Person Responsible: Caelethia Taylor (caelethia.taylor@palmbeachschools.org)

By When: Coaching will begin within the first month of school. The Instructional Leadership Team will use data from FY23 and observations to tier teachers.

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.

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

By When: Strategies will begin the first week of school. Professional development and support will continue throughout the year.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Number of Students with 2+ Indicators (EWS)

6 - 283

7 - 180

8 - 208

Early Warning Systems:

Absent 10%+ - 337

1+ Suspensions - 206

Course Failure ELA - 253

Course Failure Math - 351

Level 1 ELA - 866

Level 1 Math - 800

Reading Deficiency - 866

If we focus on our Early Warning Systems, we will create a positive culture and environment that aligns to the District's Strategic Plan. We will ensure that all students engage in teaching and learning that results in academic excellence. Our instructional priority is to use trends in student data to identify needs and decrease Early Warning Systems. While our focus will be on reducing the number of Level 1 students in ELA and Math, to do this we will also focus on reducing the number of course failures, and absences in order to ensure students have every opportunity to achieve academic proficiency.

Measurable Outcome:

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

Teacher Practice Outcomes:

Reducing the amount of Level 1 students in ELA and Math by providing teachers with coaching, ongoing professional development, and opportunities for Common Planning that support instructional practices such as the Gradual Release Model, ELL strategies, and small group instruction that aligns to the targeted standards.

Student Outcomes:

By January 2024, students scoring a Level 1 on ELA and Math from PM1 to PM 2 will decrease by 15%.

By May 2024, students scoring a Level 1 on ELA and Math from PM1 to PM 3 will decrease by 50%.

Monitoring:

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

Monitoring for progress towards reducing Level 1 in ELA and Math:

Classroom walkthrough data

Scheduled pulling of Tutorial data (attendance)

Scheduled pulling of Attendance data

Student Formative Assessment results (District FSQs)

Student Summative Assessment results (District USAs, state PM FAST testing)

Student achievement on adaptive technology (Reading Plus, Achieve 3000, Imagine Learning, Dreambox/IXL)

Teacher and student data chats

Professional development and Common Planning attendance

Person responsible for monitoring outcome:

Administration All Administrators (2131.admin@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. Talk Read Talk Write/ESOL/AVID strategies and professional development
2. Schoolwide Discipline Plan, aligned to SWPBS
3. Schoolwide Attendance Plan, aligned to SWPBS
4. Small group instruction
6. Formative and summative assessments and data chats
7. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Talk Read Talk Write/ESOL/AVID strategies and professional development - support
2. School-wide Discipline and Attendance Plan, aligned to SWPBS - supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3. Small group instruction - allows for teachers to provide real-time, 1 on 1 feedback
4. Formative and summative assessments and data chats - used in data driven decision making to ensure all students are mastering the standards taught
5. Required Instruction Florida State Statute 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.

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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

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: Caelethia Taylor (caelethia.taylor@palmbeachschools.org)

By When: Required instruction will begin the first week school and continue throughout the school year. Instruction will be monitored by Administration.

SWPBS

Provide teachers with professional development to understand SWPBS

Ensure all expectations are clearly explained and understood

Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

Monitor executions and implementation with fidelity.

Person Responsible: Laquandra Golf (l.golf@palmbeachschools.org)

By When: A SWPBS Support Team will be developed within the first month of school in order to implement all areas of SWPBS. Initiatives will continue throughout the year.

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)

By When: Implementation of instructional resources purchased through UniSIG will begin in August 2023. Professional development and use of AVID strategies will continue throughout the year.

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: Caelethia Taylor (caelethia.taylor@palmbeachschools.org)

By When: Small group instruction will begin within first two weeks of school. Teachers will review data from FY23 and will utilize formative assessments to ensure proper placements of students in groups.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

If we focus on explicit instruction that is aligned to the benchmark standards, then we will ensure a positive outcome of increasing 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 goal is to increase all identified ESSA Subgroups' (ELL, SWD, Native, Hispanic, FRL) proficiency rate 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 for FY22 was at 67% for Listening, 41% for Speaking, 15% for Reading, and 15% for Writing. This indicated a need to implement research-based strategies targeting these areas in all content areas. As a result of implementation in FY23, ACCESS data improved to 71% for Listening, 50% for Speaking, 16% for Reading, and 34% for Writing.

We are a CS&I School by FDOE due to School Grade of D (38%). The gap between the district's 2023 ELA Achievement (47%) and the school's 2023 ELA Achievement (19.2%) is 27.8%. The gap between the district's 2023 Math Achievement (44.7%) and the school's 2023 Math Achievement (22.2%) is 22.5%.

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 HSP 37% 12.9% 21.7%
 FRL 36% 14.7% 21.6%

Measurable Outcome:

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

In FY24 we will increase overall achievement of our ESSA Subgroups to 41% on the ELA and Math FAST PM3 tests. Our learning gains for all subgroups will be at 50% for each content area.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will be effectively align instruction to the benchmark standards. This will increase to 90% in May 2024.

Coaching Outcomes:

Through classroom observations and identification by the state, our Instructional Leadership Team will tier teachers by the level of support they need.

By May 2024, 75% of our teachers in Tier 2 will transition to Tier 1 support from our coaches. By May 2024, 50% of our teachers in Tier 3 will transition to Tier 2.

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 Florida Continuous Improvement Model (FCIM) and is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

We will use a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Common Planning attendance/participation, all Formative/Summative Assessments and Technology

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

Assistant Principals support content and grade levels
Single School Culture Coordinators
Learning Team Facilitator
ESE Coordinator
ESOL Coordinators

Person responsible for monitoring outcome:

Caelethia Taylor (caelethia.taylor@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.)

Evidence-based interventions for benchmark-aligned instruction include teacher coaching from school and district personnel as well as ongoing professional development. Both interventions are outlined in What Works Clearinghouse as having a Moderate to High impact on student achievement. By supporting teachers with implementation of standards-based instruction, our student achievement on standards will increase.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Talk Read Talk Write/ESOL/AVID strategies and professional development - support
2. School-wide Discipline and Attendance Plan, aligned to SWPBS - supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3. Small group instruction - allows for teachers to provide real-time, 1 on 1 feedback on standards
4. Formative and summative assessments and data chats - used in data driven decision making to ensure all students are mastering the standards taught

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.

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: Caelethia Taylor (caelethia.taylor@palmbeachschools.org)

By When: Small group instruction will begin within first two weeks of school. Teachers will review data from FY23 and will utilize formative assessments to ensure proper placements of students in groups.

Coaching

1. Two SSCCs will serve as instructional coaches to build and develop teacher capacity in ELA and Math.
2. Instructional coaches will develop and implement the coaching cycle to build teachers capacity focusing on the gradual release model, small group instruction and differentiated instruction.
3. Coaches and the Instructional Leadership Team will review data and construct classroom walks to tier the teachers to support them based on need.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity.
5. Coaches will maintain a coaching log.
6. Coaching will be monitored by Administration.

Person Responsible: Caelethia Taylor (caelethia.taylor@palmbeachschools.org)

By When: Coaching will begin within the first month of school. The Instructional Leadership Team will use data from FY23 and observations to tier teachers.

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 Schoolwide 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:

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. Common Planning Meetings/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Single School Culture Coordinators 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 Regional and Instructional Superintendents monitor the implementation of strategies, and the Department of Teaching and Learning provides professional development.
7. 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, and will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
8. 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 (Community in Schools, Community Partners of South Florida, DATA)

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))

N/A

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)

N/A

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$400,467.25
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	160	2131 - Lake Worth Community Middle	UniSIG	1.0	\$24,199.00	
Notes: Salary for 1.0 Community Language Facilitator for Spanish. The CLF will provide push-in and pull-out support for ELL students. 1.0 FTE x \$24,199 = \$24,199.						
5100	200	2131 - Lake Worth Community Middle	UniSIG		\$13,371.00	
Notes: Benefits for CLF Spanish -23.85% + \$7,600 per FTE= \$13,371. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%						
5100	160	2131 - Lake Worth Community Middle	UniSIG	1.0	\$24,199.00	
Notes: Salary for 1.0 Community Language Facilitator for Creole. The CLF will provide push-in and pull-out support for ELL students. 1.0 FTE x \$24,199 = \$24,199.						
5100	200	2131 - Lake Worth Community Middle	UniSIG		\$13,371.00	
Notes: Benefits for CLF Creole - 23.85% + \$7,600 per FTE = \$13,371. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%						
6150	130	2131 - Lake Worth Community Middle	UniSIG	1.0	\$57,800.00	
Notes: Salary for 1.0 Teacher Parent Liaison. The teacher parent liaison will serve as the coordinator for all family engagement activities on campus. 1.0 FTE x \$57,800= \$57,800.						
6150	200	2131 - Lake Worth Community Middle	UniSIG		\$21,385.00	
Notes: Benefits for 1.0 Teacher Parent Liaison - 23.85% + \$7,600 per FTE = \$21,385. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%						

	6150	160	2131 - Lake Worth Community Middle	UniSIG	1.0	\$23,864.00
			<i>Notes: Salary for 1.0 Parent Liaison II. The Parent Liaison II will work alongside the Teacher Parent Liaison in order to bridge the communication between school and home by helping parents get the information, help, and support they need to ensure their child's academic and social success in school. 1.0 FTE x \$23,864= \$23,864.</i>			
	6150	200	2131 - Lake Worth Community Middle	UniSIG		\$13,292.00
			<i>Notes: Benefits for 1.0 Parent Liaison II - 23.85% + \$7,600 per FTE = \$13,292. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	510	2131 - Lake Worth Community Middle	UniSIG		\$25,000.00
			<i>Notes: Instructional Avid Supplies such as notebooks, binders, pencil pouches, WICOR posters, AVID branded materials. Total = \$25,000.</i>			
	5100	510	2131 - Lake Worth Community Middle	UniSIG		\$19,170.60
			<i>Notes: Instructional Supplies: Everglades BEST Math workbooks for 6th Grade, 500 x \$16.95 = \$8,475.50 and Everglades BEST Math workbooks for 6th Grade TE 10 x \$42.95 = \$429.50. (\$8,905.00). Science glass beaker sets, microscope slides, density cube sets (\$1,012.40), Copy paper, expo markers, highlighters, post-it chart paper, pencils (\$4,053.20). TI30 Graphing Calculators 400 x \$13 = \$5,200. Total = \$19,170.60.</i>			
	5100	369	2131 - Lake Worth Community Middle	UniSIG		\$48,542.00
			<i>Notes: Online Subscriptions: Achieve 3000 for personalized engaging instruction for Social Studies (\$32,993.50). Kami - transfer documents into interactive tools for instruction (\$3,240). Quill - support the development of writing and grammar skills for all students (\$1,800). Flocabulary and NewsELA - these two adaptive technologies can help to enhance instructional delivery in all classes (\$10,508.50). Total = \$48,542. SDPBC Object Code 360.</i>			
	5100	390	2131 - Lake Worth Community Middle	UniSIG		\$1,800.00
			<i>Notes: Educational Contracts - other purchased service (not a sub-agreement) - Latinos in Action to support the ELL population. Total = \$1,800.</i>			
	6400	310	2131 - Lake Worth Community Middle	UniSIG		\$10,500.00
			<i>Notes: Consultant contracts (not a sub-agreement): Talk Read Talk Write to assist teachers with instructional strategies in lesson plan writing. 3 dates x \$3,500 = \$10,500.</i>			
	6400	330	2131 - Lake Worth Community Middle	UniSIG		\$4,404.00
			<i>Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem x 4 attendees = \$4,404.</i>			
	6400	330	2131 - Lake Worth Community Middle	UniSIG		\$13,686.00
			<i>Notes: Staff will participate in the Model Schools Conference which will be held in Orlando in June of 2024. Lake Worth MS administrative staff will learn strategies on climate, culture and relationships; improving student academic outcomes through coaching; and engagement strategies for engaging classrooms. Out of County Travel: \$995 registration + \$142 transportation + \$1000 lodging + \$144 per diem = \$2,281 = \$2,119 x 6 attendees = \$13,686.</i>			
	6400	330	2131 - Lake Worth Community Middle	UniSIG		\$22,122.00

			<p><i>Notes: Staff will participate in AVID Summer Institute in order to continue use of AVID strategies in classrooms. This will enable teachers to go to each strand and return to school to share what they have learned. Lake Worth MS is striving to become an AVID school because it is a proven method to increase student achievement. AVID will be held in Orlando in June of 2024. Out of County Travel: \$999 registration + \$180 transportation + \$2400 lodging + \$108 per diem = \$3,687 x 6 = attendees = \$22,122.</i></p>		
6400	330	2131 - Lake Worth Community Middle	UniSIG		\$12,760.00
			<p><i>Notes: Staff will attend National Association of Bilingual Education in New Orleans, LA on March 27-30, 2023. ESOL Coordinators will attend NABE to learn best practices for ensuring equity for ELL students and professional development opportunities for teachers. Out-of-State Travel: \$795 registration + \$817 transportation + \$796 lodging + \$144 per diem = \$2,552 x 5 = attendees = \$12,760.00.</i></p>		
6400	330	2131 - Lake Worth Community Middle	UniSIG		\$5,632.00
			<p><i>Notes: Staff will attend TESOL Conference March 21-23, Tampa Florida. 2 ESOL Coordinators and 2 ESOL teachers (total 4) will attend nationally known conferences to again strategies for equiptal practices for English Language Learners. Out-of-State Travel: \$575 registration + \$125 transportation + \$600 lodging + \$108 per diem = \$1,408 x 4 = attendees = \$5,632.</i></p>		
6400	330	2131 - Lake Worth Community Middle	UniSIG		\$12,558.00
			<p><i>Notes: Staff will attend NASSP in Nashville, TN on July 15-17, 2024. Lake Worth Middle School Instructional Leadership Team will glean practical strategies and insights to enhance leadership skills in coaching teachers to increasing student academic performance. Out-of-State Travel: \$800 registration + \$405 transportation + \$780 lodging + \$108 per diem = \$2,093 x 6 = attendees = \$12,558.</i></p>		
6400	644	2131 - Lake Worth Community Middle	UniSIG		\$4,550.43
			<p><i>Notes: Technology (non-cap): Latitude 3340 Laptop for use by the 3 SSCC's on campus. 3 x \$992= \$2,976. Color printer for LTF to print and share data with teachers. 3 x \$524.81= \$1,574.43. Total = \$4,550.43.</i></p>		
6400	519	2131 - Lake Worth Community Middle	UniSIG		\$840.00
			<p><i>Notes: PD Supplies: Ink for data reports for teachers. \$840. SDPBC Object Code 510.</i></p>		
6400	120	2131 - Lake Worth Community Middle	UniSIG	0.21	\$12,400.00
			<p><i>Notes: Salary for teacher collaboration: Plan instruction for the BEST standards in ELA and Math for Grades 6-8 during the summer, including incorporation of the four domains of ACCESS testing (Listening, Speaking, Reading, Writing) which aligns to the school's instructional plan. Salary: 31 teachers x 2 days per week x 8 hours per day x 1 week x \$25 per hour = \$12,400. SDPBC Code 180.</i></p>		
6400	200	2131 - Lake Worth Community Middle	UniSIG		\$4,073.00
			<p><i>Notes: Benefits for collaborative planning- \$12,400 x \$32.85% = \$4,073. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%</i></p>		
6150	510	2131 - Lake Worth Community Middle	UniSIG		\$2,448.76
			<p><i>Notes: Supplies for Family Engagement: Cases of paper, chart paper, folders, highlighters, parent brochures/pamphlet sets, pens, pencils. Total = \$2,448.76.</i></p>		
6150	370	2131 - Lake Worth Community Middle	UniSIG		\$3,023.46
			<p><i>Notes: Postage for 4 parent training notifications for 1200 students. Total = \$3,023.46.</i></p>		

	6150	120	2131 - Lake Worth Community Middle	UniSIG	0.01	\$400.00
			<i>Notes: Part-time Support by Certified In-System School Staff: Parent Support by School Staff. Salary: 1 staff x 4 hours x 4 days x 1 week x \$25 per hour = \$400. SDPBC Code 180.</i>			
	6150	160	2131 - Lake Worth Community Middle	UniSIG	0.02	\$2,400.00
			<i>Notes: Part-time Support by In-System School Staff: CLF Overtime to support at Parent Engagement Meetings. Salary: 6 staff x 2 hours x 8 days x 1 week x \$25 per hour = \$2,400. SDPBC Code 180.</i>			
	6150	200	2131 - Lake Worth Community Middle	UniSIG		\$395.00
			<i>Notes: Benefits for Parent Liaison School Support: \$1,200.00 x 32.85% = \$394. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	6150	200	2131 - Lake Worth Community Middle	UniSIG		\$788.00
			<i>Notes: Benefits for CLF School Support: \$2,400.00 x 32.85% = \$788. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	6150	644	2131 - Lake Worth Community Middle	UniSIG		\$693.00
			<i>Notes: Technology (non-cap): Charging stations for translation devices. 7 x \$99 = \$693.00</i>			
	6150	160	2131 - Lake Worth Community Middle	UniSIG	0.01	\$800.00
			<i>Notes: Part-time Support by Certified In-System School Staff: Parent Support by School Staff. Salary: 2 staff x 4 hours x 4 days x 1 week x \$25 per hour = \$800. SDPBC Code 180.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$170,364.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2131 - Lake Worth Community Middle	UniSIG	0.72	\$41,440.00
			<i>Notes: Part-time in system certified tutorial to offer before/after school tutoring in Math, ELA, SS, Science and Reading. Salary: 2 tutors x 2 days per week x 1 hour per day x 28 weeks x \$37 per hour = \$41,440. SDPBC Object Code 180.</i>			
	5100	200	2131 - Lake Worth Community Middle	UniSIG		\$13,613.00
			<i>Notes: Benefits for certified tutorial: \$41,440 x 32.85% = \$13,613. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	120	2131 - Lake Worth Community Middle	UniSIG	0.46	\$26,640.00
			<i>Notes: Part-time in-system certified tutorial to facilitate computer lab tutorial instruction for students that do not have technology at home. (ELA, Math, Civics, Science) August 2023-May 2024. Salary: 2 tutors x 5 days per week x 2 hour per day x 36 weeks x \$37 per hour = \$26,640. SDPBC Object Code 180.</i>			
	5100	200	2131 - Lake Worth Community Middle	UniSIG		\$8,751.00
			<i>Notes: Benefits for certified computer lab tutorial: \$26,640 x 32.85% = \$8,751. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			

	5100	120	2131 - Lake Worth Community Middle	UniSIG	0.82	\$47,952.00
			<i>Notes: In-school tutoring extra periods by certified teachers for at-risk students grades 6-8 during school in ELA, Math, Civics, and Science from Oct 2023 - May 2024. Salary: 18 tutors x 2 days per week x 1 hour per day x 36 weeks x \$37 per hour = \$47,952. SDPBC Object Code 180.</i>			
	5100	200	2131 - Lake Worth Community Middle	UniSIG		\$15,752.00
			<i>Notes: Benefits for certified Tutoring Extra Periods: \$47,952 x 32.85% = \$15,752. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	120	2131 - Lake Worth Community Middle	UniSIG		\$9,000.00
			<i>Notes: Teachers will work an extra period every day for at risk-students to make up credits through Edgenuity. Salary: 2 teachers x \$4,500 = \$9,000. SDPBC Object Code 180.</i>			
	5100	200	2131 - Lake Worth Community Middle	UniSIG		\$2,957.00
			<i>Notes: Benefits for Extra Periods Every day: \$9,000 x 32.85% = \$2,957. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	642	2131 - Lake Worth Community Middle	UniSIG		\$720.00
			<i>Notes: Equipment (non-cap): Science triple beam balances for hands-on science instruction. 6 x \$120 = \$720.</i>			
	5100	120	2131 - Lake Worth Community Middle	UniSIG	0.05	\$2,664.00
			<i>Notes: Salary for In-School tutoring for industry certification in grades 6-8 starting January 2024. Salary: 2 teachers x 2 days per week x 1 period per day x 18 weeks x \$37 per hour = \$2,664. SDPBC Object Code 180.</i>			
	5100	200	2131 - Lake Worth Community Middle	UniSIG		\$875.00
			<i>Notes: Benefits for Day to Day extra periods: \$2,664 x 32.85% = \$875. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
					Total:	\$570,831.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No