Lake Worth Community Middle

2014-15 School Improvement Plan

Lake Worth Community Middle

1300 BARNETT DR, Lake Worth, FL 33461

www.edline.net/pages/lake_worth_middle_school

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	95%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Worth Middle School will provide students with the tools necessary to succeed at the high school level. The LWMS community will accomplish the goal to prepare students for graduation and beyond through the use of The Warrior Way. The Warrior Way is a pervasive school culture based on the values of good citizenship, relevant academic rigor, ethical behavior, and the fundamental attitude of respecting others as you would have them respect you. We will serve our students with the understanding that diversity in gender, culture and background is a strength to be respected and that education is the shared responsibility of the student, home, school and community

Provide the school's vision statement

Lake Worth Middle School community members will model a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school infuses the content required by Florida Statute 1003.42(2) and S. B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:
A. History of the Holocaust
B. History of Africans and African Americans
C. Hispanic Contributions
D. Women's Contributions
E. Sacrifices of Veterans
Additionally, we also provide professional development training or collegian support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings, as well as professional development to staff on increasing positive interactions with students; and embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

Describe how the school creates an environment where students feel safe and respected before, during and after school

The faculty and staff work diligently to ensure every person who walks onto the campus is greeted warmly and that assistance is readily available. Faculty members greet students as they arrive on campus. They are always greeted by either an administrator or a teacher on duty at the drop off location. While students are having breakfast, there are faculty members in the cafeteria greeting students and monitoring safety concerns. During the day, our Resource Officer maintains constant movement around the campus to ensure the campus is safe. While students transition from one class to the other, teachers are always positioned outside their doors to greet the new students and maintain order in the hallways. When it is time for dismissal, an administrator uses the PA to give words of encouragement to the students and faculty prior to dismissal. Dismissal occurs in incremental phases to maximize supervision: we dismiss only buses that are on campus at that time; we then dismiss walkers and car riders separately; finally, if there are still buses that have not arrived, those students are escorted to either the cafeteria or media center where they are supervised until their bus arrives. During all of these procedures, communication with the students is continuous so

they know we are focused on their safety and doing it respectfully. ****Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. With the help of the School Wide Positive Behavior Committee, we will create methods/formats where the characteristics of safety and respect can be assessed and monitored, and where strategies for improvement can be created, discussed, and supported.***

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

•PDD days will entail faculty being involved with determining the consistency of discipline being enforced.
•Universal guidelines and behavior matrix are taught twice a year to ensure students are aware of the school's expectations.
•Ensure differentiation of instruction is taking place to meet the needs of all students; teachers will convey and review expectations for each learning activity.
•We will strive to have our beginning teachers, as well as experienced teachers, if necessary, trained in classroom management strategies, such as CHAMPS.
•We will continue to reference the universal guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.").
•School-wide recognition system is in place with the Warrior Bucks Program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

•School counselors are trained in counseling, and their role is to support and guide students behaviorally, academically, and emotionally.
•We have assigned mentors who have volunteered to work with students identified with SEL concerns.
•Agencies, such as DATA, have been set up to connect students with outside agencies in order to help them with some of their social and emotional issues.
•Engage with identified staff who make up our SBT (i.e., school counselor, school-based team leader, SWPB internal coach, etc.) to provide a differentiated delivery of services based on students'/school's needs. We can do this through classroom guidance, workshops, or assemblies. We also provide individual counseling, as well as referrals to community resources for students, as well as parents. Utilize data-based decision-making to close academic and social-emotional gaps by connecting all students with the services they need.
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Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
•Create data decision rules for number of absences or OSS before referral generated to SBT

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	52	85	73	210
One or more suspensions	85	85	71	241
Course failure in ELA or Math	1	0	3	4
Level 1 on statewide assessment	158	200	152	510
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	72	91	75	238

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

•Safe Schools Coach will provide mentoring/counseling for students. This will address the behavioral aspect of students within the early warning systems.
The following programs will help address the academic needs:
•Effective multi-disciplinary teams in place to problem-solve and create action plans;
•Read 180, Reading Plus, System 44, Tutorials, etc.;
•Planned Discussions, Goal Setting for identified students;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To have more parents involved in SAC and/or Parent University. Also, create an environment where a large number of parents attend functions that inform families of their child's progress.
•Positive notes, letters, phone calls home;
•Communicate classroom and school news to parents;
•During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The principal will continue to reach out to the community stakeholders. Meetings with parents at churches of all denominations, specifically Haitian and Hispanic priests/pastors, to encourage congregation members to become involved in their children's academic environment. SAC members will recruit from the community to add to the number of parents involved with activities. Haitian and Latin radio stations will be contacted to put forth information encouraging parents to attend school events. Local businesses sponsoring fundraisers (golf tournaments, races, etc.) will be utilized to provide funding for academic achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Daniel, Tanya	Principal
David Grad, SWPBS Chair/Parent Liaison	Teacher, K-12
Neal, Jeffrey	Assistant Principal
Elsa Lubin, Reading Coach	Instructional Coach
Matilde Chibas, Math Coach	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The major function of the leadership team is to address the fundamental question, namely, how do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and students. The leadership team will meet regularly to review universal screening data and link this information to instructional decisions which will be reflected in the SIP. During PDD, departments discussed school improvement goals and worked to formulate them for the plan. Data was used to guide these goals. Teams who have common planning by grade level meet and monitor goals throughout the year.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The RTI Leadership team met with the School Advisory Council (SAC) and principal to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.
Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school and summer tutorials. Title I funded Reading and Math Coaches will provide professional development. A Parent Liaison will pursue parental involvement activities designed to enrich student achievement, and instructional resources will be provided through Title I funds. Two

teachers, reading and math are also funded through Title I.

Title I Part C, Migrant, Title I Part D, and Title II: Migrant services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Lake Worth Middle utilizes Professional Learning Communities through Learning Team Meetings which are implemented by our Learning Team Facilitator. This assists us in having a Single School Culture which helps our students both academically and behaviorally. Also, through professional development and utilizing the School Wide Positive Behavior Plan, the climate of Lake Worth Middle is fortified with positive initiatives aimed to improve safety and academics.

To address the diversity of Lake Worth Middle's population, we have implemented a Dual Language Program which helps to facilitate a two-way immersion education. The advantage is that students develop full oral, written, and reading proficiency in two languages.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Tanya Daniel	Principal
Elsa Lubin	Education Support Employee
Nianka Bryan	Student
Linette Bryan	Parent
Gloria Joseph	Student
Emily Dryer	Parent
Livina Forbes-Dunkley	Education Support Employee
Erzulie Dorsan	Parent
David Grad	Teacher
Rita Pinder	Business/Community
Aura Espinosa	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's SIP was approved by SAC, and all changes were voted upon during the meeting.

Development of this school improvement plan

The SAC is presented the SIP by the Title I Contact. They are presented with last year's SIP to reference while they review the proposed SIP for this year. Suggestions or improvements will be fielded, recognized and implemented, if deemed appropriate. Ultimately, the SAC will vote, which is a state requirement, to approve the SIP.

Preparation of the school's annual budget and plan

During each SAC meeting, the current available budget is discussed. It is at this time that any requests for monies from the SAC are presented. Any school personnel who wants to request money

must put their request in writing so that it may be placed on the agenda in order to be discussed at the meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

This past year, SAC approved to pay $125 for gifted courses for four of our teachers. The purpose of paying for their courses was to start a Gifted Program. In order to have a Gifted Program, we need to have teachers with a Gifted endorsement. Currently, those teachers do have the endorsement, and we have implemented a Gifted Program at Lake Worth Middle.

The SAC also paid $69 for Warrior Bucks. These bucks are an incentive for students "doing the right thing" in the classroom, as well as in other areas of the school. The teachers receive Warrior Bucks in their classes and when students do well on an assignment or are following instructions, they are rewarded with Warrior Bucks. These bucks can be cashed in for different prizes throughout the year.
Florida Statute 24.121(5)(c) places the following requirements on the School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a School Improvement Plan.
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Principals may access New EDW Compliance of School Advisory Membership-RXOOA0521 Report to verify compliance. If the report indicates that the school is not in compliance, it is necessary to describe the measures being implemented to meet SAC requirements.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Daniel, Tanya	Principal
Elsa Lubin, Reading Coach	Instructional Coach
Dyer, Shannon	Teacher, K-12
Swindell, Grady	Instructional Media
Boykin, Barbara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will create capacity of reading knowledge with particular focus in the areas of Vocabulary and Reading Application, which are school-wide concerns, as well as an integral

part of blending FSA preparedness with the new Common Core State Standards.

We provide programs such as Read 180, System 44 and Reading Plus, as well as incorporate our Warrior Buck Program as incentives to encourage reading, writing and math. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for the current school year. Once the goals have been established, the team creates a plan of action and may meet monthly, more if necessary, to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships among teachers is participation on academic/ grade level teams. Student improvement is monitored and instruction is modified, as needed, based on decisions made through team collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Throughout the year, our leadership team conducts a rigorous selection process by screening teacher candidates. Administration attends job fairs and personnel workshops designed to expedite the identification of the most talented instructional applicants. Teacher mentoring and peer coaching are utilized to increase retention.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. They consist of Professional Development Days, as well as collaborative planning periods. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Through teams, we are able to collaborate with veteran as well as novice teachers. This provides the novice teachers with some additional guidance as they progress through the school year.

New teachers (mentees) are paired with highly-qualified instructors (mentors). The rationale for pairings is to allow the mentees to absorb information and knowledge from the experienced mentors. Mentees are paired with individuals in the same subject area so that relevant teaching strategies can be shared. Weekly meetings are planned where differentiated instructional strategies are discussed and implemented with fidelity. Administration selects those mentors who are knowledgeable and are passionate about nurturing new educators.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to "unpack" the Florida Standards and plan and discuss reading and writing curricula that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. We also continue to attend workshops with specialists from the county during pre-planning as well as PDD days.
Allowing teachers to attend trainings that are relevant to their subjects and standards they are teaching also ensures that their instructional material is aligned to the Florida State standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

.The school ensures every teacher contributes to literacy improvement of every student by:
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on students' needs
•Creating a schedule with an uninterrupted double block of reading
•Providing instruction aligned with the Language Arts Florida Standards for their grade levels
•Administering assessments which measure instructed standards
•Students receiving push-in/pull out services for ESE/ELL
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students will be administered the Scholastic Reading Inventory, as well as the Scholastic Phonics Inventory. The results allow us to place students in either the Read 180 or System 44 Reading Program.
•Students will also be administered the FAIR test, which we will monitor throughout the year, in order to ensure that they will be successful on the FSA.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 11,520

Tutoring is provided through the ICAN After-School Program in both reading and math. The student teacher ratio will be five to one. Teachers offering this tutoring are Highly Qualified and are required to have sign-in sheets and provide lesson plans with lessons pertaining to the curriculum and standards that are covered. Computer programs such as Read 180, Reading Plus, and System 44 are utilized to help students cover standards that are part of these core academic subjects.

Strategy Rationale

The ICAN Program is an opportunity to have students be in a more relaxed environment with different instructors after school. They work on programs that are going to help them in the classroom as well as on the state assessments. Instructors are able to teach with a smaller teacher to student ratio. This allows for more individualized instruction and will benefit every student in the program.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Joseph, Kennedy, joseph.kennedy@palmbeachschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will be tracked to determine academic growth, with the state assessments being the data that will be analyzed to determine the effectiveness of the strategies utilized in Lake Worth Middle's tutoring program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Lake Worth Middle School conducts an annual 6th Grade Orientation prior to the beginning of the upcoming school year. This gives the incoming 6th graders the opportunity to know what is expected of them when they arrive at Lake Worth Middle. This also allows the opportunity for them to become aware of other programs that we offer and that may interest them, as well as extracurricular activities that we currently have.
Prior to the choice application deadline, we invite choice schools to visit and meet with our eighth grade students. This allows our eighth graders to be aware of the choices they have and the high schools to which they may apply, should they be interested in the disciplines at these high schools as possible future careers.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these Single School Culture © Initiatives include:

Our engineering and medical academies promote academic and career planning through course selections, such as advanced courses, which help students to recognize that academic rigor will help prepare those who are seeking post-secondary education at the college/university level. Also, our counselors speak with all other subgroups of students and conduct interest inventories about their career aspirations. In addition, pre/post tests are administered on the career development process, and lessons are taught on this topic throughout the year. Electives are often chosen by the students based on their career goals, which helps to make the course selection process personally meaningful. The promotion of increased student participation in afternoon clubs such as Debate, Chess, and SECME also helps foster the college-going culture.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

In our Engineering and Medical Academies, there are integrated courses which help students to see relationships between their subjects and the relevance to their future careers, especially in the areas of engineering and the medical field.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Student achievement will increase by providing a robust parent involvement program to include effective communication, parent activities/trainings, and elicit support from community organizations to educate parents in the importance of parent involvement.

G2.   If students are exposed to a more rigorous curriculum with additional hands-on experiments, then a minimum of 35% of the students in science will show proficiency on the state assessments.

G3.   If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment.

G4.   Increase learning gains in math for the lowest 25% by 10 percentage points

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase by providing a robust parent involvement program to include effective communication, parent activities/trainings, and elicit support from community organizations to educate parents in the importance of parent involvement. `1a`

Targets Supported `1b`

🔍 G050300

Indicator	Annual Target
	24.0

Resources Available to Support the Goal `2`

- Title I Parent Liaison, SWPBS team, and Title I Contact

Targeted Barriers to Achieving the Goal `3`

- Parents of our school population are reluctant to attend after school sessions.

Plan to Monitor Progress Toward G1. `8`

Attendance sheets from parent trainings will be compared to the percentile of parents who attended last year.

Person Responsible

Kennedy Joseph

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

Evidence of Completion

The Parent Liaison will monitor attendance of parent trainings through attendance sheets.

G2. If students are exposed to a more rigorous curriculum with additional hands-on experiments, then a minimum of 35% of the students in science will show proficiency on the state assessments. `1a`

G037598

Targets Supported `1b`

Indicator	Annual Target
FAA Science Proficiency	35.0

Resources Available to Support the Goal `2`

- Students will be recruited to join clubs such as SECME, Robotics, and Science Fair club. Lab activities will be shared and placed on the "I" Drive so all teachers will have access. The recruitment will be targeted to all students.

Targeted Barriers to Achieving the Goal `3`

- Students lack exposure to hands on activities such as Science labs and academic rigor specifically entering 6th grade from elementary school..

- Students lack higher level content vocabulary.

Plan to Monitor Progress Toward G2. `8`

Assessments that target the benchmarks such as FCAT diagnostic exams and FCAT results from previous and current years. Computer generated exams.

Person Responsible
Professional Development Committee Chair Erica Govan

Schedule
On 5/29/2015

Evidence of Completion
FCAT scores and increase in projected proficiency

G3. If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment. 1a

Targets Supported 1b

🔑 G037600

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	69.0
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- The Reading Coach, Area 2 Reading Specialist, Area 2 Writing Specialist, Reading Plus Computer Program, Ready Common Core Workbooks, Scholastic Read 180, Scholastic System 44 Program, Achieve 3000, Holt McDougal ELA textbook, Classroom libraries, Informational Text, Literary Text.

Targeted Barriers to Achieving the Goal 3

- Some students have limited reading skills.

Plan to Monitor Progress Toward G3. 8

Students' FSA diagnostic results will be thoroughly analyzed with each administration

Person Responsible

Tanya Daniel

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

FSA score of all students from the Spring administration of the test.

G4. Increase learning gains in math for the lowest 25% by 10 percentage points `1a`

🔍 G037601

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal `2`

- Math coach, AP in charge of Math Dept., Learning Team Community, and Tutors.
- After-school Tutoring Program using V-Math Program
- Tutoring Pull-outs
- Teachers using new MAFS Mathematical Practices and daily writing.

Targeted Barriers to Achieving the Goal `3`

- Attendance rate of students in school and in tutoring programs.
- Lack of foundational computational skills

Plan to Monitor Progress Toward G4. `8`

diagnostic Testing

Person Responsible
Math Coach Matilde Chibas

Schedule
Semiannually, from 10/6/2014 to 2/16/2015

Evidence of Completion
increase in projected proficiency

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

☐ 1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Student achievement will increase by providing a robust parent involvement program to include effective communication, parent activities/trainings, and elicit support from community organizations to educate parents in the importance of parent involvement. 1

🔑 G050300

G1.B1 Parents of our school population are reluctant to attend after school sessions. 2

🔑 B125986

G1.B1.S1 Administration will attend local Haitian and Hispanic churches to inform parents of upcoming trainings and their importance to their children's education. 4

🔑 S137906

Strategy Rationale

Inform parents as to how they can be a positive influence in their children's academic growth

Action Step 1 5

Administration will attend local Haitian and Hispanic churches to inform parents of upcoming trainings and their importance to their child's education.

Person Responsible

Tanya Daniel

Schedule

Quarterly, from 9/7/2014 to 5/25/2015

Evidence of Completion

Attendance at parent trainings

Action Step 2 5

Provide information, in their native language, directly to parents through U.S. mail, including newsletters, postcards, invitations, and flyers; provide student agendas to increase on-going parent communication

Person Responsible

Tanya Daniel

Schedule

Weekly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Samples of parent communication, sign-in sheets, agendas, and parent surveys/evaluations

Action Step 3 5

Provide hands-on, engaging parent activities to address student achievement

Person Responsible

Kennedy Joseph

Schedule

On 5/25/2015

Evidence of Completion

Samples of parent communication, sign-in sheets, agendas, and parent survey/evaluations

Action Step 4 5

Provide printing materials (parent newsletters, postcards, agendas, etc.) to assist with improved parent communication

Person Responsible

Kennedy Joseph

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Parent newsletters, postcards, agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Continue to monitor attendance at the school's parent trainings.

Person Responsible

Kennedy Joseph

Schedule

Quarterly, from 9/11/2014 to 5/25/2015

Evidence of Completion

Attendance sheets at parent trainings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Letters will sent home to parent's names that are collected at churches.

Person Responsible

Kennedy Joseph

Schedule

Quarterly, from 10/26/2014 to 5/24/2015

Evidence of Completion

Attendance at the school's parent trainings.

G1.B1.S2 Members of the SAC committee will attend feeder elementary schools' SAC meetings. [4]

S137907

Strategy Rationale

This will allow our school to inform incoming parents of trainings and meetings.

Action Step 1 [5]

Members of the SAC committee will attend feeder elementary school's SAC meetings.

Person Responsible

SWPBS Chair/Parent Liaison David Grad

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Gathering agendas from the Elementary feeder school's SAC meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Project manager will communicate at SAC meetings for Lake Worth Middle School, and provide information gathered from feeder school meetings.

Person Responsible

SWPBS Chair/Parent Liaison David Grad

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

SAC agendas reflecting Project Manager's presentations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Project Manager will bring agendas back to the SAC meeting to discuss ideas conveyed at feeder school SAC meetings.

Person Responsible

SWPBS Chair/Parent Liaison David Grad

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Agendas from SAC meetings.

G2. If students are exposed to a more rigorous curriculum with additional hands-on experiments, then a minimum of 35% of the students in science will show proficiency on the state assessments. 1

🔑 G037598

G2.B1 Students lack exposure to hands on activities such as Science labs and academic rigor specifically entering 6th grade from elementary school.. 2

🔑 B090378

G2.B1.S1 Students will be exposed to hands-on activities and increased rigor that have been recommended by the District's science team and approved by our "in school" department leads. In classes, students will be exposed to SECME activities such as rocket construction with launching, bridge building, and science fair projects. 4

🔑 S101134

Strategy Rationale

This will give students the opportunity to see real life examples. When they can see how things really work, then they can grasp the information.

Learning styles vary: some students may be auditory learners, others, visual learners, and still others, kinesthetic learners or a combination. if they have the opportunity to use any or all of these strategies, their learning will be increased.

Action Step 1 5

Student hands on labs will be chosen specifically to target benchmarks where our school is statistically weak.

Person Responsible

Professional Development Committee Chair Erica Govan

Schedule

Biweekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

The evidence will be the authentic assessments that the students will produce as well as the results from school and district diagnostic and state assessments.

Action Step 2 `5`

This year, we will require all students to do a science fair project.

Person Responsible

Professional Development Committee Chair Erica Govan

Schedule

On 10/24/2014

Evidence of Completion

Science teachers will keep track of the science fair projects turned in to each class. When the science fair is completed we will be able to tally the total number of students who completed a science fair project.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Labs specifically targeting standards where lowest 25% are weak.

Person Responsible

Schedule

Biweekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Authentic assessments, FCAT

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data from assessments will be collected to monitor progress of lowest 25%.

Person Responsible

Professional Development Committee Chair Erica Govan

Schedule

Every 6 Weeks, from 8/25/2014 to 5/25/2015

Evidence of Completion

FCAT scores of lowest 25%.

G2.B1.S2 Students will be exposed to prefixes and suffixes through Learning Village and our school-wide vocabulary implementation. 4

S101135

Strategy Rationale

When students understand what the prefixes and suffixes are in a word, it will allow them to already have a partial understanding of what the word means. This will give them a better understanding of what information is in the text with which they may be working.

Action Step 1 5

Weekly vocabulary of prefixes and suffixes school-wide; these will be reinforced in all science classes

Person Responsible

Schedule

Biweekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Teachers will collect the vocabulary (prefixes/suffixes).

Action Step 2 5

Reading Coach will work with teachers on strategies to understand vocabulary.

Person Responsible

Reading Coach Elsa Lubin

Schedule

Semiannually, from 8/25/2014 to 5/25/2015

Evidence of Completion

Reading test scores will show gains.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

This will be monitored on classroom assessments, informal, and formal observations

Person Responsible

Professional Development Committee Chair Erica Govan

Schedule

Weekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Final classroom assessments, district assessments, and standardized state assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

This will be monitored on classroom assessments, informal, and formal observations

Person Responsible

Professional Development Committee Chair Erica Govan

Schedule

Weekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Final classroom assessments, district assessments, and standardized state assessments.

G3. If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment. [1]

🔑 G037600

G3.B1 Some students have limited reading skills. [2]

🔑 B090380

G3.B1.S1 Refer to Area 2 Reading Specialist to provide PD to teachers to help improve close reading strategy skills among the students. [4]

🔑 S101137

Strategy Rationale

Students will be able to read deeper into text which will improve comprehension.

Action Step 1 [5]

All teachers will implement close reading strategies.

Person Responsible

Tanya Daniel

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students' completed close reading assignments.

Action Step 2 [5]

Students will get the opportunity to borrow novels from the classroom libraries.

Person Responsible

Reading Coach Elsa Lubin

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher check-out/check-in logs and reading logs.

Action Step 3 `5`

Provide Professional Development for teachers throughout the school year.

Person Responsible

Tanya Daniel

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Professional development agendas. Classroom observations/walk-throughs specifically for implementation of PD knowledge and skills.

Action Step 4 `5`

Provide substitutes so teachers can participate in reading and language arts professional development during the day.

Person Responsible

Tanya Daniel

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Agendas from training sessions and approved TDE forms.

Action Step 5 `5`

Reduce reading class sizes in order to maximize instruction.

Person Responsible

Tanya Daniel

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Student work, classroom observations/walk-throughs and state assessment scores.

Action Step 6 5

The reading coach will be providing PD for teachers through departmental meetings, modeling lessons, and providing feedback through walkthroughs.

Person Responsible

Reading Coach Elsa Lubin

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Reading Coach schedule and documentation of services, sign-in sheets, and minutes of meetings.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Novels and texts

Person Responsible

Reading Coach Elsa Lubin

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Tracking instructional practices among all teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observe close reading in classrooms.

Person Responsible

Tanya Daniel

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Feedback from the observed lessons.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Students progress with close reading strategies.

Person Responsible

Jeffrey Neal

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The Palm Beach Performance Based assessments and the diagnostic reading data.

G3.B1.S2 Reading tutorials and reading enrichment will be provided to all students students. `4`

🔑 S101142

Strategy Rationale

Students will be given extra support in reading. This provides an opportunity to improve academic achievement.

Action Step 1 `5`

Reading Tutorials

Person Responsible

Reading Coach Elsa Lubin

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Attendance sheets from tutorials and weekly reports

Action Step 2 5

Provide instructional supplemental resources, including System 44 for level 1 students, and expand reading materials for all students

Person Responsible

Reading Coach Elsa Lubin

Schedule

On 5/29/2015

Evidence of Completion

test scores of students who utilized System 44 programs

Action Step 3 5

Purchase of headphones and CD players/support the District reading curriculum which is read 180

Person Responsible

Reading Coach Elsa Lubin

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

This will allow students to listen to the assignments without affecting the other students around them.

Action Step 4 5

0.5 Reading Resource Teacher will be utilizing the push-in model and providing target tutorials for Level 1 readers. In addition, she will be providing small group instruction.

Person Responsible

Jeffrey Neal

Schedule

On 6/4/2015

Evidence of Completion

Test scores of the students whom the resource teacher instructs.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Reading and ELA curriculum

Person Responsible

Reading Coach Elsa Lubin

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly lesson plans. Classroom observations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Reading progress

Person Responsible

Jeffrey Neal

Schedule

Quarterly, from 11/10/2014 to 4/3/2015

Evidence of Completion

Student diagnostic assessment results will determine the amount of progress made with each test.

G4. Increase learning gains in math for the lowest 25% by 10 percentage points `1`

`🔧 G037601`

G4.B1 Attendance rate of students in school and in tutoring programs. `2`

`🔧 B090381`

G4.B1.S1 Incentives for attendance in tutorials will be implemented. `4`

`🔧 S101144`

Strategy Rationale

If students are rewarded for attendance, attendance will increase.

Action Step 1 `5`

Supplies and incentives for tutorial program

Person Responsible

Math Coach Matilde Chibas

Schedule

Weekly, from 9/22/2014 to 5/4/2015

Evidence of Completion

Signature sheet for receipt of Warrior Bucks

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Signature sheets turned in on a weekly basis.

Person Responsible

Math Coach Matilde Chibas

Schedule

Weekly, from 9/22/2014 to 5/4/2015

Evidence of Completion

Signature sheets that students sign when receiving Warrior Bucks Incentives.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

attendance sheets for tutorials

Person Responsible

Jeffrey Neal

Schedule

Weekly, from 9/22/2014 to 5/4/2015

Evidence of Completion

Attendance sheets will show increase or consistancy in attendance

G4.B1.S2 Attendance clerk will monitor chronically truant students. `4`

🔑 S101145

Strategy Rationale

School will receive support from parents if they are made aware of their children's attendance issues.

Action Step 1 `5`

Attendance clerk will monitor habitually truant students

Person Responsible

Jeffrey Neal

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Improved attendance rates

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Attendance clerk will monitor habitually truant students

Person Responsible

Jeffrey Neal

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Improved attendance rates

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Assistant Principal will work with Attendance clerk to monitor for fidelity

Person Responsible

Jeffrey Neal

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Student attendance rates will improve and instructional time will be increased.

G4.B2 Lack of foundational computational skills 2

B090382

G4.B2.S1 Provide enhanced, rigorous math instruction throughout all math periods and during extended learning opportunities 4

S101146

Strategy Rationale

Using V-Math Program that focuses on students' individual gaps in mathematical knowledge

Action Step 1 5

Basics Computational practice through V-Math Live

Person Responsible

Tanya Daniel

Schedule

Daily, from 10/6/2014 to 5/29/2015

Evidence of Completion

V-Math reports

Action Step 2 5

After-school tutorials that provide targeted instruction for non-proficient students

Person Responsible

Math Coach Matilde Chibas

Schedule

Weekly, from 11/10/2014 to 5/25/2015

Evidence of Completion

Action Step 3 `5`

0.5 Math Coach will be providing PD and modeling instruction.

Person Responsible

Math Coach Matilde Chibas

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Coach's log and documentation of services, sign-in sheets, minutes, and agendas of meetings/trainings

Action Step 4 `5`

0.5 Math Resource Teacher will provide push-in and small group instruction for targeted math students.

Person Responsible

Math Coach Matilde Chibas

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Pull out schedule, student data on targeted students, and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

V-Math Reports

Person Responsible

Tanya Daniel

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

V-Math Reports

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

diagnostic testing

Person Responsible

Math Coach Matilde Chibas

Schedule

Semiannually, from 10/6/2014 to 2/16/2015

Evidence of Completion

increase in projected proficiency

G4.B2.S2 Pull-outs `4`

🔑 S101147

Strategy Rationale

Math Coach and Tutors will focus on reviewing and reteaching foundational skills found to be lacking.

Action Step 1 `5`

Math Coach and Tutors will focus on reviewing and reteaching foundational skills found to be lacking.

Person Responsible

Math Coach Matilde Chibas

Schedule

Daily, from 11/3/2014 to 5/25/2015

Evidence of Completion

Monitor the students progress in their Math class through progress reports issued by the Math Coach and filled in by the students Math teacher.

<div style="background:gold">**Plan to Monitor Fidelity of Implementation of G4.B2.S2** `6`</div>

Lesson Plans

Person Responsible

Math Coach Matilde Chibas

Schedule

Weekly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Lesson Plans

<div style="background:gold">**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** `7`</div>

Student Work

Person Responsible

Math Coach Matilde Chibas

Schedule

Weekly, from 11/7/2014 to 4/3/2015

Evidence of Completion

Student work

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Student hands on labs will be chosen specifically to target benchmarks where our school is statistically weak.	Erica Govan, Professional Development Committee Chair	8/25/2014	The evidence will be the authentic assessments that the students will produce as well as the results from school and district diagnostic and state assessments.	5/25/2015 biweekly
G3.B1.S1.A1	All teachers will implement close reading strategies.	Daniel, Tanya	8/18/2014	Students' completed close reading assignments.	6/4/2015 weekly
G3.B1.S2.A1	Reading Tutorials	Elsa Lubin, Reading Coach	8/25/2014	Attendance sheets from tutorials and weekly reports	5/25/2015 weekly
G4.B1.S1.A1	Supplies and incentives for tutorial program	Matilde Chibas, Math Coach	9/22/2014	Signature sheet for receipt of Warrior Bucks	5/4/2015 weekly
G4.B2.S1.A1	Basics Computational practice through V-Math Live	Daniel, Tanya	10/6/2014	V-Math reports	5/29/2015 daily
G2.B1.S2.A1	Weekly vocabulary of prefixes and suffixes school-wide; these will be reinforced in all science classes		8/25/2014	Teachers will collect the vocabulary (prefixes/suffixes).	5/25/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1	Attendance clerk will monitor habitually truant students	Neal, Jeffrey	8/25/2014	Improved attendance rates	5/25/2015 weekly
G1.B1.S1.A1	Administration will attend local Haitian and Hispanic churches to inform parents of upcoming trainings and their importance to their child's education.	Daniel, Tanya	9/7/2014	Attendance at parent trainings	5/25/2015 quarterly
G1.B1.S2.A1	Members of the SAC committee will attend feeder elementary school's SAC meetings.	David Grad, SWPBS Chair/ Parent Liaison	10/6/2014	Gathering agendas from the Elementary feeder school's SAC meetings.	5/25/2015 monthly
G4.B2.S2.A1	Math Coach and Tutors will focus on reviewing and reteaching foundational skills found to be lacking.	Matilde Chibas, Math Coach	11/3/2014	Monitor the students progress in their Math class through progress reports issued by the Math Coach and filled in by the students Math teacher.	5/25/2015 daily
G3.B1.S1.A2	Students will get the opportunity to borrow novels from the classroom libraries.	Elsa Lubin, Reading Coach	9/2/2014	Teacher check-out/check-in logs and reading logs.	5/29/2015 weekly
G2.B1.S1.A2	This year, we will require all students to do a science fair project.	Erica Govan, Professional Development Committee Chair	9/8/2014	Science teachers will keep track of the science fair projects turned in to each class. When the science fair is completed we will be able to tally the total number of students who completed a science fair project.	10/24/2014 one-time
G3.B1.S2.A2	Provide instructional supplemental resources, including System 44 for level 1 students, and expand reading materials for all students	Elsa Lubin, Reading Coach	9/1/2014	test scores of students who utilized System 44 programs	5/29/2015 one-time
G4.B2.S1.A2	After-school tutorials that provide targeted instruction for non-proficient students	Matilde Chibas, Math Coach	11/10/2014		5/25/2015 weekly
G2.B1.S2.A2	Reading Coach will work with teachers on strategies to understand vocabulary.	Elsa Lubin, Reading Coach	8/25/2014	Reading test scores will show gains.	5/25/2015 semiannually
G1.B1.S1.A2	Provide information, in their native language, directly to parents through U.S. mail, including newsletters, postcards, invitations, and flyers; provide student agendas to increase on-going parent communication	Daniel, Tanya	7/1/2014	Samples of parent communication, sign-in sheets, agendas, and parent surveys/evaluations	6/30/2015 weekly
G3.B1.S2.A3	Purchase of headphones and CD players/support the District reading curriculum which is read 180	Elsa Lubin, Reading Coach	9/1/2014	This will allow students to listen to the assignments without affecting the other students around them.	5/29/2015 daily
G4.B2.S1.A3	0.5 Math Coach will be providing PD and modeling instruction.	Matilde Chibas, Math Coach	8/12/2014	Coach's log and documentation of services, sign-in sheets, minutes, and agendas of meetings/trainings	6/5/2015 daily
G3.B1.S1.A3	Provide Professional Development for teachers throughout the school year.	Daniel, Tanya	7/1/2014	Professional development agendas. Classroom observations/walk-throughs specifically for implementation of PD knowledge and skills.	6/30/2015 monthly
G1.B1.S1.A3	Provide hands-on, engaging parent activities to address student achievement	Joseph, Kennedy	10/15/2014	Samples of parent communication, sign-in sheets, agendas, and parent survey/evaluations	5/25/2015 one-time
G3.B1.S2.A4	0.5 Reading Resource Teacher will be utilizing the push-in model and providing target tutorials for Level 1 readers. In addition, she will be providing small group instruction.	Neal, Jeffrey	8/18/2014	Test scores of the students whom the resource teacher instructs.	6/4/2015 one-time
G3.B1.S1.A4	Provide substitutes so teachers can participate in reading and language arts professional development during the day.	Daniel, Tanya	7/1/2014	Agendas from training sessions and approved TDE forms.	6/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.A4	0.5 Math Resource Teacher will provide push-in and small group instruction for targeted math students.	Matilde Chibas, Math Coach	8/12/2014	Pull out schedule, student data on targeted students, and lesson plans	6/5/2015 daily
G1.B1.S1.A4	Provide printing materials (parent newsletters, postcards, agendas, etc.) to assist with improved parent communication	Joseph, Kennedy	7/1/2014	Parent newsletters, postcards, agendas	6/30/2015 monthly
G3.B1.S1.A5	Reduce reading class sizes in order to maximize instruction.	Daniel, Tanya	8/12/2014	Student work, classroom observations/ walk-throughs and state assessment scores.	6/5/2015 annually
G3.B1.S1.A6	The reading coach will be providing PD for teachers through departmental meetings, modeling lessons, and providing feedback through walkthroughs.	Elsa Lubin, Reading Coach	8/12/2014	Reading Coach schedule and documentation of services, sign-in sheets, and minutes of meetings.	6/5/2015 daily
G1.MA1	Attendance sheets from parent trainings will be compared to the percentile of parents who attended last year.	Joseph, Kennedy	9/29/2014	The Parent Liaison will monitor attendance of parent trainings through attendance sheets.	5/25/2015 quarterly
G1.B1.S1.MA1	Letters will sent home to parent's names that are collected at churches.	Joseph, Kennedy	10/26/2014	Attendance at the school's parent trainings.	5/24/2015 quarterly
G1.B1.S1.MA1	Continue to monitor attendance at the school's parent trainings.	Joseph, Kennedy	9/11/2014	Attendance sheets at parent trainings.	5/25/2015 quarterly
G1.B1.S2.MA1	Project Manager will bring agendas back to the SAC meeting to discuss ideas conveyed at feeder school SAC meetings.	David Grad, SWPBS Chair/ Parent Liaison	10/6/2014	Agendas from SAC meetings.	5/25/2015 monthly
G1.B1.S2.MA1	Project manager will communicate at SAC meetings for Lake Worth Middle School, and provide information gathered from feeder school meetings.	David Grad, SWPBS Chair/ Parent Liaison	10/6/2014	SAC agendas reflecting Project Manager's presentations.	5/25/2015 monthly
G2.MA1	Assessments that target the benchmarks such as FCAT diagnostic exams and FCAT results from previous and current years. Computer generated exams.	Erica Govan, Professional Development Committee Chair	10/6/2014	FCAT scores and increase in projected proficiency	5/29/2015 one-time
G2.B1.S1.MA1	Data from assessments will be collected to monitor progress of lowest 25%.	Erica Govan, Professional Development Committee Chair	8/25/2014	FCAT scores of lowest 25%.	5/25/2015 every-6-weeks
G2.B1.S1.MA1	Labs specifically targeting standards where lowest 25% are weak.		8/25/2014	Authentic assessments, FCAT	5/25/2015 biweekly
G2.B1.S2.MA1	This will be monitored on classroom assessments, informal, and formal observations	Erica Govan, Professional Development Committee Chair	9/1/2014	Final classroom assessments, district assessments, and standardized state assessments.	5/25/2015 weekly
G2.B1.S2.MA1	This will be monitored on classroom assessments, informal, and formal observations	Erica Govan, Professional Development Committee Chair	9/1/2014	Final classroom assessments, district assessments, and standardized state assessments.	5/25/2015 weekly
G3.MA1	Students' FSA diagnostic results will be thoroughly analyzed with each administration	Daniel, Tanya	8/18/2014	FSA score of all students from the Spring administration of the test.	5/29/2015 quarterly
G3.B1.S1.MA1	Students progress with close reading strategies.	Neal, Jeffrey	8/18/2014	The Palm Beach Performance Based assessments and the diagnostic reading data.	6/4/2015 monthly
G3.B1.S1.MA1	Novels and texts	Elsa Lubin, Reading Coach	8/18/2014	Tracking instructional practices among all teachers.	6/4/2015 biweekly
G3.B1.S1.MA3	Observe close reading in classrooms.	Daniel, Tanya	8/18/2014	Feedback from the observed lessons.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Reading progress	Neal, Jeffrey	11/10/2014	Student diagnostic assessment results will determine the amount of progress made with each test.	4/3/2015 quarterly
G3.B1.S2.MA1	Reading and ELA curriculum	Elsa Lubin, Reading Coach	8/18/2014	Weekly lesson plans. Classroom observations.	6/4/2015 weekly
G4.MA1	diagnostic Testing	Matilde Chibas, Math Coach	10/6/2014	increase in projected proficiency	2/16/2015 semiannually
G4.B1.S1.MA1	attendance sheets for tutorials	Neal, Jeffrey	9/22/2014	Attendance sheets will show increase or consistancy in attendance	5/4/2015 weekly
G4.B1.S1.MA1	Signature sheets turned in on a weekly basis.	Matilde Chibas, Math Coach	9/22/2014	Signature sheets that students sign when receiving Warrior Bucks Incentives.	5/4/2015 weekly
G4.B2.S1.MA1	diagnostic testing	Matilde Chibas, Math Coach	10/6/2014	increase in projected proficiency	2/16/2015 semiannually
G4.B2.S1.MA1	V-Math Reports	Daniel, Tanya	10/10/2014	V-Math Reports	5/29/2015 monthly
G4.B1.S2.MA1	Assistant Principal will work with Attendance clerk to monitor for fidelity	Neal, Jeffrey	8/25/2014	Student attendance rates will improve and instructional time will be increased.	5/25/2015 weekly
G4.B1.S2.MA1	Attendance clerk will monitor habitually truant students	Neal, Jeffrey	8/25/2014	Improved attendance rates	5/25/2015 weekly
G4.B2.S2.MA1	Student Work	Matilde Chibas, Math Coach	11/7/2014	Student work	4/3/2015 weekly
G4.B2.S2.MA1	Lesson Plans	Matilde Chibas, Math Coach	11/3/2014	Lesson Plans	4/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment.

G3.B1 Some students have limited reading skills.

G3.B1.S1 Refer to Area 2 Reading Specialist to provide PD to teachers to help improve close reading strategy skills among the students.

PD Opportunity 1

All teachers will implement close reading strategies.

Facilitator

Gail Sherman, Instructional Reading Specialist, Elsa Lubin, Reading Coach

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Provide Professional Development for teachers throughout the school year.

Facilitator

Administration and Academic Coaches

Participants

All teachers

Schedule

Monthly, from 7/1/2014 to 6/30/2015

PD Opportunity 3

Provide substitutes so teachers can participate in reading and language arts professional development during the day.

Facilitator

Instructional Specialists and Academic Coaches

Participants

All teachers

Schedule

Monthly, from 7/1/2014 to 6/30/2015

PD Opportunity 4

The reading coach will be providing PD for teachers through departmental meetings, modeling lessons, and providing feedback through walkthroughs.

Facilitator

Elsa Lubin, Reading Coach

Participants

All teachers

Schedule

Daily, from 8/12/2014 to 6/5/2015

G3.B1.S2 Reading tutorials and reading enrichment will be provided to all students students.

PD Opportunity 1

Provide instructional supplemental resources, including System 44 for level 1 students, and expand reading materials for all students

Facilitator

Tammi Dockett-Wilson

Participants

All reading teachers

Schedule

On 5/29/2015

G4. Increase learning gains in math for the lowest 25% by 10 percentage points

G4.B2 Lack of foundational computational skills

G4.B2.S1 Provide enhanced, rigorous math instruction throughout all math periods and during extended learning opportunities

PD Opportunity 1

0.5 Math Coach will be providing PD and modeling instruction.

Facilitator

Matilde Chibas

Participants

Math teachers

Schedule

Daily, from 8/12/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Student achievement will increase by providing a robust parent involvement program to include effective communication, parent activities/trainings, and elicit support from community organizations to educate parents in the importance of parent involvement.	6,554
Goal 3: If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment.	263,092
Goal 4: Increase learning gains in math for the lowest 25% by 10 percentage points	85,498
Grand Total	**355,144**

Goal 1: Student achievement will increase by providing a robust parent involvement program to include effective communication, parent activities/trainings, and elicit support from community organizations to educate parents in the importance of parent involvement.		
Description	**Source**	**Total**
B1.S1.A2 - Student Agendas	Title I Part A	3,554
B1.S1.A2 - Postage for parent communciation	Title I Part A	1,200
B1.S1.A3 - Supplies for parent trainings to include paper and ink, folders, envelopes, laminating film, and food.	Title I Part A	1,000
B1.S1.A4 - Outside vendors printed materials to include post cards, newsletters, etc	Title I Part A	800
Total Goal 1		**6,554**

Goal 3: If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment.		
Description	**Source**	**Total**
B1.S1.A3 - Part-time in system and benefits for professional development.	Title I Part A	5,026
B1.S1.A3 - Supplies for professional development: copy paper, chart paper, books, pens, pencils, binders, highlighters, etc	Title I Part A	500
B1.S1.A4 - Provide substitutes for teachers to participate in reading professional development during the school day.	Title I Part A	772
B1.S1.A5 - Salary and benefits for supplemental reading teacher.	Title I Part A	65,879
B1.S1.A5 - Salary and benefits for supplemental reading teacher.	Title I Part A	65,879
B1.S1.A5 - Substitutes for Title I funded reading teachers	Title I Part A	1,312
B1.S1.A6 - 0.5 Reading Coach	Title I Part A	32,939
B1.S2.A1 - After school tutorials	Title I Part A	14,270

Goal 3: If our educators increase the use of varied instructional strategies, then all students will improve proficiency in reading and writing on the state assessment.

Description	Source	Total
B1.S2.A2 - System 44 Software	Title I Part A	34,200
B1.S2.A2 - Classroom supplies: copy paper, pens, pencils, binders, crayons, markers, cartridges, etc...	Title I Part A	1,721
B1.S2.A2 - Additional reading materials in Media Center	Title I Part A	5,000
B1.S2.A3 - Headphones and CD Players	Title I Part A	2,655
B1.S2.A4 - 0.5 Reading resource teacher	Title I Part A	32,939
Total Goal 3		**263,092**

Goal 4: Increase learning gains in math for the lowest 25% by 10 percentage points

Description	Source	Total
B2.S1.A1 - V-Math	Title I Part A	1,200
B2.S1.A2 - After school tutorials	Title I Part A	13,648
B2.S1.A2 - Supplies for classroom: paper, cartridges, pens, pencils, construction paper, colored pencils, books, etc	Title I Part A	2,500
B2.S1.A2 - Extra periods for inschool tutorials during school day.	Title I Part A	1,500
B2.S1.A3 - 0.5 Math Coach	Title I Part A	32,939
B2.S1.A3 - Subs for PD	Title I Part A	772
B2.S1.A4 - 0.5 Math Resource teacher	Title I Part A	32,939
Total Goal 4		**85,498**