



## Lake Worth High School

1701 LAKE WORTH RD, Lake Worth, FL 33460

[www.lwchs.org/](http://www.lwchs.org/)

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

85%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

86%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	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>.

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## 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Our mission is to achieve our vision as students demonstrate improved proficiency in reading, writing, and critical thinking skills as measured by performance on the Florida Comprehensive Assessment Test (FCAT 2.0), Florida Standards Assessment (FSA), and End of Course (EOC) Exams. Additionally, students will demonstrate technological skills and an understanding of the individual's role in society. Opportunities will also be provided for the faculty to develop and utilize current research for implementing effective instructional methods, while incorporating current technology.

##### Provide the school's vision statement

The vision of Lake Worth Community High school is to provide a challenging, innovative program to a diverse, multicultural population by empowering each individual to successfully compete in and contribute to the global society.

#### School Environment

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

With an incredibly diverse population, Lake Worth High School is committed to ensuring that all students' cultures and ethnic backgrounds are recognized and respected. To enhance the relationship-building process between teachers, students, staff, and the community the programs are in place and support the Single School Culture and appreciation for multicultural diversity:

Our school will infuse 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:

- \*History of the Holocaust (through English classes and Social Studies Classes)
- \*History of Africans and African American (offered as an elective course)
- \*Hispanic Contributions (Spanish Heritage Month)
- \*Women's Contributions (Social Studies, English and Reading Curriculum)
- \*Sacrifices of Veterans (JROTC Curriculum and Social Studies Curriculum).
- \* Freshman Invasion-the week before preschool Freshman students are invited to explore the Lake Worth High School campus to become acclimated with the school culture and climate.
- \* Multicultural Nights- These after school gatherings give students, parents, teachers, and the community an opportunity to immerse themselves in an evening devoted to specific cultures and their customs. For example, Hispanic Heritage Night, Multicultural Events and Haitian Flag Day celebrations.
- \* Professional Development- Professional development focus follows the Single School Culture methodology. Staff members are offered a variety of training sessions that will help assist them in building stronger relationships with all types of students.
- \* School-wide AVID Reading Initiative- On a daily basis students are given time to actively engage in AVID strategies and read silently through the Drop Everything and Read (D.E.A.R.) program. This school-wide initiative builds a culture of literacy, team-building, and positive classroom relationships.

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

Our school is committed to creating an environment where students can feel safe and respected, which in turn will boost their academic achievement. The following programs are in place:

\* The School Wide Positive Behavior System (SWPBS) adopted by the Department of Safe Schools is used to emphasize Trojan P.R.I.D.E. (Punctual, Respect, Integrity, Dress for Success, (High) Expectations) where all students must exhibit respect for themselves and others. The matrix of these expectations are displayed in the cafeteria, classrooms, hallways, restrooms and other designated areas throughout the campus.

\* The School Based Team (SBT) identifies students who need additional behavioral, emotional, and academic support. This team is devoted to finding outlets for these students to improve their academic performance, self-esteem, and overall well-being. The School Based Team follows a structured problem solving process that allows a diverse representation of instructional and support staff to identify effective interventions and provide support and follow up to students and families in need.

\*Awareness Assemblies take place for students throughout the year. These assemblies cover relevant issues pertaining to discipline, safety, self-awareness, and personal development.

**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**

Our school implements a unified school-wide behavioral system. The following is in place to ensure that the main focus of the day is instruction:

\* School Wide Positive Behavior Matrix- Teachers received training on the behavioral system, the matrix is visible in all classrooms, and students have been made aware of the system.

\* Tardy Sweeps are in place to reinforce that students are punctual. Detentions are received during tardy sweeps.

\* Professional Development on Differentiated Instruction-teachers have been and will continue to receive professional development on Differentiated Instruction (D.I.) methods to improve the classroom environment by targeting student needs.

**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**

Our school focuses on the social-emotional needs of students in a variety of ways:

\* The School Based Team (SBT) meets bi-weekly and identifies students who need additional behavioral, emotional, and academic support. This team is devoted to finding outlets for these students to improve their academic performance, self-esteem, and overall well-being.

\* Our school offers a staff of experts within their field which include guidance counselors, a school-based team leader, and other role models that provide a variety of services that meet our students' needs. This includes but is not limited to a mentoring program, counseling sessions, and home visits.

\* Newly Implemented Mentoring Program- Utilizing the early warning system, we will identify at-risk students and will pair them with a successful upper class-men, teachers, and/or staff members.

## 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**

Lake Worth High School's early warning system is designed to identify at-risk students through data-based analysis. Early Warning Indicators covers: attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics, a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. The Early Warning Indicators Data Retrieval System covers: the Educational Data Warehouse (EDW) where

this data base allows teachers and administrators to view student attendance, academics, and/or behavioral concerns.

Rules and Consequences for Early Warning Indicators also include: Attendance where If a student is absent 10 days or more regardless of whether it is excused or an out-of school suspension they MUST pass the midterm/final exam (county or school) to receive credit for the course. Also, if a student has 10 or more absences without sufficient explanation, the student may be referred to the School Based Team.

In the event of an Out of School Suspension (OSS), the length of time is based on the type of infraction that has occurred. Suspensions may become progressive in length based on the amount of prior disciplinary issues. If suspensions are reoccurring, the student will be referred to the School Based Team.

In an effort to decrease the amount of out-of-school suspensions and still send a clear message that the behavior is unacceptable we have put alternatives to out-of-school suspension in place. Students who are referred to the administrator for a documented rule violation should face some form of aversive or unpleasant consequence. Most minor violations should be managed at the classroom level without an office referral. However, when this is not possible, the administrator should be able to select from a menu of in-school aversive consequences that the offending student will find unpleasant and/or inconvenient and will send the message that an important behavioral guideline has been violated. Possible consequences include but are not limited to: Phone call to parents and/or a parent conference, Before school, after school or lunch detention, Co-curricular activity suspension (sports or clubs), Restitution (financial or social, such as a written apology), Community service around the school, School-based or home-school contingency contract, Saturday school and Teacher-Student Mentor.

Students must have a passing grade within the core content subjects such as Mathematics and/or English Language Arts. If a sufficient amount of credits are not obtained, then the students is in danger of not graduating The student must retake the course until they have received a passing score.

The passing score for all standardized tests is a Level 3. If a student scores a Level 1 on these assessments they will not receive credit for the course. Students will be placed in remedial courses until the test is passed.

Communication of early warning indicators is essential. All staff members and parents will receive information pertaining to the indicators and rules through faculty meetings, email, faculty handbook, department meetings, SAC, and the School Improvement Plan.

**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
	9	10	11	12	
Attendance below 90 percent	57	47	28	12	144
One or more suspensions	71	48	51	21	191
Course failure in ELA or Math	89	90	112	30	321
Level 1 on statewide assessment	243	260	153	119	775

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	116	99	82	21	318

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

Intervention strategies are essential to help improve the behavior, attendance, and academic performance of at-risk students. Lake Work High School has several procedures in place to assist with improving the academic performance our students. The School Based Team utilizes steps for intervention and mentoring to assist students who have attendance, behavior, and academic issues. A unified parent-contact plan (phone call, letter, email) is put in place for students who have three absences and/or have a D/F in a class. Literacy strategies and curriculum: data chats, SAL-P distribution, Reading Plus, HMH Curriculum, ELL pull-out support, EDGE, Write to Learn are instrumental in providing additional support to our teachers. Students who have a low attendance rate are addressed via communication with guidance and home visits prior to ten (10) absences. Also, Lake Worth High School has established effective multidisciplinary teams to problem solve and create action plans. The team works closely to develop a mentoring program for at-risk students that allows them to connect to fellow students who have had academic success. A call-out system for parents, teachers, and staff for increased communication. These communications are translated in Haitian Creole and Spanish to accommodate the families with limited English proficiency.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198185>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Lake Worth Community High School has numerous avenues in which business and community partnerships are built and maintained. A Business Partnership Coordinator as well as a Community Volunteer Coordinator at LWCHS are established each year. Business Partnership Agreement forms as supplied online from the PBC School District are used to make the partnership official and set forth expectations by each party. Volunteers receive training and sign in / out at the main office. Some long standing business partnerships include, Office Depot, Florida Fishing Academy, Executive Consultants for Food and Beverage, Lincoln Culinary Institute, Palm Beach Country Club, Habitat for Humanity, and Everglades Country Club.

We maintain these relationships by sending thank you notes and acknowledging the partners with certificates and inviting them to athletic and school events. In addition to these, LWCHS has student organizations such as SHAPE club, Haitian Honor Society, Asian Honor Society, Spanish Honor Society, Art Honor Society and Key Club that maintain relationships with community members and students volunteer at various community events through these clubs and organizations. In return, many of the organizations donate time, talent, materials or funds to LWCHS.

Parents volunteers are recruited throughout the year to assist with Parent Night, Cultural Awareness Events, Sporting Events, and School Advisory Council. Local Business Partners also hire LWHS students through our On The Job Training (OJT) classes.

The Flea Market, which is held twice a week from 6am-3pm, has been in place, and has serviced the Lake Worth Community for over twenty years. The funds generated through leasing help support and create scholarships to assist families, and students with post-secondary opportunities.

## 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
Cain, Christopher	Teacher, K-12
McLawrence, Attallah	Assistant Principal
Clemons, Caelethia	Assistant Principal
Welter, Tom	Teacher, K-12
Kovach, Clint	Teacher, K-12
Lockhart, George	Principal
Cooper, James	Assistant Principal
Laguerre, Hansje	Instructional Coach
Illes, Jennifer	Instructional Coach
Kaliser, Melissa	Instructional Coach
Howard, Keturah	Instructional Coach
Grant, Linda	Teacher, K-12
Fairweather, Golda	Teacher, K-12
Jones, Elizabeth	Teacher, K-12
Hart, Terrance	Assistant Principal
Taormina, Vincent	Instructional Coach
Simmons, Sophia	Teacher, K-12
Didonato, Pete	Assistant Principal
Grant, Lyntrice	Teacher, ESE
Gleicher, Abby	Teacher, Career/Technical

#### Duties

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

Administration: Our school administration team serves as instructional leaders by articulating the school vision and supporting the staff in executing the vision. As leaders of the school they analyze data and determine the instructional needs of the students. They provide support and resources to the staff. In conducting classroom observations they provide feedback and guidance to classroom teachers so they can provide the best instruction for students.

Coaches: [Literacy, Science, and Mathematics] Our team of academic coaches play a crucial role in the development of our teachers and students. The duties and responsibilities of our coaches includes, but is not limited to analyzing data to make instructional decision, providing support for teachers, modeling best practices in the classroom, acquiring curriculum resources, and working with students to increase proficiency.

Science Coach:

- Utilizes the coaching model to provide science teachers an interactive, integrated, hands-on, inquiry based instructional model at the school site.
- Provides site-based professional development to staff that is aligned to the needs of students and teachers based upon student assessment data.
- Assists administration and classroom teachers in the interpretation of student assessment data
- Assists in coordinating, implementing intervention services to identified students
- Participates in professional development in science content and pedagogy to assist classroom teachers with delivery and coordination of science resources and the implementation of research-based, instructional strategies at school site.
- Plans and implements a professional development schedule to include topics such as, but not limited to: literacy in content area, inquiry-based instruction, the effective implementation of differentiated instruction, and analyzing and utilizing student assessment data
- Assists with the coordination and implementation of the school's science plan, vision and mission.
- Performs other duties comparable to the above, as these describe only the typical and primary features of the job.

Math Coach:

- Implement the coaching model within the math department
- Create data for common assessments
- Attend bi-monthly department chair meetings and report proceedings to colleagues
- Attend weekly Academic Leadership Team meetings
- Attend Math Coach trainings and District Level Department Chair meetings
- Facilitate math department and common planning meetings
- Provide resources to teachers
- Act as a liaison between the department and administration
- Provide day to day administrative support
- Attend a variety of trainings in and out of district and train the department during PDD's and common planning
- Create monthly calendars for the department of all meetings and things going on at the school
- Develop primary and/or secondary focus calendars
- Work with selected group of students for push in groups

Literacy Coach:

The literacy coaches at Lake Worth High School function in multiple capacities. Driven by the new Language Arts Florida Standards (LAFS) this team of individuals support not only the English and Reading departments, but all content areas by infusing literacy standards within their curriculum to better prepare our students for the future. This support is provided through weekly common planning meetings with the literacy departments and monthly common planning meetings with the Social Studies and Science departments. The literacy department meetings consist of, but are not limited to, analyzing new curriculum, unpacking standards and infusing them creatively within the curriculum lessons, creating common assessments, and data-analysis to drive-instruction. The cross-curricular planning meetings focus on school-wide literacy standards and provide support to those teachers with ideas, strategies, and methods for implementation of these standards in an effective manner.

In addition to planning meetings, the literacy coaches foster a supportive and motivational environment promoting literacy for Lake Worth High School. Classroom modeling is at the forefront of their positions. Through research-based best instructional practices they promote and support effective teaching practices. These practices better prepare students to succeed on standardized tests and in life. They prepare literacy-based professional development training for the entire staff, prepare training for parents, create visual aids for promoting literacy, and provide research-based

strategies for the teachers.

The literacy coaches assist with additional responsibilities that include, but are not limited to standardized testing, creating motivational videos/assemblies, supply ordering, compile important documentation, and more.

Professional Development Team (PDT): The PDT meets on a weekly basis and develops critical professional development workshops which focuses on the academic needs of our students and the best instructional practices for our teachers. The team collaborates on brief presentations within larger staff meetings on pertinent issues as addressed from in-house questionnaires and current district topics. These matters are discussed and opportunities for professional development are offered to improve teacher expertise. By identifying our teachers' and students' needs and incorporating best practices, our student achievement will increase.

***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 school's data-based problem-solving processes incorporate the uses of skilled professionals from different disciplines to develop and evaluate instruction/intervention plans that significantly improve the school performance of students. The results from the Fall/Winter Diagnostics, Reading FCAT 2.0, Algebra I EOC, Algebra II EOC, Geometry EOC, Biology EOC, US History EOC, Common Assessments, Florida Assessment of Instruction for Reading (FAIR), Reading Plus, Achieve 3000 , and Florida Standards Assessment (FSA) are analyzed. Instructional coaches in the areas of Reading, Mathematics, Science, and Writing were purchased to support the teachers by modeling lessons and providing professional development to target the weaker strategies as identified by the above mentioned assessments.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs. Family Involvement Nights are offered to all parents once a month. Four 0.5 Academic Coaches provide professional development and support to core content teachers.

Academic Coaches (literacy, math, and science) conduct professional development for instructional staff, model lessons, develop Florida Continuous Instructional Model (FCIM) focus calendars, conduct Learning Team Meetings (LTMs) with teachers, organize team planning for teachers and facilitate these planning times, assist with school-wide initiatives and coach instructors on effective instructional practices for targeted benchmarks. Title 1 funds also provide five 0.5 teachers (reading, math, writing, and science) to provide additional classroom support.

Additional instructional supplies will be purchased to assist with the above school-wide initiatives: Additional classroom computers, supplemental instructional resources, classroom libraries, science and math lab materials, and consumable materials.

Title I, Part C: Migrant Provided through district personnel.

Title I, Part D: Provided through district personnel.

Title II: District receives supplemental funds for improving basic education programs. The District provides services to Lake Worth High as needed.

District Title I and Title II Funds provides area support team, curriculum support, Multi-Tiered Systems of Support (MTSS), University of Florida Certified Instructional Coach Training--a powerful year-long program that is designed for developing highly effective teachers who boost student achievement in STEM education, AP training and support

Title III of the No Child Left Behind Act of 2001 provides Federal funds to the School District of Palm Beach to supplement English language instruction in order to ensure that all English Language Learners, including immigrant children and youth, attain English proficiency, develop high levels of academic language proficiency in English, and meet the same challenging State academic achievement standards as all Florida students are expected to meet.

Title III in Palm Beach County provides:

Supplemental instructional materials for students

Supplemental professional development for teachers, administrators, and non-instructional staff

Parent involvement calendars

A summer language acquisition program for secondary English language learners

Additional bilingual staff to support families and students

Title X- Homeless Education Assistance provides financial assistance to targeted families that are in need of school supplies, meals, uniforms and toiletries, and serves as an advocate for families. The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness.

Violence Prevention Programs

The school is also implementing a school-wide Character Counts Program and the resource officers offer the Random Act of Kindness Program.

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. This is district-supported and funded. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs: The school faculty and staff supports the goals and objectives of the School District Palm Beach County's Wellness Program; which encourages positive and pro-active approach to impact students' health and their school environment. Every student is entitled to a free breakfast.

Career and Technical Education: The school works with the District to enhance its Career and Choice option programs through regular district allocations.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Paulette Ford	Teacher
Khris Rouse	Parent
Ginny Viau	Parent
Melissa Veal	Parent
Alejandro Maldonado Ortiz	Parent
Claire Silenciuex	Parent
Lupe Martinez	Parent
Charles Pierre	Parent
Hansje Laguerre	Teacher
Steven Shaievitz	Business/Community
Elizabeth Jones	Teacher
Ferncita Etienne	Teacher
Abbey Gleicher	Teacher
Ada Henderson	Teacher
Keturah Howard	Teacher
Vincent Taormina	Teacher
Tom Welter	Teacher
George Lockhart	Principal
Alexander Veal	Student
Julian Acierno	Student

### **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*

Activities for SY 14-15 SAC activities for the upcoming year includes: Review of the SY 14-15 School Grade and AYP data, review of the SAC Committee roles and responsibilities, review of the School Improvement Plan SY 2014-2015, review of the Parent Involvement Plan, participation in rallies to increase parental/community involvement, support "Project Graduation" by participating in fund raising events, school needs assessments, and an allocation of funds for school-wide initiatives as it relates to the School Improvement Plan.

*Development of this school improvement plan*

The SAC members review: the plan as presented by the administration team/SIP team, offer suggestions that can be made to strengthen the impact on student achievement, vote to approve the plan after all changes have been made, and help to implement the plan with fidelity.

*Preparation of the school's annual budget and plan*

The SAC committee has some involvement of the school's Title1 budget and plan.

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

One hundred percent (100%) of any school improvement funds will be used to support programs in various ways to include: Our School Improvement funds were not received until mid-May (After the last SAC Meeting). Funds will be carried over to the 2014-2015 school year and will support the School Improvement Plan.

**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*

We are sharing through the Family Involvement Nights and District Parent Leadership Council meetings. Call-outs inviting all parents to attend SAC meetings and become active members in the various sub-committees are all made in three languages (English, Spanish, Haitian Creole).

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Cain, Christopher	Teacher, K-12
Kovach, Clint	Teacher, K-12
Welter, Tom	Administrative Support
McLawrence, Attallah	Assistant Principal
Lockhart, George	Principal
Illes, Jennifer	Instructional Coach
Laguerre, Hansje	Instructional Coach
Clemons, Caelethia	Assistant Principal
Cooper, James	Assistant Principal
Fairweather, Golda	Teacher, K-12
Grant, Linda	Teacher, K-12
Hart, Terrance	Assistant Principal
Howard, Keturah	Instructional Coach
Jones, Elizabeth	Teacher, K-12
Kaliser, Melissa	Instructional Coach
Taormina, Vincent	Instructional Coach
Simmons, Sophia	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the Literacy Leadership Team (LLT) are developing model / demonstration classrooms, using data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs, monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity, creating and sharing school-wide initiatives and activities such as Words of the Week (W.O.W.), Drop Everything And Read (D.E.A.R.), AVID

Strategies through Cornell Note taking and Reading and Writing Across the Curriculum that promotes literacy and leading, supporting Learning Team Meetings (LTM), and Study Groups (including Action Research).

## 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**

Our school encourages positive working relationships among teachers. The master board has been organized so that content area grade level teachers have common planning periods. In addition, common planning for 10th grade cross-curricular teams have been established. These meetings embody research-based strategies, methods, and data-analysis to drive decision-making that will increase student achievement.

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

Our goal is to hire highly-qualified, effective, and if possible bi-lingual teachers through a variety of methods that are included but not limited to advertisement through the District Website via People Soft (Employment Opportunities), annual job fairs, and interviews. Alumni from previous years have been hired as they serve as positive role models. The Principal and Assistant Principal over personnel are responsible for the hiring process.

Teachers new to Lake Worth High School meet biweekly with the designated assistant principal to facilitate professional development and provide assistance as needed through an Educator Support Program [ESP]. Teachers are provided additional time to prepare for the start of school and prepare school-based strategies. Monthly Learning Team Meetings allow new teachers to learn from seasoned teachers. Academic conferences related to their content area are offered.

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

The New Teacher Program (ESP-Educator Support Program) consists of 9 new teachers, one of which was carried over from last school year. Educator Support Program meets bi-weekly to assist the new teachers with information such as school mission/vision, classroom set-up, discipline plans, classroom management, school data, EDW, Ed-Line ESE, ESOL, gradual release, differentiated instruction, and ethics. Each new teacher has been assigned a mentor teacher (Clinical Ed. Certified), a buddy (last year ESP Teacher), and an administrator for support.

## 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 ensures that the core instructional programs are aligned to the new Florida standards. Every textbook and technology resource that is utilized in English, Mathematics, Science, and Social Studies has been approved and adopted by The School District of Palm Beach County. These resources provide explicit instructional components that directly align with the new Florida standards in preparation for the Florida Standards Assessment.

In addition, our school creates ongoing opportunities for teachers to analyze the Florida standards,

understand the importance of literacy implementation in all content areas, and prepare lessons that convey this understanding. These opportunities are provided during common planning, professional development, and additional staff meetings. It is essential for our teachers to understand the standards so they can drive their instruction in a way that is conducive to student success.

-

## 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***

At our school, data is used to drive instruction and meet the needs of ALL students. Our data analysis stems from classroom common assessments, diagnostic testing results, and district EOC exams and standardized test results.

Based on students differentiated needs as determined by data analysis the following instructional strategies are used: rotation Instructional Model, small group activities that are differentiated based on student need, visual and auditory instructional materials, hands-on manipulatives, anchor chart development, interactive academic vocabulary word walls, alternate texts for struggling readers, close reading strategies, project based learning and English Language Learners support.

***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:** 0

After school tutoring is being offered to students who need assistance in core subjects that are required for graduation. In addition, AICE/AP tutoring sessions will be offered to prepare students for their future assessments.

### ***Strategy Rationale***

In the 2013-2014 school year, literacy proficiency rates declined. These after-school instruction and enrichment opportunities will assist students in preparing for the New Florida Standards Assessment. In addition, AP scores declined, while it was a baseline year for the AICE courses.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Jones, Elizabeth, elizabeth.jones@palmbeachschools.org

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

2013-2014 FCAT Results, Diagnostic Testing Results, EOC Results, and AP/AICE results.

To determine the effectiveness of after school tutoring we will look at assessment results for the 2014-2015 school year.

## 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 High School promotes communication and collaboration between grade-level administration, teachers, and guidance counselors. We work to establish vertical goals and expectations through each school year. As the students progress, they are made aware of the connectivity between grade-level expectations and preparing for their futures. School members continually create open dialogue and relationships with feeder middle schools and post-secondary institutions.

Lake Worth High School will offer middle school students transition opportunities to help guide them through such a profound time of great change. One offering is the Freshmen Invasion . This is a 2 day orientation for incoming 9th grade students to Lake Worth High School. It gives them an opportunity to attend classes, pick-up schedules, and adjust to high school curriculum. This event is comforting, informative, and welcoming. These qualities are essential for new high school students. In addition, Lake Worth offers the 8.5 Academic Transition Institute for middle school students that are about to attend Lake Worth High School. This institute lasts two weeks and allows students to get a hard start on the high school curriculum. Through a rotational model of content-area classes the students get the perk of learning what the high school curriculum covers and the academic culture of Lake Worth High School.

As a students make the life-changing transition to post-secondary education and careers, Lake Worth High School makes sure to support our students fully. We offer many opportunities for students to learn about a variety of universities and career colleges. Schools such as, but not limited to, The University of Florida, Florida Atlantic University, DeVry, and Kaplan University, send representatives to our school to speak with students. Students have even been offered "on- the-spot" scholarships from certain schools. Lake Worth High School also offers college visit opportunities throughout the year to various colleges and universities. In addition, Lake Worth High School's College and Career Center is an open-door haven for students to get their questions answered about future endeavors, scholarship information, college essay development, resume building, and much more.

Lake Worth High School understands that transitioning at any age can be exciting and challenging. In knowing that, we offer motivational and informative assemblies to all grade levels. We have a former Miss America contestant, professional athletes, and other motivational individuals come speak to the young men and women at our school. We have teachers and staff members who have founded clubs to support a variety of teenagers' needs including but not limited to, Teen parenting, Klinique Club, Literacy Club, and more.

## 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***

The school promotes academic and career planning including advising on course selections, through our career center and college bound coach as well as our guidance office. Lake Worth High School offers Free Application for Federal Student Aid (FAFSA) Seminars and Kaplan for ESOL. On a monthly basis, colleges visit our schools to speak with interested students. We also hold motivational assemblies to encourage students to prepare for their futures. Guidance counselors go into the classrooms providing academic and career guidance as well as holding one on one meetings with students. We have also implemented AVID strategies school wide. All students engage in AVID literacy strategies two times per week during our Drop Everything and Read Program. These strategies prepare students for college level literacy tasks.

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

The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future through our 6 Choice Academies: Medical, Drafting and Design, Culinary, Criminal Justice, Early Childhood, and Air Force JROTC. We also integrate STEM through SECME and other student organizations, which lead to academic excellence.

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

We are implementing our AVID plan, which starts with encouraging students that have not taken an accelerated course to take an AVID elective course pair with an AVID Elective course. This provides tutoring for students in the classroom and encourages them to take accelerated coursework and prepare for college level rigor. In addition, we have implemented AICE and Pre-AICE courses through our campus in elective and core areas to increase the student awareness of academic rigor. We are using Cornell note taking school wide.

We have also implemented more AP and AICE courses in elective and core areas to promote more academic involvement in higher-level courses.

***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***

To support college and career readiness Lake Worth High School offers the following: ACT/SAT Tutoring, Dual Enrollment courses through Palm Beach State College, Certification courses and examinations, Multiple opportunities to take the PERT to fulfill their graduation requirement for Algebra, Increased AICE/AP course offerings, and rigorous classroom instruction methods.

## 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.** If during common planning all teachers collaborate to establish rigorous curriculum expectations in reading, writing, listening, and speaking, as based on the new Florida standards, then Lake Worth High School will have an increase in literacy and content area assessment scores.
  
- G2.** If Lake Worth High School utilizes School Wide Positive Behavior initiatives to emphasize student's appreciation of education, then student attendance rates will increase.
  
- G3.** If Lake Worth High School forms a mentoring program for at-risk students that embodies motivation, tracking of educational progress and attendance, and promotes high-school graduation, then the student's grades and attendance will increase.
  
- G4.** If Lake Worth High School's teachers commit to providing a multitude of resources to support the English Language Learner's growth in academics, language acquisition, and oral and written communication, and social development, then the ELL proficiency rates will increase.

## 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.** If during common planning all teachers collaborate to establish rigorous curriculum expectations in reading, writing, listening, and speaking, as based on the new Florida standards, then Lake Worth High School will have an increase in literacy and content area assessment scores. 1a

G040684

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	45.0
FSA - English Language Arts - Proficiency Rate	43.0
Bio I EOC Pass	49.0
4-Year Grad Rate (Standard Diploma)	76.0

**Resources Available to Support the Goal** 2

- AVID critical reading strategies during common D.E.A.R. time
- Monthly department meetings
- LTM Workshops
- Professional development enhancements
- After school tutoring
- Peer tutoring
- eLearning Training provided by the District
- Elective with cooperative planning
- Student computers in the classroom

**Targeted Barriers to Achieving the Goal** 3

- Insufficient number of computers per student in all content area classes.
- Insufficient amount of Professional development for all core content teachers including but not limited to ELL and ESE teachers
- Insufficient amount of common planning
- Teachers would not have the learning environment to foster small groups (Differentiated Instruction)

**Plan to Monitor Progress Toward G1.** 8

Assessment Data

**Person Responsible**

Attallah McLawrence

**Schedule**

Monthly, from 9/19/2014 to 5/18/2015

**Evidence of Completion**

Common assessments and practice test scores throughout the year will assist in monitoring progress toward meeting the goal.

**G2.** If Lake Worth High School utilizes School Wide Positive Behavior initiatives to emphasize student's appreciation of education, then student attendance rates will increase. 1a

G039015

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	85.0

**Resources Available to Support the Goal** 2

- Pizza slices from outside vendors
- Perfect attendance raffles
- Field trips [Golden Corral] for good attendance
- Administration home visits
- Pep Rallies
- School Concerts
- Sports Game Tickets
- Technology Rewards for Reading
- Movie Reward for Academic Success
- Coupons from Various Local Companies
- Academic Recognition Ceremony
- Character Recognition Ceremony

**Targeted Barriers to Achieving the Goal** 3

- Insufficient amount of Parental Involvement / Home Life

**Plan to Monitor Progress Toward G2.** 8

Students that are at-risk for graduation.

**Person Responsible**

Attallah McLawrence

**Schedule**

On 5/18/2015

**Evidence of Completion**

An increase in number of students who have met the graduation requirements and a decrease in students that are at risk for graduation based on EDW reports.

**G3.** If Lake Worth High School forms a mentoring program for at-risk students that embodies motivation, tracking of educational progress and attendance, and promotes high-school graduation, then the student's grades and attendance will increase. 1a

G039016

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	15.0
4-Year Grad Rate (At-Risk)	65.0
GPA below 2.0 - H.S.	10.0

**Resources Available to Support the Goal** 2

- Parenting Workshops
- Family Fun Day Festivals
- Big Brother/Sister Program
- Teacher Mentoring
- Peer Counseling
- Combined cohort groups for students in need
- Outside Agencies: Children and Families, Safe Schools
- Student Leaders, organizations, clubs, and sports

**Targeted Barriers to Achieving the Goal** 3

- Insufficient amount of Interest

**Plan to Monitor Progress Toward G3.** 8

Every month the data of these at-risk students will be reviewed and analyzed. Each month appropriate enhancements will be made to the program if deemed necessary. The data should show a progressive improvement in attendance, behavior, and academic performance.

**Person Responsible**

Tom Welter

**Schedule**

Monthly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

Increased attendance rates, grade point averages, and reduced behavior issues will serve as a tool for monitoring progression toward meeting the goal.

**G4.** If Lake Worth High School's teachers commit to providing a multitude of resources to support the English Language Learner's growth in academics, language acquisition, and oral and written communication, and social development, then the ELL proficiency rates will increase. 1a

G039017

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ELL	40.0
AMO Reading - ELL	39.0

**Resources Available to Support the Goal** 2

- Community Language Facilitators in Haitian Creole and Spanish
- Bi-lingual student aide volunteers are assigned to teachers based on the native language.
- Visual Aids in the Native Home Languages
- Translated Materials
- Flashcards, translated novels, Ipods with ebooks, student laptops, translated content area vocabulary books ie. Math & Science
- Professional Development provided to the staff SY 14-15 during LTM days
- Instructional Support provided by the Multicultural Department. Pullouts are done bi-weekly with a targeted group of students.
- Professional Development opportunities: 10th Annual Language and Culture Conference
- Bi-Lingual teacher instructors
- Heritage Language Dictionaries provided in the native language
- On-line resources such Achieve 3000, Reading Plus
- Home Language services in the content areas of mathematics, and science

**Targeted Barriers to Achieving the Goal** 3

- Insufficient amount of bilingual teachers that speak Haitian Creole, Spanish, and Kanjoval
- Time Constraints--90 minute block scheduling, increased time allotment in the pacing guide to cover content specific materials
- Literacy Skills are Non-Existent or Minimal due to (SIFE)
- Insufficient Parental Involvement

**Plan to Monitor Progress Toward G4. 8**

Professional Development Workshops

**Person Responsible**

Attallah McLawrence

**Schedule**

Monthly, from 9/23/2014 to 4/23/2015

**Evidence of Completion**

Increased student achievement and levels on standardized assessments, language acquisition, cultural assimilation, and socialization skills.

## 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.** If during common planning all teachers collaborate to establish rigorous curriculum expectations in reading, writing, listening, and speaking, as based on the new Florida standards, then Lake Worth High School will have an increase in literacy and content area assessment scores. **1**

 G040684

**G1.B1** Insufficient number of computers per student in all content area classes. **2**

 B111492

**G1.B1.S1** Provide students with an opportunity to explore various resources through the use of technology. **4**

 S134237

### Strategy Rationale

Ensure that all students are provide an equal and fair opportunity with the resources that are provided.

### Action Step 1 **5**

Adding additional computers into the classroom, IPADS, and/or rolling laptop carts to assist in rotational instruction, small group setting, and differentiated instruction.

### Person Responsible

James Cooper

### Schedule

On 6/5/2015

### Evidence of Completion

Classroom walk through and lessons that include infusion of technology.

**Action Step 2** 5

Provide extended learning opportunities for students reinforcement and remediation

**Person Responsible**

James Cooper

**Schedule**

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

**Evidence of Completion**

Lesson plans, sign-in forms, and classroom walkthroughs. In addition, student computer logs that reflect the technology usage time and academic purpose.

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

Conducting weekly walkthroughs

**Person Responsible**

James Cooper

**Schedule**

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

**Evidence of Completion**

Lesson plans and data forms

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

In addition to common planning, teachers will plan within their departments after school.

**Person Responsible**

James Cooper

**Schedule**

On 5/15/2015

**Evidence of Completion**

Teacher sign-in forms, Lesson plans, Data Forms

**G1.B2** Insufficient amount of Professional development for all core content teachers including but not limited to ELL and ESE teachers **2**

 B111493

**G1.B2.S1** 1. Our Literacy Coaches will provide support to all staff members on campus which will allow for reading and writing scores to increase based off the new Florida Standards Assessment (FSA). 2. Professional development for all teachers teachers on-site and at other successful schools in all programs that we have on campus. **4**

 S126712

### **Strategy Rationale**

Professional development for teachers will provide them with instructional strategies and methods to help improve assessment scores and better prepare students for college and careers.

### **Action Step 1** **5**

Provide professional development to all core content teachers including but not limited to ESE and ELL teachers. Furthermore, to assist with professional growth in their content area.

#### **Person Responsible**

Attallah McLawrence

#### **Schedule**

Monthly, from 8/28/2014 to 4/9/2015

#### **Evidence of Completion**

An increase of the students passing rate on all standardized exams.

### **Action Step 2** **5**

All Academic Coaches will conduct Learning Team Meetings (LTM), model lessons, and offer support throughout year to assist all content area with reading/writing strategies. Academic coaches will also assist with organizing common planning among the core content subject areas.

#### **Person Responsible**

Terrance Hart

#### **Schedule**

Daily, from 8/28/2014 to 4/9/2015

#### **Evidence of Completion**

Coaching logs, (Learning Team Meetings) LTM agendas, sign-in forms, surveys, and assessment data

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

All Professional Development Agendas and Follow Up Activities

**Person Responsible**

Hansje Laguerre

**Schedule**

Monthly, from 9/18/2014 to 5/18/2015

**Evidence of Completion**

Agenda copies, student work, classroom observations, completed survey evaluations, and train the staff on the new material. For example, Performance Matters, tracking student progress, and positive school wide behavior

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Quality of Teacher Effectiveness and Implementation

**Person Responsible**

Attallah McLawrence

**Schedule**

Monthly, from 9/19/2014 to 5/18/2015

**Evidence of Completion**

Classroom observation and assessment scores will be used to monitor the effectiveness.

**G1.B5** Insufficient amount of common planning 2

B111496

**G1.B5.S1** Provide after school professional development and common planning with tested content areas. 4

S126139

**Strategy Rationale**

All teachers will be provided an opportunity to meet after school to further plan or plan cross curriculum.

**Action Step 1** 5

Provide an opportunity for staff members to meet after school to plan by grade level and content area. The departments included in this action step include: Mathematics, Science, English, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.

**Person Responsible**

Attallah McLawrence

**Schedule**

On 6/18/2015

**Evidence of Completion**

Agendas, lesson plans, sign-in sheets, and classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Provide an opportunity for staff members to meet after school to plan by grade level and content area. The department included in this action step include: Mathematics, Science, Language Arts, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.

**Person Responsible**

Caelethia Clemons

**Schedule**

On 5/15/2015

**Evidence of Completion**

Classroom observations and assessment scores will be used to monitor the effectiveness.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Provide an opportunity to staff members to meet after school to plan by grade level and content area. The departments included in this action step include: Mathematics, Science, Language Arts, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.

**Person Responsible**

Caelethia Clemons

**Schedule**

On 5/15/2015

**Evidence of Completion**

Classroom observations and assessment scores will used to monitor the effectiveness of the planning meetings.

**G1.B6 Teachers would not have the learning environment to foster small groups (Differentiated Instruction) 2**

 B122300

**G1.B6.S1 Provide additional support in all core content areas 4**

 S134239

**Strategy Rationale**

Ensure that students have an opportunity to learn strategies

**Action Step 1 5**

By focusing on the lowest 25%, coaches will push in to classrooms and help support a positive classroom learning environment which will increase student achievement.

**Person Responsible**

Caelethia Clemons

**Schedule**

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

**Evidence of Completion**

Lesson plans, agendas, sign-in forms, common assessment, and state assessments

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Sign in sheets, agendas, and approved push in schedules will be developed to monitor and track the push in routines of Academic Coaches

**Person Responsible**

Caelethia Clemons

**Schedule**

On 6/5/2015

**Evidence of Completion**

The sign in sheets, agendas, and schedules which were created to monitor pushing into the core content area classrooms will be collected and filed with the above administrator.

**G2.** If Lake Worth High School utilizes School Wide Positive Behavior initiatives to emphasize student's appreciation of education, then student attendance rates will increase. 1

 G039015

**G2.B2** Insufficient amount of Parental Involvement / Home Life 2

 B112209

**G2.B2.S1** After three absences teachers, counselors, and/or administrators will contact parents of students who have missed school. 4

 S126722

**Strategy Rationale**

With an increase in attendance rates there will be a direct increase in student achievement

**Action Step 1** 5

Contact parents/guardians after three consecutive absences while also following up with home visits and automated calls home as absences continue to increase.

**Person Responsible**

Caelethia Clemons

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Daily attendance reports submitted by teachers and staff through gradequick

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Faculty communication logs will be created and used to document students' attendance

**Person Responsible**

Caelethia Clemons

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Communication logs and attendance reports from gradequick will be used to monitor fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Teachers, guidance, and administration will document parent communication

**Person Responsible**

Caelethia Clemons

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teacher communication logs and attendance reports will be submitted to administration as documentation to monitor effectiveness.

**G3.** If Lake Worth High School forms a mentoring program for at-risk students that embodies motivation, tracking of educational progress and attendance, and promotes high-school graduation, then the student's grades and attendance will increase. 1

G039016

**G3.B3** Insufficient amount of Interest 2

B112221

**G3.B3.S1** Due to the insufficient amount of interest in school by the at-risk population, it is essential that our school develop an incentive program to motivate and inspire these students. 4

S127956

### Strategy Rationale

Students who attend school are more likely to succeed in academics, socialization, and future endeavors.

### Action Step 1 5

Through a variety school-wide positive behavior incentives, students will be rewarded based on attendance, academics, and moral character.

#### Person Responsible

Tom Welter

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Decrease in students not attending school and an increase in student morale

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Faculty and staff will monitor the the fidelity of implementation through various technology mediums.

#### Person Responsible

Tom Welter

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

The evidence will be compiled through grade quick attendance, EDW, test scores, and teacher/staff recommendations.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Mentors assigned to specific at-risk students will monitor their academic, behavioral, and attendance.

**Person Responsible**

Tom Welter

**Schedule**

Biweekly, from 9/22/2014 to 5/26/2015

**Evidence of Completion**

Data from EDW and Grade Quick will be used, as well as monitoring forms housed in each at-risk student's personal file.

**G4.** If Lake Worth High School's teachers commit to providing a multitude of resources to support the English Language Learner's growth in academics, language acquisition, and oral and written communication, and social development, then the ELL proficiency rates will increase. 1

 G039017

**G4.B1** Insufficient amount of bilingual teachers that speak Haitian Creole, Spanish, and Kanjoval 2

 B093849

**G4.B1.S1** Core content classes in the areas of Mathematics and Science are taught in the Native Home Language of Haitian Creole and Spanish. 4

 S104912

**Strategy Rationale**

Receiving instruction in the home language will better prepare the students as they transition into the English Language.

**Action Step 1 5**

Professional development training including common core standards.

**Person Responsible**

Hansje Laguerre

**Schedule**

Monthly, from 8/28/2014 to 5/21/2015

**Evidence of Completion**

Agendas from training, increase in student pass rate

**Action Step 2** 5

Reading and Math Teachers are providing support to our ELL students to assist with small class environment by modeling effective ELL strategies to assist student achievement.

**Person Responsible**

Hansje Laguerre

**Schedule**

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

**Evidence of Completion**

Lesson plans, administrative observations, increase in student achievement on standardized testing and diagnostics and common assessments

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

Professional Development Workshops

**Person Responsible**

Hansje Laguerre

**Schedule**

Monthly, from 8/28/2014 to 5/28/2015

**Evidence of Completion**

Agendas and Student achievement results

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

Professional Development Workshops

**Person Responsible**

Hansje Laguerre

**Schedule**

Monthly, from 8/28/2014 to 5/28/2015

**Evidence of Completion**

Agendas and student achievement results

**G4.B2** Time Constraints--90 minute block scheduling, increased time allotment in the pacing guide to cover content specific materials **2**

 B093850

**G4.B2.S1** Implementation of Flipped classroom **4**

 S104913

### Strategy Rationale

#### Action Step 1 **5**

Implementation of Flipped classroom

#### **Person Responsible**

James Cooper

#### **Schedule**

On 6/5/2015

#### ***Evidence of Completion***

The students will have a full understanding of the material which will be seen through assignments, assessments, tracking and teacher observations. Students will have a chance to work on assignments in class, rather than at home. The teacher will be able to guide and assist the students while working on the assignments.

#### Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Implementation of Flipped classroom

#### **Person Responsible**

James Cooper

#### **Schedule**

On 6/5/2015

#### ***Evidence of Completion***

The students will have a full understanding of the material which will be seen through assignments, assessments, tracking and teacher observations. Students will have a chance to work on assignments in class, rather than at home. The teacher will be able to guide and assist the students while working on the assignments.

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

Implementation of Flipped classroom

**Person Responsible**

James Cooper

**Schedule**

On 6/5/2015

**Evidence of Completion**

The students will have a full understanding of the material which will be seen through assignments, assessments, tracking and teacher observations. Students will have a chance to work on assignments in class, rather than at home. The teacher will be able to guide and assist the students while working on the assignments.

**G4.B6 Literacy Skills are Non-Existent or Minimal due to (SIFE)** 2

 B112274

**G4.B6.S1** A vast majority of the students in the ESOL program that are currently enrolled at Lake Worth High have an Interrupted Formal Education (SIFE) 4

 S128740

**Strategy Rationale**

As a means to remediate, after school tutoring is offered in the content areas of Reading, Mathematics, and Science.

**Action Step 1** 5

To monitor the students' academic growth

**Person Responsible**

Hansje Laguerre

**Schedule**

Annually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

An increase in Oral Language Proficiency on the Comprehensive English Language Learning Assessment (CELLA), Florida Comprehensive Assessment Test (FCAT), End of Course (EOC), and Florida Standards Assessment (FSA) and Language Acquisition.

**Plan to Monitor Fidelity of Implementation of G4.B6.S1** 6

Increase Oral Language Proficiency of ELL students by 2%

**Person Responsible**

Attallah McLawrence

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

To monitor the academic growth of the ELL students by reviewing progress reports and report cards

**Plan to Monitor Effectiveness of Implementation of G4.B6.S1** 7

To increase the percentage of parental involvement

**Person Responsible**

Hansje Laguerre

**Schedule**

On 6/5/2015

**Evidence of Completion**

Translated documents, Call outs to parents in different languages, announcements in different languages, and invitation to counseling sessions.

**G4.B6.S2** Additional time is needed to complete core content material as it relates to the scope and sequence of the subject **4**

 S128741

### Strategy Rationale

Language acquisition strategies are built into the content areas to enhance literacy within the English language and increase student achievement on standardized assessments

### Action Step 1 **5**

Planning within the content areas to pull additional resources to assist with language acquisition skills.

#### **Person Responsible**

Caelethia Clemons

#### **Schedule**

On 5/22/2015

#### **Evidence of Completion**

Increase in grains as a result of common assessments, CELLA, and standardized assessments.

### Plan to Monitor Fidelity of Implementation of G4.B6.S2 **6**

Additional learning opportunities will be provided to the ESOL student to build his/her academic knowledge

#### **Person Responsible**

Hansje Laguerre

#### **Schedule**

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

#### **Evidence of Completion**

Lesson plans, data forms, tutorial sign-in sheets, progress reports and report cards

**Plan to Monitor Effectiveness of Implementation of G4.B6.S2 7**

We will provide monthly meetings and trainings to educate parents on the various literacy standards with the assistance from our literacy coaches and ESOL Coordinator

**Person Responsible**

Jennifer Illes

**Schedule**

On 6/5/2015

**Evidence of Completion**

Agendas, sign-in sheets, parent feed-back forms

**G4.B7 Insufficient Parental Involvement 2**

 B112275

**G4.B7.S1** Provide parent trainings and ongoing communication to educate community on graduation requirements and literacy. 4

 S134263

**Strategy Rationale**

All parents are provided an opportunity to assist their kids at home with the various literacy strategies.

**Action Step 1 5**

We will provide monthly meetings/trainings to educate parents on the various literacy standards with the assistance from our literacy coaches and parent liaison

**Person Responsible**

Hansje Laguerre

**Schedule**

Monthly, from 10/15/2014 to 5/20/2015

**Evidence of Completion**

Agenda, sign-in forms, handouts,surveys

**Plan to Monitor Fidelity of Implementation of G4.B7.S1** 6

To increase parental involvement within the ESOL population

**Person Responsible**

Hansje Laguerre

**Schedule**

On 5/20/2015

**Evidence of Completion**

Increased attendance during Family Involvement Night, SAC, Parent/Teacher conferences

**Plan to Monitor Effectiveness of Implementation of G4.B7.S1** 7

To increase the attendance of ESOL Parents at Lake Worth High School

**Person Responsible**

Terrance Hart

**Schedule**

On 5/20/2015

**Evidence of Completion**

Agendas, sign-in sheets, parent surveys, parent feedback forms.

**Plan to Monitor Effectiveness of Implementation of G4.B7.S1** 7

To increase the attendance of ESOL Parents at Lake Worth High School

**Person Responsible**

Terrance Hart

**Schedule**

On 5/20/2015

**Evidence of Completion**

Agendas, sign-in sheets, parent surveys, parent feedback forms.

**Appendix 1: Implementation Timeline**

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

**Palm Beach - 0691 - Lake Worth High School - 2014-15 SIP**  
*Lake Worth High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Professional development training including common core standards.	Laguerre, Hansje	8/28/2014	Agendas from training, increase in student pass rate	5/21/2015 monthly
G4.B2.S1.A1	Implementation of Flipped classroom	Cooper, James	8/18/2014	The students will have a full understanding of the material which will be seen through assignments, assessments, tracking and teacher observations. Students will have a chance to work on assignments in class, rather than at home. The teacher will be able to guide and assist the students while working on the assignments.	6/5/2015 one-time
G1.B2.S1.A1	Provide professional development to all core content teachers including but not limited to ESE and ELL teachers. Furthermore, to assist with professional growth in their content area.	McLawrence, Attallah	8/28/2014	An increase of the students passing rate on all standardized exams.	4/9/2015 monthly
G2.B2.S1.A1	Contact parents/guardians after three consecutive absences while also following up with home visits and automated calls home as absences continue to increase.	Clemons, Caelethia	8/18/2014	Daily attendance reports submitted by teachers and staff through gradequick	6/5/2015 daily
G3.B3.S1.A1	Through a variety school-wide positive behavior incentives, students will be rewarded based on attendance, academics, and moral character.	Welter, Tom	8/18/2014	Decrease in students not attending school and an increase in student morale	6/5/2015 monthly
G4.B6.S1.A1	To monitor the students' academic growth	Laguerre, Hansje	8/18/2014	An increase in Oral Language Proficiency on the Comprehensive English Language Learning Assessment (CELLA), Florida Comprehensive Assessment Test (FCAT), End of Course (EOC), and Florida Standards Assessment (FSA) and Language Acquisition.	6/5/2015 annually
G4.B6.S2.A1	Planning within the content areas to pull additional resources to assist with language acquisition skills.	Clemons, Caelethia	10/6/2014	Increase in grains as a result of common assessments, CELLA, and standardized assessments.	5/22/2015 one-time
G1.B5.S1.A1	Provide an opportunity for staff members to meet after school to plan by grade level and content area. The departments included in this action step include: Mathematics, Science, English, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.	McLawrence, Attallah	10/1/2014	Agendas, lesson plans, sign-in sheets, and classroom walk-throughs	6/18/2015 one-time
G1.B6.S1.A1	By focusing on the lowest 25%, coaches will push in to classrooms and help support a positive classroom learning environment which will increase student achievement.	Clemons, Caelethia	8/12/2014	Lesson plans, agendas, sign-in forms, common assessment, and state assessments	6/5/2015 daily
G1.B1.S1.A1	Adding additional computers into the classroom, IPADS, and/or rolling laptop carts to assist in rotational instruction, small group setting, and differentiated instruction.	Cooper, James	10/1/2014	Classroom walk through and lessons that include infusion of technology.	6/5/2015 one-time
G4.B7.S1.A1	We will provide monthly meetings/trainings to educate parents on the various literacy standards with the assistance from our literacy coaches and parent liaison	Laguerre, Hansje	10/15/2014	Agenda, sign-in forms, handouts, surveys	5/20/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	All Academic Coaches will conduct Learning Team Meetings (LTM), model lessons, and offer support throughout year to assist all content area with reading/writing strategies. Academic coaches will also assist with organizing common planning among the core content subject areas.	Hart, Terrance	8/28/2014	Coaching logs, (Learning Team Meetings) LTM agendas, sign-in forms, surveys, and assessment data	4/9/2015 daily
G4.B1.S1.A2	Reading and Math Teachers are providing support to our ELL students to assist with small class environment by modeling effective ELL strategies to assist student achievement.	Laguerre, Hansje	8/12/2014	Lesson plans, administrative observations, increase in student achievement on standardized testing and diagnostics and common assessments	6/5/2015 daily
G1.B1.S1.A2	Provide extended learning opportunities for students reinforcement and remediation	Cooper, James	10/6/2014	Lesson plans, sign-in forms, and classroom walkthroughs. In addition, student computer logs that reflect the technology usage time and academic purpose.	6/5/2015 daily
G1.MA1	Assessment Data	McLawrence, Attallah	9/19/2014	Common assessments and practice test scores throughout the year will assist in monitoring progress toward meeting the goal.	5/18/2015 monthly
G1.B5.S1.MA1	Provide an opportunity to staff members to meet after school to plan by grade level and content area. The departments included in this action step include: Mathematics, Science, Language Arts, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.	Clemons, Caelethia	11/3/2014	Classroom observations and assessment scores will be used to monitor the effectiveness of the planning meetings.	5/15/2015 one-time
G1.B5.S1.MA1	Provide an opportunity for staff members to meet after school to plan by grade level and content area. The department included in this action step include: Mathematics, Science, Language Arts, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.	Clemons, Caelethia	11/3/2014	Classroom observations and assessment scores will be used to monitor the effectiveness.	5/15/2015 one-time
G1.B2.S1.MA1	Quality of Teacher Effectiveness and Implementation	McLawrence, Attallah	9/19/2014	Classroom observation and assessment scores will be used to monitor the effectiveness.	5/18/2015 monthly
G1.B2.S1.MA1	All Professional Development Agendas and Follow Up Activities	Laguerre, Hansje	9/18/2014	Agenda copies, student work, classroom observations, completed survey evaluations, and train the staff on the new material. For example, Performance Matters, tracking student progress, and positive school wide behavior	5/18/2015 monthly
G1.B1.S1.MA1	In addition to common planning, teachers will plan within their departments after school.	Cooper, James	11/3/2014	Teacher sign-in forms, Lesson plans, Data Forms	5/15/2015 one-time
G1.B1.S1.MA1	Conducting weekly walkthroughs	Cooper, James	10/6/2014	Lesson plans and data forms	6/5/2015 daily
G1.B6.S1.MA1	Sign in sheets, agendas, and approved push in schedules will be developed to monitor and track the push in routines of Academic Coaches	Clemons, Caelethia	8/12/2014	The sign in sheets, agendas, and schedules which were created to monitor pushing into the core content	6/5/2015 one-time

**Palm Beach - 0691 - Lake Worth High School - 2014-15 SIP**  
*Lake Worth High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				area classrooms will be collected and filed with the above administrator.	
G2.MA1	Students that are at-risk for graduation.	McLawrence, Attallah	11/1/2014	An increase in number of students who have met the graduation requirements and a decrease in students that are at risk for graduation based on EDW reports.	5/18/2015 one-time
G2.B2.S1.MA1	Teachers, guidance, and administration will document parent communication	Clemons, Caelethia	8/18/2014	Teacher communication logs and attendance reports will be submitted to administration as documentation to monitor effectiveness.	6/5/2015 quarterly
G2.B2.S1.MA1	Faculty communication logs will be created and used to document students' attendance	Clemons, Caelethia	8/18/2014	Communication logs and attendance reports from gradequick will be used to monitor fidelity of implementation.	6/5/2015 daily
G3.MA1	Every month the data of these at-risk students will be reviewed and analyzed. Each month appropriate enhancements will be made to the program if deemed necessary. The data should show a progressive improvement in attendance, behavior, and academic performance.	Welter, Tom	9/15/2014	Increased attendance rates, grade point averages, and reduced behavior issues will serve as a tool for monitoring progression toward meeting the goal.	5/25/2015 monthly
G3.B3.S1.MA1	Mentors assigned to specific at-risk students will monitor their academic, behavioral, and attendance.	Welter, Tom	9/22/2014	Data from EDW and Grade Quick will be used, as well as monitoring forms housed in each at-risk student's personal file.	5/26/2015 biweekly
G3.B3.S1.MA1	Faculty and staff will monitor the the fidelity of implementation through various technology mediums.	Welter, Tom	8/18/2014	The evidence will be compiled through grade quick attendance, EDW, test scores, and teacher/staff recommendations.	6/5/2015 daily
G4.MA1	Professional Development Workshops	McLawrence, Attallah	9/23/2014	Increased student achievement and levels on standardized assessments, language acquisition, cultural assimilation, and socialization skills.	4/23/2015 monthly
G4.B1.S1.MA1	Professional Development Workshops	Laguerre, Hansje	8/28/2014	Agendas and student achievement results	5/28/2015 monthly
G4.B1.S1.MA1	Professional Development Workshops	Laguerre, Hansje	8/28/2014	Agendas and Student achievement results	5/28/2015 monthly
G4.B2.S1.MA1	Implementation of Flipped classroom	Cooper, James	8/18/2014	The students will have a full understanding of the material which will be seen through assignments, assessments, tracking and teacher observations. Students will have a chance to work on assignments in class, rather than at home. The teacher will be able to guide and assist the students while working on the assignments.	6/5/2015 one-time
G4.B2.S1.MA1	Implementation of Flipped classroom	Cooper, James	8/18/2014	The students will have a full understanding of the material which will be seen through assignments, assessments, tracking and teacher observations. Students will have a chance to work on assignments in class, rather than at home. The teacher will be able to guide and assist the students while working on the assignments.	6/5/2015 one-time
G4.B6.S1.MA1	To increase the percentage of parental involvement	Laguerre, Hansje	8/18/2014	Translated documents, Call outs to parents in different languages, announcements in different languages, and invitation to counseling sessions.	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B6.S1.MA1	Increase Oral Language Proficiency of ELL students by 2%	McLawrence, Attallah	8/18/2014	To monitor the academic growth of the ELL students by reviewing progress reports and report cards	6/5/2015 quarterly
G4.B7.S1.MA1	To increase the attendance of ESOL Parents at Lake Worth High School	Hart, Terrance	5/20/2015	Agendas, sign-in sheets, parent surveys, parent feedback forms.	5/20/2015 one-time
G4.B7.S1.MA1	To increase the attendance of ESOL Parents at Lake Worth High School	Hart, Terrance	5/20/2015	Agendas, sign-in sheets, parent surveys, parent feedback forms.	5/20/2015 one-time
G4.B7.S1.MA1	To increase parental involvement within the ESOL population	Laguerre, Hansje	9/9/2014	Increased attendance during Family Involvement Night, SAC, Parent/Teacher conferences	5/20/2015 one-time
G4.B6.S2.MA1	We will provide monthly meetings and trainings to educate parents on the various literacy standards with the assistance from our literacy coaches and ESOL Coordinator	Illes, Jennifer	8/18/2014	Agendas, sign-in sheets, parent feedback forms	6/5/2015 one-time
G4.B6.S2.MA1	Additional learning opportunities will be provided to the ESOL student to build his/her academic knowledge	Laguerre, Hansje	8/18/2014	Lesson plans, data forms, tutorial sign-in sheets, progress reports and report cards	6/4/2015 quarterly

## 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 Opportunities

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

**G1.** If during common planning all teachers collaborate to establish rigorous curriculum expectations in reading, writing, listening, and speaking, as based on the new Florida standards, then Lake Worth High School will have an increase in literacy and content area assessment scores.

**G1.B2** Insufficient amount of Professional development for all core content teachers including but not limited to ELL and ESE teachers

**G1.B2.S1** 1. Our Literacy Coaches will provide support to all staff members on campus which will allow for reading and writing scores to increase based off the new Florida Standards Assessment (FSA). 2. Professional development for all teachers teachers on-site and at other successful schools in all programs that we have on campus.

### PD Opportunity 1

Provide professional development to all core content teachers including but not limited to ESE and ELL teachers. Furthermore, to assist with professional growth in their content area.

#### Facilitator

Various

#### Participants

All Teachers for school year 2014-2015

#### Schedule

Monthly, from 8/28/2014 to 4/9/2015

### PD Opportunity 2

All Academic Coaches will conduct Learning Team Meetings (LTM), model lessons, and offer support throughout year to assist all content area with reading/writing strategies. Academic coaches will also assist with organizing common planning among the core content subject areas.

#### Facilitator

Literacy Coaches Ms. Illes and Ms. Howard

#### Participants

Core content area teachers and all teachers of tested area subjects

#### Schedule

Daily, from 8/28/2014 to 4/9/2015

**G1.B5** Insufficient amount of common planning

**G1.B5.S1** Provide after school professional development and common planning with tested content areas.

**PD Opportunity 1**

Provide an opportunity for staff members to meet after school to plan by grade level and content area. The departments included in this action step include: Mathematics, Science, English, Social Studies, and Reading focusing on grades 9-12. The material to be covered will include but will not be limited to: best practices, assessments, curriculum implementation, and pacing.

**Facilitator**

Academic Coaches

**Participants**

Core Teachers

**Schedule**

On 6/18/2015

**G4.** If Lake Worth High School's teachers commit to providing a multitude of resources to support the English Language Learner's growth in academics, language acquisition, and oral and written communication, and social development, then the ELL proficiency rates will increase.

**G4.B1** Insufficient amount of bilingual teachers that speak Haitian Creole, Spanish, and Kanjovai

**G4.B1.S1** Core content classes in the areas of Mathematics and Science are taught in the Native Home Language of Haitian Creole and Spanish.

**PD Opportunity 1**

Professional development training including common core standards.

**Facilitator**

Multicultural Department; Professional Development Team

**Participants**

Core academic teachers.

**Schedule**

Monthly, from 8/28/2014 to 5/21/2015

## PD Opportunity 2

Reading and Math Teachers are providing support to our ELL students to assist with small class environment by modeling effective ELL strategies to assist student achievement.

### Facilitator

Reading and Science Teacher

### Participants

All staff members

### Schedule

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

**G4.B2** Time Constraints--90 minute block scheduling, increased time allotment in the pacing guide to cover content specific materials

## G4.B2.S1 Implementation of Flipped classroom

### PD Opportunity 1

Implementation of Flipped classroom

### Facilitator

Professional Development Team (academic coaches)

### Participants

Select teachers

### Schedule

On 6/5/2015

#### **G4.B6 Literacy Skills are Non-Existent or Minimal due to (SIFE)**

**G4.B6.S1** A vast majority of the students in the ESOL program that are currently enrolled at Lake Worth High have an Interrupted Formal Education (SIFE)

##### **PD Opportunity 1**

To monitor the students' academic growth

##### **Facilitator**

Multicultural Department, LWHS Professional Development Team

##### **Participants**

Lake Worth High School Teachers

##### **Schedule**

Annually, from 8/18/2014 to 6/5/2015

#### **G4.B7 Insufficient Parental Involvement**

**G4.B7.S1** Provide parent trainings and ongoing communication to educate community on graduation requirements and literacy.

##### **PD Opportunity 1**

We will provide monthly meetings/trainings to educate parents on the various literacy standards with the assistance from our literacy coaches and parent liaison

##### **Facilitator**

Parent Liaison

##### **Participants**

Parents and Staff Members

##### **Schedule**

Monthly, from 10/15/2014 to 5/20/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If during common planning all teachers collaborate to establish rigorous curriculum expectations in reading, writing, listening, and speaking, as based on the new Florida standards, then Lake Worth High School will have an increase in literacy and content area assessment scores.	330,010
<b>Goal 4:</b> If Lake Worth High School's teachers commit to providing a multitude of resources to support the English Language Learner's growth in academics, language acquisition, and oral and written communication, and social development, then the ELL proficiency rates will increase.	77,356
<b>Grand Total</b>	<b>407,366</b>

**Goal 1: If during common planning all teachers collaborate to establish rigorous curriculum expectations in reading, writing, listening, and speaking, as based on the new Florida standards, then Lake Worth High School will have an increase in literacy and content area assessment scores.**

Description	Source	Total
<b>B1.S1.A1</b> - 60 Desk Top Computers	Title I Part A	35,700
<b>B1.S1.A2</b> - Part-Time In System and benefits for tutorial	Title I Part A	46,358
<b>B1.S1.A2</b> - Supplies to include paper and ink for classroom/tutorial (Pens, pencils, binders, anchor chart paper, highlights, post-it notes, dividers, markers?)	Title I Part A	6,000
<b>B2.S1.A1</b> - Out-of-County Travel to include: registration, hotel, mileage, meals, and travel expensives	Title I Part A	10,000
<b>B2.S1.A2</b> - 0.5 Reading Coach	Title I Part A	33,837
<b>B2.S1.A2</b> - 0.5 Writing Coach	Title I Part A	33,837
<b>B2.S1.A2</b> - 0.5 Math	Title I Part A	33,837
<b>B2.S1.A2</b> - 0.5 Science	Title I Part A	33,837
<b>B2.S1.A2</b> - Supplies to include paper, ink, anchor chart paper, folders, binders, etc, to facilitate trainings.	Title I Part A	3,000
<b>B5.S1.A1</b> - Provide common planning after school for Core Teachers	Title I Part A	4,815
<b>B6.S1.A1</b> - 0.5 Math Teacher	Title I Part A	32,940
<b>B6.S1.A1</b> - 0.5 Writing Teacher	Title I Part A	32,940
<b>B6.S1.A1</b> - 0.5 Writing Teacher (30% funded Title 1, and 70% funded operating budget	Title I Part A	19,433
<b>B6.S1.A1</b> - Classroom supplies to include paper, ink, composition books, highlighters, anchor chart paper	Title I Part A	3,476
<b>Total Goal 1</b>		<b>330,010</b>

**Goal 4: If Lake Worth High School's teachers commit to providing a multitude of resources to support the English Language Learner's growth in academics, language acquisition, and oral and written communication, and social development, then the ELL proficiency rates will increase.**

Description	Source	Total
B1.S1.A2 - 0.5 Reading Teacher	Title I Part A	32,940
B1.S1.A2 - 0.5 Science Teacher	Title I Part A	32,940
B1.S1.A2 - Classroom supplies to include paper, ink, composition books, highlighters, consumable labs supplies, classroom libraries, and anchor chart paper	Title I Part A	3,476
B7.S1.A1 - Food and materials for Parent Involvement Trainings/Meetings Supplies Paper and ink for parent communication	Title I Part A	2,932
B7.S1.A1 - Part Time In System for Parent Liaison and Academic Coaches and Teachers		5,068
<b>Total Goal 4</b>		<b>77,356</b>