
Title I Comprehensive Schoolwide Plan
LAKE WORTH COMMUNITY MIDDLE (2131)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

There has been minimal growth in ELA scores from PM1 to PM2 across all subgroups. According to the PM1 and PM2 data, 66% of sixth grade students scored a level 1 on the ELA assessment, eighth grade level 1 scores increased from 69% on PM1 to 72% on PM2. Even though there was a 4% decrease in the number of level 1 students for 7th grade, the overall percentage of level 1 students in 7th grade is 67%. The schools average for Level 1 students is 68%. The Hispanic and ELL subgroups, also decreased by 4% points from PM1 to PM2. Students have a gap in prerequisite knowledge, language acquisition deficit, and lack of attendance.

2. List the root causes for the needs assessment statements you prioritized.

Students have a deficit in foundational skills. Inconsistent scaffolding and support for ELL and SWD due to the demand of absent teachers class coverage. Communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, differentiating instruction, implementing teacher led small group instruction with fidelity, and effectively using data to drive instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, to include but not limited to working hours, transportation, child care, and language. The school has 26 vacant teaching positions which has lead to an increase in class size for core teachers. Additionally, intermittent teacher and student absences have a direct impact on the decline in student achievement.

3. Share possible solutions that address the root causes.

Teachers will continue to receive support in lesson planning and on-the-spot coaching from additional instructional support for ELA to help build teaching capacity. Provide ongoing professional development, coaching on-the-spot and planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, practicing before assessing, reviewing, refining, and improving, and providing feedback and assessment of learning. Instructional staff will conduct training on how to run data reports that are intentional for instruction, disaggregating the data to create critical lessons and teaching strategies to address student weaknesses on standards assessed on local and state assessments. Students will have access to additional resources to use at home. Families will also have access to support staff to help facilitate parent trainings, events, and parent conferences. Provide additional support for teachers for instructional strategies for remediation for struggling readers, ELL, SWD, and small group instruction.

4. How will school strengthen the PFEP to support ELA?

Continue to use the Parent Link communication system and absentee messenger. Offer face-to-face parent teacher conferences, and individual meetings with school counselors. Notifications via phone calls from School Based Team. Teachers will update SIS Gateway weekly so that parents can effectively monitor student progress. Send information home with students via backpack. Make personal phone calls to parents by teachers, staff, administrators, CLFs, counselors, and parent liaison.

- **Parent Training**

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Provide face-to-face and virtual trainings to help parents navigate through the Student Information System, check student progress, attendance and grades. Provide face-to-face trainings for parents to assist with helping their child acclimate to middle school. Schedule parent conferences at times that are accommodating to parents.

- **Students**

Students will attend school daily, come prepared, ready to learn and be accountable for learning and take ownership of their education. Adhere to school-wide positive behavior expectations.

- **Parents**

Ensure that students attend school regularly, on time with supplies, and ensure that contact information is up-to-date. Monitor and interact with their child's learning. Attend parent events to learn strategies to help increase student learning. Use the Gateway SIS to communicate with teachers and stay updated on student progress.

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of Social Emotional Learning in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families.

- **Accessibility**

Provide to parents documents translated in Spanish and Creole in addition to English. Make accessible to parents a CLF for Spanish, Creole and as many as the Mayan Languages that are available. Offer virtual trainings and access to information via the school's website.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

Across all grade levels, the ELL subgroup has the lowest growth from PM1 to PM2. According to the PM2 data, on average 68% of students are level 1 in math. There are gaps in foundational skills which poses a challenge to build upon prior knowledge.

2. **List the root causes for the needs assessment statements you prioritized.**

There is a large gap between home and school in regard to academic support for students. Teachers did not use data from the formative assessments to drive instruction. Students have a deficit in foundational skills. Inconsistent scaffolding and support for ELL and SWD due to the demand of absent teachers class coverage. Communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, differentiating instruction, implementing teacher led small group instruction with fidelity, and effectively using data to drive instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, to include but not limited to working hours, transportation, child care, and language. The school has 4 math vacant teaching positions which has led to an increase in class size for teachers. Additionally, intermittent teacher and student absences have a direct impact on the decline in student achievement.

3. Share possible solutions that address the root causes.

To address the root causes we determined that a supplemental staff as well as instructional staff to address the needs of targeted students with resources both print and online is needed. Furthermore, based on the data, there is a need for differentiated instruction to include increase parental engagement. Additional student support will assist in supplementing instruction to our struggling learners.

4. How will school strengthen the PFEP to support Math?

- **Communication**

Continue to use the Parent Link communication system and absentee messenger. Offer face-to-face parent teacher conferences, and individual meetings with school counselors. Notifications via phone calls from School Based Team. Teachers will update SIS Gateway weekly so that parents can effectively monitor student progress. Send information home with students via backpack. Make personal phone calls to parents by teachers, staff, administrators, CLFs, counselors, and parent liaison.

- **Parent Training**

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide face-to-face and virtual trainings to help parents navigate through the Student Information System, check student progress, attendance and grades. Provide face-to-face trainings for parents to assist with helping their child acclimate to middle school. Schedule parent conferences at times that are accommodating to parents.

- **Students**

Students will attend school daily, come prepared, ready to learn and be accountable for learning and take ownership of their education. Adhere to school-wide positive behavior expectations.

- **Parents**

Ensure that students attend school regularly, on time with supplies, and ensure that contact information is up-to-date. Monitor and interact with their child's learning. Attend parent events to learn strategies to help increase student learning. Use the Gateway SIS to communicate with teachers and stay updated on student progress.

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of Social Emotional Learning in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families.

- **Accessibility**

Provide to parents documents translated in Spanish and Creole in addition to English. Make accessible to parents a CLF for Spanish, Creole and as many as the Mayan Languages that are available. Offer virtual trainings and access to information via the school's website.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

The FY22 Science state assessment reveals that 78% of LWMS 8th grade students did not meet mastery. When comparing the FY22 Winter Diagnostic to the FY23 Winter Diagnostic, proficiency levels dropped from 33% to 32.2%. Additionally, level 3 and above dropped from 21.4% in FY22 to 20.1% in FY23 and 89.4% of 8th grade students scored a level 1 on the Science Winter Diagnostic and 62.4% of those level 1 students fall in the ELL subgroup.

2. List the root causes for the needs assessment statements you prioritized.

Since the beginning of the FY23 school year, the school has had a shortage of Science teachers in all grades. Students have limited academic vocabulary. Students are challenged by complex concepts and questions. There is a large gap between home and school in regard to academic support for students. Inconsistent scaffolding and support for ELL and SWD. Communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, differentiating instruction, implementing teacher led small group instruction with fidelity, and effectively using data to drive instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, to include but not limited to working hours, transportation, child care, and language. Four (4) vacant Science teaching positions which has led to an increase in class size for teachers. Additionally, intermittent teacher and student absences have a direct impact on the decline in student achievement.

3. Share possible solutions that address the root causes.

To address the root causes we determined that a supplemental staff for professional development as well as instructional staff to address the needs of targeted students with resources both print and online are needed. Based on the data, there is a need for differentiated instruction to include increase parental engagement. Supplemental staff will conduct common planning with science teachers. There is a need to provide ongoing professional development, on-the-spot coaching, and planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, practicing before assessing, reviewing, refining, and improving, and providing feedback and assessment of learning.

4. How will school strengthen the PFEP to support Science?

• Communication

Continue to use the Parent Link communication system and absentee messenger. Offer face-to-face parent teacher conferences, and individual meetings with school counselors. Notifications via phone calls from School Based Team. Teachers will update SIS Gateway weekly so that parents can effectively monitor student progress. Send information home with students via backpack. Make personal phone calls to parents by teachers, staff, administrators, CLFs, counselors, and parent liaison.

• Parent Training

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Provide face-to-face and virtual trainings to help parents navigate through the Student Information System, check student progress, attendance and grades. Provide face-to-face trainings for parents to assist with helping their child acclimate to middle school. Schedule parent conferences at times that are accommodating to parents.

- **Students**

Students will attend school daily, come prepared, ready to learn and be accountable for learning and take ownership of their education. Adhere to school-wide positive behavior expectations.

- **Parents**

Ensure that students attend school regularly, on time with supplies, and ensure that contact information is up-to-date. Monitor and interact with their child's learning. Attend parent events to learn strategies to help increase student learning. Use the Gateway SIS to communicate with teachers and stay updated on student progress.

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of Social Emotional Learning in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families.

- **Accessibility**

Provide to parents documents translated in Spanish and Creole in addition to English. Make accessible to parents a CLF for Spanish, Creole and as many as the Mayan Languages that are available. Offer virtual trainings and access to information via the school's website.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

The Civics Winter Diagnostic scores remained flat 41.4% in FY22 and 41.5% in FY23. Additionally, % of 7th grade students scored a level 1 on the Civics Winter Diagnostic and 76.7% of those level 1 students fall under the ELL subgroup.

2. List the root causes for the needs assessment statements you prioritized.

Students were not exposed to many of the standards assessed on the Civics Winter Diagnostic. Teachers display challenges with the gradual release model. Inconsistent scaffolding and support for ELL and SWD. Students are challenged by complex concepts and questions. There is a large gap between home and school in regard to academic support for students. Inconsistent scaffolding and support for ELL and SWD. Communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, differentiating instruction, implementing teacher led small group instruction with fidelity, and effectively using data to drive instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, to include but not limited to working hours, transportation, child care, and language. Additionally, intermittent teacher and student absences have a direct impact on the decline in student achievement.

3. Share possible solutions that address the root causes.

Additional staff will provide ongoing professional development, on-the-spot coaching, and planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, practicing before assessing, reviewing, refining, and improving, and providing feedback and assessment of learning. The need to provide training for teachers on how to run data reports that are intentional for instruction, disaggregate the data to create critical lessons and identify teaching strategies to address student weaknesses on standards assessed on local and state assessments. Students will have access to additional resources to use at home. Families will also have access to additional resources to help facilitate parent trainings, events, and parent conferences. Provide additional support for teachers with remediation, support for ELL, SWD, and small group instruction. Additional support for student to receive remediation and reteaching to address the learning gaps.

4. How will school strengthen the PFEP to support Social Studies?

- **Communication**

Continue to use the Parent Link communication system and absentee messenger. Offer face-to-face parent teacher conferences, and individual meetings with school counselors. Notifications via phone calls from School Based Team. Teachers will update SIS Gateway weekly so that parents can effectively monitor student progress. Send information home with students via backpack. Make personal phone calls to parents by teachers, staff, administrators, CLFs, counselors, and parent liaison.

- **Parent Training**

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Provide face-to-face and virtual trainings to help parents navigate through the Student Information System, check student progress, attendance and grades. Provide face-to-face trainings for parents to assist with helping their child acclimate to middle school. Schedule parent conferences at times that are accommodating to parents.

- **Students**

Students will attend school daily, come prepared, ready to learn and be accountable for learning and take ownership of their education. Adhere to school-wide positive behavior expectations.

- **Parents**

Ensure that students attend school regularly, on time with supplies, and ensure that contact information is up-to-date. Monitor and interact with their child's learning. Attend parent events to learn strategies to help increase student learning. Use the Gateway SIS to communicate with teachers and stay updated on student progress.

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of Social Emotional Learning in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families.

- **Accessibility**

Provide to parents documents translated in Spanish and Creole in addition to English. Make accessible to parents a CLF for Spanish, Creole and as many as the Mayan Languages that are available. Offer virtual trainings and access to information via the school's website.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Forty one percent (41%) of students did not meet achievement level on the FY22 Algebra Honors end-of-course exam. Twenty-one percent (21%) of students did not meet achievement level on the FY22 Geometry Honors end-of-course exam. In addition, maintain the number to zero percent of students who drop below their previous year score of levels 3-5.

2. List the root causes for the needs assessment statements you prioritized.

The Algebra Honors teacher was absent for 6 months of the school year which had a direct impact on the decline in student achievement. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, differentiating instruction, implementing teacher led small group instruction with fidelity, and effectively using data to drive instruction. There are level 2 students enrolled in the Algebra 1 Honors course who need additional support. Teachers need extra support in the prerequisite course to help better prepare students for accelerated curriculum.

3. Share possible solutions that address the root causes.

Additional support to provide ongoing professional development, on-the-spot coaching, and planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, practicing before assessing, reviewing, refining, and improving, and providing feedback and assessment of learning. Supplemental staff to provide support with reteaching/remediation and small group instruction. Teachers need additional support to learn how to run data reports that are intentional for instruction, disaggregate the data to create critical lessons and identify teaching strategies to address student weaknesses on standards assessed on local and state assessments. Supplemental staff as well as instructional staff to address the needs of targeted students with resources both print and online is needed

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Continue to use the Parent Link communication system and absentee messenger. Offer face-to-face parent teacher conferences, and individual meetings with school counselors. Notifications via phone calls from School Based Team. Teachers will update SIS Gateway weekly so that parents can effectively monitor student progress. Send information home with students via backpack. Make personal phone calls to parents by teachers, staff, administrators, CLFs, counselors, and parent liaison.

- **Parent Training**

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

Provide face-to-face and virtual trainings to help parents navigate through the Student Information System, check student progress, attendance and grades. Provide face-to-face trainings for parents to assist with helping their child acclimate to middle school. Schedule parent conferences at times that are accommodating to parents.

- **Students**

Students will attend school daily, come prepared, ready to learn and be accountable for learning and take ownership of their education. Adhere to school-wide positive behavior expectations.

- **Parents**

Ensure that students attend school regularly, on time with supplies, and ensure that contact information is up-to-date. Monitor and interact with their child's learning. Attend parent events to learn strategies to help increase student learning. Use the Gateway SIS to communicate with teachers and stay updated on student progress.

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of Social Emotional Learning in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families.

- **Accessibility**

Provide to parents documents translated in Spanish and Creole in addition to English. Make accessible to parents a CLF for Spanish, Creole and as many as the Mayan Languages that are available. Offer virtual trainings and access to information via the school's website.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards-based, and meaningful instruction through whole and small groupings, from all student subgroups including extended learning opportunities.

Budget Total: \$214,509.75

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Subs for position # 10058798	1	\$19.00	7	6.5	1	Original	\$865.00
Supplies	Item			Quantity	Rate	Supply Type	Type	Total
	Pencils/pens			1	\$11.00	General Supplies	Original	\$11.00
	Paper - case			12	\$45.00	General Supplies	Original	\$540.00
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023			1	\$582.75	General Supplies	Original	\$582.75
	Blue Pens Pack of 12- Allocation Differential			5	\$29.03	General Supplies	Other	\$145.15
	Folder 2-Pocket Poly w/Fastener- Allocation Differential			156	\$1.78	General Supplies	Other	\$277.68
	Reduced allocation differential-itemized			-1	\$582.69	General Supplies	Other	-\$582.69
	Black Pens Pack of 12- Allocation Differential			5	\$31.67	General Supplies	Other	\$158.35
	Pen- Allocation Differential			1	\$1.51	General Supplies	Other	\$1.51
Community Language	Provide language support for Spanish-speaking ELL students and parents for all grade levels.							

Acct Description	Description									
Facilitator										
Resource Teacher	Provide small group differentiated remediation and instruction through a push-in/pull-out model to support targeted students in grades 6-8 to reach grade-level proficiency in Math. Students will be selected based on diagnostic and formative assessments.									
FFE; non-cap	Item		Quantity	Rate	Type	Total				
	Science Miscrosopes with LED		10	\$160.00	Original	\$1,600.00				
Classroom Teacher	Provide intensive Reading instruction to students in Grades 6-8.									
Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA tutorial before/after school Grades 6-8 beginning October 2023-May 2024		4	\$37.00	2	1	19	Certified	Original	\$5,624.00
	Math tutorial before/after school Grades 6-8 beginning October 2023-May 2024		4	\$37.00	2	1	19	Certified	Original	\$5,624.00
Resource Teacher	Provide small group differentiated remediation and instruction through a push-in/pull-out model to support targeted students in grades 6-8 to reach grade level proficiency in Reading. Students will be selected based on diagnostic and formative assessments.									

Action Step: Parent Engagement

Foster an environment that all stakeholders work collaboratively by promoting the social and emotional needs through the connection of home and school to promote academic achievement of all students in an environment that is safe, nurturing, and

student centered.

Budget Total: \$21,301.00

Acct Description	Description
Parent Liaison - Para Level	This individual will work alongside the Tch Parent Liaison in order to bridge the communication between school and home by helping parents get the information, help, and support they need to ensure their child's academic and social success in school. This individual will keep records of their involvement with parents and families. They will help cultivate parental interest in their children's schools and activities and ultimately develop the relationship between families and school. keep records of their involvement with parents and families. They help cultivate parental interest in their children's schools and activities. Parent Liaison II HQ 4 hr/182 days
Supplies	

Action Step: Professional Development

Teachers and instructional leaders will be provided job embedded and off campus professional development for the purpose of data review, curriculum planning, and acquiring instructional practice based on the academic needs of the school.

Budget Total: \$501,368.00

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will monitor and support data driven decision making in Math, implement academic coaching, and lead Common Planning meetings.

Acct Description	Description																																			
Single School Culture Coordinator	The Single School Culture Coordinator will monitor and support data driven decision making in ELA and Reading, implement academic coaching, and lead Common Planning meetings.																																			
Coach	Provide instructional support to Science teachers by modeling lessons, co-teaching planning lessons, providing PD to teachers in Grades 6-8																																			
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 464 1016 548">Item</th> <th data-bbox="1029 464 1224 548">Quantity</th> <th data-bbox="1224 464 1379 548">Rate</th> <th data-bbox="1379 464 1707 548">Supply Type</th> <th data-bbox="1707 464 1881 548">Type</th> <th data-bbox="1881 464 2022 548">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 548 1029 621">Expo markers (12 box)</td> <td data-bbox="1029 548 1224 621">5</td> <td data-bbox="1224 548 1379 621">\$8.06</td> <td data-bbox="1379 548 1707 621">General Supplies</td> <td data-bbox="1707 548 1881 621">Original</td> <td data-bbox="1881 548 2022 621">\$40.30</td> </tr> <tr> <td data-bbox="464 621 1029 695">Shipping</td> <td data-bbox="1029 621 1224 695">1</td> <td data-bbox="1224 621 1379 695">\$0.80</td> <td data-bbox="1379 621 1707 695">General Supplies</td> <td data-bbox="1707 621 1881 695">Original</td> <td data-bbox="1881 621 2022 695">\$0.80</td> </tr> <tr> <td data-bbox="464 695 1029 768">Post Its (pack of 12)</td> <td data-bbox="1029 695 1224 768">14</td> <td data-bbox="1224 695 1379 768">\$3.33</td> <td data-bbox="1379 695 1707 768">General Supplies</td> <td data-bbox="1707 695 1881 768">Original</td> <td data-bbox="1881 695 2022 768">\$46.62</td> </tr> <tr> <td data-bbox="464 768 1029 857">Post It Chart Paper (pack of 4)</td> <td data-bbox="1029 768 1224 857">4</td> <td data-bbox="1224 768 1379 857">\$61.57</td> <td data-bbox="1379 768 1707 857">General Supplies</td> <td data-bbox="1707 768 1881 857">Original</td> <td data-bbox="1881 768 2022 857">\$246.28</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Expo markers (12 box)	5	\$8.06	General Supplies	Original	\$40.30	Shipping	1	\$0.80	General Supplies	Original	\$0.80	Post Its (pack of 12)	14	\$3.33	General Supplies	Original	\$46.62	Post It Chart Paper (pack of 4)	4	\$61.57	General Supplies	Original	\$246.28					
	Item	Quantity	Rate	Supply Type	Type	Total																														
	Expo markers (12 box)	5	\$8.06	General Supplies	Original	\$40.30																														
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	Post Its (pack of 12)	14	\$3.33	General Supplies	Original	\$46.62																														
Post It Chart Paper (pack of 4)	4	\$61.57	General Supplies	Original	\$246.28																															
Single School Culture Coordinator	The Single School Culture Coordinator will monitor schoolwide systems including discipline/attendance, SwPBS, response to SEQ, and Skills for Learning and Life initiatives for students and staff.																																			
LTF	This individual will work with teachers and instructional staff on disaggregation of data monthly in Learning Team Meetings, provide professional development trainings, sit on the Instructional Leadership Team, and directly support the ELA Department. They will keep records of all LTM Meetings use the data to drive PD for teachers. They will support new teachers to LWMS by diving deeper into lesson planning, providing coaching and conducting informal walk throughs to ensure alignment to the Instructional Plan. They will assist with running all ELA Department Common Planning meetings weekly.																																			

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Lake Worth Community Middle School (LWCMS) will provide students with the tools necessary to succeed at the high school level. The LWCMS community will accomplish the goal to prepare students for graduation and beyond through the use of The Warrior Way. Parents will be proactive in their child's education. This will be accomplished by inquiring each day about their child's experiences in school. Parents will also provide positive reinforcement, encouragement, and work with teachers to increase communication. All stakeholders will encourage the students in a growth mindset to set academic goals that will lead to high school readiness. LWCMS is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals while creating an environment that is inviting for all parents. The school is committed to supporting families through communication, resources and parent training sessions.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Djessica Gustinvil	Teacher/Parent Liaison
Silvia Rotela	Treasurer
Judith Thomas	Teacher/SAC Chair
Nelson Diaz Perez	Educational Support Employee
Requel Knighton	Parent
Fredy Hernandez	Parent
April Leach	Secretary
Itzel Calderon	Business Community Liaison
Caelethia Taylor	Principal
Yolanda Gregory	Assistant Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

1. An announcement was made at our SAC meeting held on May 10, 2022. Through the announcements, emails and call-outs via Parent Link, we actively recruited families that mirrored the demographic make-up of the community. 2. An announcement was made at our initial SAC meeting held on August 16, 2022 and a written notice for the election of SAC members and vacancies were sent out to parents, school employees, and community members. 3. Council members representing teachers, education support employees, students, and parents were elected by their respective peer groups. Business and community leaders were appointed by the principal.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Documents from any meetings we have included Title I parent trainings, SAC Meetings (monthly), Open House, parent surveys, etc. . The stakeholders were a part of the CNA process during the spring SAC meeting that was held February 21, 2023 at 6:00 P.M. During the stakeholders meeting on February 21, 2023, there was open discussion regarding the identified needs, barriers and causes, and possible solutions. The stakeholders also provided input for family engagement trainings they would like to attend and ways families and schools can make a compact to obtain optimal student achievement. The data from the F.A.S.T. second progress monitoring data was used. During the SAC meeting we examined the climate and PM2 assessment data as part of the school improvement process to identify areas that need improvement.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders were given notice of the scheduled meeting date and given the opportunity to provide input after discussing the previous year's information collected from surveys and evaluations. The recording template provided by the Title I district office was used to gather information from the stakeholders. The meeting was held on February 21, 2023 and the data was recorded and used to create the Comprehensive Needs Assessment document. Stakeholders provided the schools with ideas for family engagement trainings that would be helpful for parents to become more involvement in student learning at home. Per our CNA our stakeholders have expressed a need for someone to translate in Spanish and a CLF was hired to address this need.

Name	Title
Caelethia Taylor	Principal
Yolanda Gregory	Assistant Principal
Shannon Makowski	Assistant Principal
Peter Drolet	Assistant Principal
Livina Forbes-Dunkley	School Counselor

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

There will be a face-to-face meeting on Thursday, September 7, 2023 at 5:30pm. The PowerPoint presentation will be posted on the school's website for parents to view it at a later time.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

The date will be advertised on the school's marquee. Flyers will be created in English, Spanish, and Haitian Creole to be sent via student backpack and posted on the school's website. Multiple call-outs through parent link will be sent out via email, phone calls, and text messages.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The following will be provided: 1. Agenda and sign-in sheets, 2. Title I Annual Meeting PowerPoint, 3. Survey results from last year's parent input, 4. Copy of FY24 compact, 5. Copy of FY24 PFEP Summary, 6. Title I Annual Meeting evaluation completed by all stakeholders in attendance (all documents will be translated)

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Using Signature SEL practices with parents/families

- What specific strategy, skill or program will staff learn to implement with families?

The three SEL signature practices are: 1) having a welcoming activity or routine; 2) using engaging strategies; and 3) encouraging an optimistic closure. Teachers do not know what students are going through or feeling prior to entering the classroom. The students could have been dealing with difficult, intense situations at home. Teachers can use welcoming strategies at the start of lessons to help students move past whatever they were feeling beforehand and help set the tone for the lesson. Students can establish routines at home with family members to help them positively charge for the day. Optimistic closures highlight what students did well during the class, what the main takeaways from the class were, and how they tie in with other learning practices. Ending on a positive note creates excitement and may encourage students to share their daily learning experiences with their families.

- What is the expected impact of this training on family engagement?

To involve families in the school's SEL initiatives and share students' progress with their parents and guardians. To help families see the effects of strengths, challenges, and outside circumstances which contribute to how students embrace or face the day, and to offer strategies to help families set the tone for students as they launch the school day.

- What will teachers submit as evidence of implementation?

PowerPoint, Sign in Sheets, handouts

- Month of Training

September 13,2023

- Responsible Person(s)

Yolanda Gregory

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Welcoming and Inclusive Environment

- What specific strategy, skill or program will staff learn to implement with families?

Staff will establish Family Resource Centers within the school. These centers serve as hubs for families to access information, resources, and support. Staff can learn how to set up and manage these centers effectively and ensure they provide relevant and helpful resources.

- What is the expected impact of this training on family engagement?

By implementing these Family Resource Centers, staff can create a welcoming and inclusive environment that encourages parent and family engagement, strengthens relationships, and supports the diverse needs of the families they serve.

- What will teachers submit as evidence of implementation?

Images, sign-in sheets, reflection/evaluation, presentations

- Month of Training

October 13, 2023

- Responsible Person(s)

Yolanda Gregory

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Middle School Transition

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will interact with the core teachers; learn how to monitor student progress, how to help their child transition to middle school successfully by monitoring attendance, grades, discipline in the Student Information System. Establish a routine of tracking assignments from all of their teachers each day (recommend using an agenda). Parents will obtain the knowledge and skill to email individual teachers through SIS about assignments and grades. Parents will be able to see assignments that have been posted in each class and assist students will timely completion of those assignments. They will get to know their child's school counselor and establish a point of contact.

- Describe the interactive hands-on component of the training.

The parents were given there log in credentials to create an account in the Student Information System. The parents/guardians were able to sit with teachers to ask detail questions about school supplies, grading, expectations and any additional questions they may have. Practice how to email teachers should they have questions about assignments

- What is the expected impact of this training on student achievement?

The expected impact is to encourage parents to engage with teachers by communicating via email and provide them with the tools to better assist students with tracking and completing assignments at home.

- Date of Training

August 2023

- Responsible Person(s)

ESOL and Guidance Departments

- Resources and Materials

Invitations, sign-in sheets, reflection/evaluation, presentations, agenda

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

150 - funded with UniSIG grant 4221

2. Reflection/Evaluation of Training #1

- Name of Training

SIS Gateway & Interpreting Your Child's Middle School Report Card

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

SIS Gateway & Interpreting Your Child's Middle School Report Card

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will navigate the SIS Gateway program that provides parents/guardians timely access to their student's information including class schedule, past and current grades, discipline history, and attendance history. Parents will be asked to bring their child's Chromebook, a cell phone or another device to participate in the interactive training. Parents will receive an overview of the Student Information System and an explanation of how valuable this resource tool is for them and their child.

- **Describe the interactive hands-on component of the training.**

Members of the Lake Worth Middle School staff will be available to assist parents with setting up their accounts. Once accounts have been established, parents will have access to view and monitor their child's grades, behavior, attendance, view FSA, FSQ and USA scores and schedules. Parents will be able to email teachers directly to inquire about student behavior and performance in the respective classes.

- **What is the expected impact of this training on student achievement?**

Equipping parents with the tools to monitor real time data for their child will further bridge the gap in teacher parent and communication to increase and sustain students' attendance and academic performance.

- **Date of Training**

October 2023

- **Responsible Person(s)**

Livina Dunkley-Forbes

- **Resources and Materials**

Invitations, sign-in sheets, reflection/evaluation, presentations, agenda

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

150 - funded with UniSIG grant 4221

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

The purpose of STEAM Night is to promote science, technology, engineering, arts and math at Lake Worth Community Middle School for our students and parents. Parents will rotate among 20 interactive hands-on training stations where they will learn how science, technology, engineering, and math concepts are applied through a series of experiments. They will also interact with unique forms of art that challenge their problem-solving skills.

- Describe the interactive hands-on component of the training.

These hands-on stations at STEAM Night are standards based exploratory ideas/big questions. These stations cover topics aligned to the middle school science and engineering standards specifically covering physical, chemical, earth/space and nature of science. These stations provide parents with visual and three-dimensional representations of building-block concepts.

- What is the expected impact of this training on student achievement?

The goal is to open every mind to science through the strategic programming of interactive exhibits.

- **Date of Training**

April 2023

- **Responsible Person(s)**

Peter Drolet

- **Resources and Materials**

Invitations, sign-in sheets, reflection/evaluation, pictures, agenda

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

\$450.00 - funded with UniSIG grant 4221

6. Reflection/Evaluation of Training #3

- **Name of Training**

TBD

- **Number of Participants**

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department works very closely with Lake Worth Community Middle School. Translators from the department spend time on the campus each week assisting families with translations during registrations, parent conferences, and other language support. They even conduct home visits when necessary. They attend parent events to help with translation. Other services rendered through the Multicultural Department include support services for homeless families.

- Based on the description list the documentation you will provide to showcase this partnership.

Sign-in sheets Correspondence requesting services for families Pamphlets/brochures advertising services

- Frequency

Monthly

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Mckinney Vento

- Describe how agency/organization supports families.

Ensures the educational rights and protections of children and youth experiencing homelessness. They assist with providing the appropriate agencies to assist with housing, school supplies, uniforms, transportation

- Based on the description list the documentation you will provide to showcase this partnership.

Flyers inviting parents to workshops Pamphlets/brochures advertising services Emails requesting services

- Frequency

Quarterly

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

C.A.P.E. Team (Crisis, Assessment, Prevention, Education & Support)

- Describe how agency/organization supports families.

Assist families by providing mental health assessments, supporting students who are experiencing a complex mental or behavioral health challenge, providing independent objective observations, and consultations.

- Based on the description list the documentation you will provide to showcase this partnership.

Copy of referrals, emails requesting assistance, phone logs

- Frequency

Quarterly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The school will inform parents of Title I programs and other relevant information in a timely manner and in Spanish, English, and Haitian Creole. Methods in which parents will receive information are through our Annual Meeting, SAC, official letters mailed/distributed about our tutorials, parent training sessions, through emails to parents for parent conferences, call-outs using Parent link, flyers sent home with students, school marquee, social media platforms (Twitter, instagram,etc), and the school's website.

- List evidence that you will upload based on your description.

SAC agenda and minutes Parent link notifications Invitations

- Description

We will inform our parents about curriculum at the school and how academic assessments are used to measure student progress as well as the proficiency levels students are expected to meet. Parents will receive information in English, Spanish, and Haitian Creole through the following methods: Open House, SAC, Parent Conferences, Progress Reports, Report Cards, Literacy Night, parent training session about understanding your child's report card, SIS Gateway, and a parent information session for 8th grade parents to assist them with registration of the district's choice programs.

- List evidence that you will upload based on your description.

Invitations Conference Notes Parent Link Notifications

- **Description**

We will inform our parents English, Spanish, and Haitian Creole about curriculum and how academic assessments are used to measure student progress as well as the proficiency levels students are expected to meet through the following methods: Open House, SAC, Parent Conferences, Progress Reports, Report Cards, Literacy Night, parent training session about understanding your child's report card, SIS Gateway, and a parent information session for 8th grade parents to assist them with registration of the district's choice programs.

- **List evidence that you will upload based on your description.**

Invitations Parent Link notifications Conference Notes

- **Description**

We will inform parents English, Spanish, and Haitian Creole of opportunities for regular meetings to formulate suggestions and to participate in the shared decision making pertaining to the students and the school as a whole. Parents will receive invitations to participate in decisions relating to their child's education through SAC meeting, phone app, school website (SchoolMessenger), social media (Facebook, Twitter), Parent Conferences, 504 meetings, progress reports and report card distribution, Title I Annual Meeting and the Title I Stakeholders input meeting.

- **List evidence that you will upload based on your description.**

Parent conference notes Conference Notes Hand outs

- **Description**

The Parent Liaison will coordinate with parents who are interested in coming to the school during the school day especially if they are unable to come after hours during the scheduled parent training sessions. Parents will be notified of flexible arrangements so the school may accommodate them with language translation--Spanish, Kanjobal, Mum, Acateka, and Haitian Creole. The Parent Liaison will share pertinent information with the parents.

- **List evidence that you will upload based on your description.**

Parent conference notes Conference Notes Hand outs

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

LWMS will arrange meetings, events and conferences at a variety of times in an effort to make them accessible to the parents. School personnel, CLFs or district support translators will be present at all SAC meetings and parent events for translation. Community Language Facilitators and Strategists are present if requested at all parent conferences. Teachers who are unable to communicate with parents in the parent's native language may complete a request form that details the information they wish to communicate with parents. The CLFs will make contact with the parents and relay the response(s) to the teachers. Parent link call outs are in English, Spanish, Portuguese, and Creole.

- List evidence that you will upload based on your description.

Copies of call outs in all languages on parent link, copy of CLF request forms, copy of multicultural request forms.

- **Description**

Parents of students with disabilities will receive notification from the specialist through written communications sent home and verbal communications such as parent link that helps parents understand their rights as parents of students with disabilities and pertinent information regarding meetings and conferences that address issues like 504 Plans and IEP's. Parents and or families with disabilities will be provided equal access to all programs. This will be accomplished by specialists assisting with the confines of their specific disability. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible.

- **List evidence that you will upload based on your description.**

Pictures of accommodations

- **Description**

LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language.

- **List evidence that you will upload based on your description.**

Written communications with the migrant education office, Brochure listing resources provided Invitations to meetings

- **Description**

The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

- **List evidence that you will upload based on your description.**

Brochures Emails requesting services Images of provided services to students such as clothing, care packages, shoes

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Family Literacy Event

- Brief Description

Promoting positive relationships between families and teachers, modeling appropriate early literacy activities, and providing families with information to help them work on literacy at home with their child.

2. Activity #2

- Name of Activity

Science Fair

- Brief Description

Parents will learn about the process of putting the science fair projects together. We will build capacity with parents by informing them of the specific categories in which students were able to pick for their science projects. Additionally, parents learned about the science department requirements and the district requirements for successful completion of the science fair project. Based on their knowledge acquired during training, the parents will judge the science fair boards. The students will learn their areas of strength and the areas where they need to grow in time for the next science fair.

3. Activity #3

• Name of Activity

TBD

• Brief Description

TBD

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Lake Worth Community Middle provides counseling support for all grade levels by utilizing the Professional Behavioral Mental Health Specialist and all (4) school counselors. Their role in non-academic support includes: individual student counseling, scheduling, monitoring 504 plans, mentoring, attendance, mediations, and providing resources and referrals to outside counseling agencies. Some of our mental health programs include: Chrysalis, multi-cultural, multi-lingual, and Project Success counseling. Project Success is a program that provides an on site counselor who deals with confidential counseling, coping and communication skills. Chrysalis and Multi-lingual are agencies that focus on helping students with a variety of issues such as depression, suicidal behavior, anxiety, and overall emotional difficulties. ICAN is the name of our after-school program which provides social and academic activities for our students. ICAN is open to the entire school population. Some of the non-academic activities of ICAN include sports, recreation, girl scouts, conflict resolution, and social skills. SQUAD leadership team is one of the specialized programs utilized to meet the non-academic needs of our students. An assistant principal spearheads this program. This group of students are selected by teacher referrals and are considered as needing role models. Students work on non-academic projects that focus on improving the school aesthetically. AVID (Advancement, Via Individual Determination) is a special program with a focus on specific strategies which target building students non academic skills in addition to the subject areas. This a research based program committed to instilling a growth mindset in all of our students. The program at our school is monitored by an assistant principal and the AVID coordinator. Students are selected by criteria based on grades and behavior. Students are provided support through AVID strategies that target academic and mentoring needs. The School-wide Positive Behavior Support (SwPBS) committee works to promote a positive school climate with the use of our "Warrior Way" where students are held accountable for their behavior. Students are encouraged to behave according to the tenets of the Warrior Way: "Be Responsible, Be Respectful, Be Safe & Be a Goal-Setter". The committee has updated the school's matrix with the guidelines to best accomplish the behavior that promotes the Warrior Way.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

The School Based Team (SBT) of Lake Worth Community Middle is a team of professionals from various leadership roles within the school (SBT leader, counselors, administration, School Behavioral Mental Health Professional, ESE and ELL contacts, and teachers). The team meets weekly to discuss and analyze academic and behavioral concerns/problems of students and devise an intervention plan to support those students. The SBT will review information submitted by the referring teacher or staff member and make every effort to build capacity using the Multi Tiered System of Supports Framework. Every student receives Tier 1 support starting with the hiring of highly qualified teachers. Additionally, students are placed in appropriate core classes. The administrators and school counselors collaborate to ensure the implementation of the behavior standards. Any teacher can complete the initial SBT referral packet for an individual student. The members of the SBT will determine if or when the tier process will begin. This Supplemental Tier 2 intervention supports students with instruction, behavior or both. This supplemental intervention plan is monitored for progress by collecting data on a weekly basis. The next step in the process is the Intensive or Tier 3 Instruction/Intervention plan. This teacher directed, intensive support is for all aspects of academic and curricular. Behavioral support is be implemented as well . This is a collaborative effort from all education stakeholders for each student. The SBT will review and analyze the success of the plan based on data and the student's response to the interventions. Specifically, at Lake Worth Community Middle prior to recommending a student for Tier 3 a teacher provides a student with 9 weeks of academic or behavioral supplemental interventions. Also, for students with an IEP the School Based Team will review the student's progress to determine if s/he is eligible for the Child Study Team (CST). The CST is a multidisciplinary educational team that is responsible to locate, identify, evaluate, determine eligibility, and develop an Individualized Education Program (IEP) for students suspected of having educational disabilities.. Teachers monitor progress and maintain a log that identifies the research based strategies and interventions used to support the student. This process can be from eight to ten weeks. Conference notes are used to report the results of the research based interventions. Parents are informed of the child's response to the interventions and data is entered into the Student Information System.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Lake Worth Community Middle strives to ensure all students are provided with a well-rounded education including enrichment opportunities. The students are provided with a curriculum complete with all state required core courses in all subject areas. All The scope and sequence lessons are taught in each class in alignment with the B.E.S.T. Standards. We individualize much of our curriculum through data driven instruction which is tailored to the needs of each student. Also, the various learning styles of each student are addressed through differentiated instruction. The instructional practices are honed through common planning. There are a few programs at the school which are part of the district's Choice programs where students are able to apply to be in one of the Choice Program academies. These programs include Biomedical Sciences, Pre-Engineering, Pre-Information Technology, and Spanish Dual Language program. The Biomedical Sciences Academy is a three year accelerated program where students in this program complete 12 high school honors courses. This is a pipeline to pursuing a career in medicine. The Pre-Engineering Academy is also a three year accelerated program where students may earn up to five high school credits. Also, students may earn honors credit in three courses, and be prepared for a future in a career in engineering. The Spanish Dual Language program offers a continuation for students who have been enrolled in a Spanish Dual Language program at the elementary level. Students are taught in a rigorous academic environment in which three of their core academic classes are taught in Spanish. Additionally, our students are offered a variety of electives to create a well-rounded educational experience. Some of the electives are provided by the music department. Students have the choice of band (advanced and beginning) and chorus (advanced and beginning). There are band and chorus competitions throughout the school year. Field trips to the Kravis center are provided for the students in these two electives. The Art Department teaches a variety of art forms including: drawing (perspective), painting (water color and charcoal) Portfolios are developed to assist students who are attempting to go through the process of being chosen for one of the School of the Arts including Bak and Dreyfoos. Physical Education includes not only exercise and health education, but a variety of sports that are not offered in the school athletic programs. Beyond the Physical Education class, students have the opportunity to try out for all of the sports teams on campus including, girls and boys basketball, girls and boys volleyball, baseball, softball, cheerleading, girls and boys track etc. The school has several extracurricular activities open to the entire student population. Students may join organizations on campus such as First Priority, the Chess Club, Robotics Club, LWMS Board Games Club, GSA, etc. Students also have the opportunity to participate in intramural sports such as Flag Football, Soccer, and Track and Field. All students are encouraged to participate in the extracurricular activities that most interests them. After each F.A.S.T. Progress Monitoring assessment results have been analyzed, the administration determines how to best proceed with tutorials and/or enrichment for students. The academies, AVID, and the Science Department provide students with the opportunities to go on field trips to local colleges, Solid Waste Authority, John D. MacArthur Beach State Park, and the Kennedy Space Center where they get the exposure to real world experiences.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Lake Worth Middle School strives to build students' awareness of and readiness for post-secondary opportunities and the workforce. The counseling department conducts classroom visits to present information focusing on career awareness. The also administer personality assessments to help students identify possible career choices. The combined results of the personality assessments and the career awareness survey help to guide students in selecting career pathways. Some of the examples of accelerated courses are: Algebra I Honors, Geometry Honors, Spanish I, Physical Science Honors, Journalism, and Computer Fundamentals. There are dual enrollment opportunities as there are additional high school credits offered through our two Academies Medical and Engineering. The Academies are feeders to High Schools that offer opportunities for students to dual enroll in college courses at the high school level. There are numerous field trips which are offered to our students to expose them to real world experiences. For instance, our AVID program took 65 students to visit Florida Atlantic University (FAU) to tour the campus and be exposed to college life. The Medical Academy is affiliated with Keiser University and FAU. Our students take field trips to these universities to see their chosen career pathway on a college level. The Science Department takes annual field trips to the Solid Waste Authority to learn about the way to coexist with nature and how they can contribute at home with recycling. Students learn about plants and wildlife and the environmental monitoring programs and tour the Recovered Materials Processing Facility and the Home Chemical and Recycling Center at Solid Waste Authority. The Science Department also takes annual field trips to John D. MacArthur Beach State Park to explore, analyze and record the many ways an ecosystem can provide clean water and the impact plants, animals and humans have on these systems. The Engineering Academy and the 8th graders taking Physical Science Honors obtain the experience of space exploration during a field trip to the Kennedy Space Center. The students experience learning through authentic NASA science, technology, engineering and math.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Lake Worth Community Middle is equipped with three Single School Culture Coordinators (SSCC) for Mathematics, English Language Arts, who provide support for planning lessons to Math, ELA, Science, and Civics teachers during weekly PLCs. Lake Worth Middle also has a Learning Team Facilitator and a Single School Culture Coordinator who oversees the AVID Program and Schoolwide Positive Behavior programs and incentives for students. There is professional development provided each semester for all teachers for the Talk Read Talk Write Framework to support the learning of English Language Learners. The SSCCs provide content area specific instructional support through coaching and modeling to Tier 2 and 3 teachers, and provide professional development that is: sustained, collegial, interactive, and results oriented which facilitates building teacher capacity and efficacy. An ELL instructional system will be established to drive the action plan for scaffolding students' learning to promote classroom interaction, integrate oral and written language instruction into content area teaching, provide regular, structured opportunities to read for multiple purposes, and provide consistent, structured opportunities to write, and facilitate academic language for English Language Learners. The Administration and Instructional Leaders will utilize the following monitoring techniques: review of lesson plans, data analysis, classroom walks, student work samples/portfolio, student attendance, data chats, formal observations, common planning attendance and participation. We will use ELL Talk Read Talk Write and Tried-And-True strategies to promote value, clarify expectations, foster engagement and support to students. The ELL Tried-And-True strategies will help student performance in the classroom and on state assessments by scaffolding instruction through the implementation of the following strategies: Anchor Charts, Sentence Frames, Cognates, Word/Picture Banks, peer collaboration, writing, speaking, reading and listening. The leadership team will also monitor the administration of district local assessments (FSQ and USA) to all students, the use of technology programs such as Achieve 3000, iXL Algebra and Geometry, Dream Box for math grades 6-8, Study Island for Science and Civics, and Reading Plus in all intensive reading classes. Teachers will engage in focused professional development, common planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Math, Civics, and Science particularly within the ESSA subgroups achieving below the Federal index. Multicultural specialists will conduct-specific professional development, model lessons for teachers, and provide on the spot instructional coaching to build teacher capacity and increase student achievement in all subgroups. Administrators and District specialists will attend Common Planning sessions that will take place weekly to support teachers in teaching the Primary Standards using best practices instructional strategies while addressing foundational gaps through Secondary Standards and Skills. Leadership will support Core teachers' instructional alignment of standards and best practices. The Educational Support Program (ESP) is a mandatory program for all new teachers coming into the profession of education. The ESP provides new teachers with mentors, training in The Florida Educator Accomplished Practices and support in learning through the Marzano evaluation processes. Advancement Via Individual Determination (AVID) is a program that strives to provide academic support and instruction to prepare students for college eligibility and success. Administrators and teachers attend AVID conferences where they are provided with the tools to engage students in a curriculum based on rigorous standards driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading. The Exceptional Student Education department has taken advantage of the online professional learning opportunities provided by Professional Development Alternatives where the learning included: assessment and evaluation, differentiated reading instruction for students, foundations of exceptional education, and instructional practices. All teachers are encouraged and mandated to attend the district trainings which are designed by content area to provide teachers with instructional strategies and support in helping students to be ready for the next educational level and beyond. All teachers received training from a member of the Multicultural Education Department on using, Talk Read Talk Write and Tried-And-True Strategies that support and sustain a culture of access, equity and high-quality instruction necessary for our English Language Learners to be successful.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

As vacancies arise, particularly in high need subjects, we draw from a variety of stakeholders to fill the vacant positions. The Human Resource Department is contacted and open positions are posted on the District's career site and the external job site, Indeed. Additionally, Lake Worth Community Middle school's administrators attend job fairs to search for effective and highly effective teachers. Once the teachers are in teaching positions every effort is made to support and provide all the resources to promote success for the teachers new to our school. There is an opportunity for additional hourly pay for afterschool tutoring and stipends for club sponsors. The Education Support Program set up by the School District of Palm Beach County is implemented for all new teachers to grow in their profession. Mentors who are highly skilled, Clinical Education Trained, and knowledgeable are assigned to each new teacher. The mentors provide support through mentoring, coaching, and modeling. Strategic dates are set aside for the teachers to have professional development seminars for instructional practices and lesson planning, Instructional Delivery and classroom climate. The teachers receive ongoing support for professional learning from the New Teacher Ambassador, mentors, Single School Culture Coordinators, District Specialists, and school administrators. The Voluntary Lead Mentor/new teacher ambassador will also assist schools with recruiting and onboarding duties with an emphasis on culture and systems building. The Voluntary Lead Mentor/Teacher Ambassador presents information on the Marzano evaluation instrument used by Palm Beach County which includes information about the Focus Model. A PowerPoint presentation on this topic will be presented with a question and answer session so that the teachers obtain knowledge about the protocol instruments and how they are used in the evaluation process. There is collaborative planning for every department and our Reading, ELA, and Math Departments are equipped with a SSCC to assist with instructional planning, instructional delivery, and assessments. The principal has an open door policy and welcomes open communication, feedback and discussion.