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**Title I Comprehensive Schoolwide Plan**  
**LAKE WORTH HIGH SCHOOL (0691)**

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# ELA

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

## 1. List prioritized needs statements.

The English Language Arts (ELA) achievement for 9th graders was 23.1% in SY 2022-2023, down by 3.4% in SY 2020-2021. The English Language Arts (ELA) achievement for 10th graders was 29.1% in SY2022-2023, up by 3.2% in SY 2020-2021. ELA Learning Gains for FY22 was 40%, up from 7% in SY 2020-2021. ELA Learning Gains of the lowest 25% for FY22 was 28%, down by 2% in SY 2020-2021.

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

Teachers need help to get the students (due to class size) connected during the instructional process as well as helping to identify and correct the learning gaps Lack of support for ELL facilitation within a majority of our classes. Lack of ESE Support Facilitation (push-in) for Mainstream classes with high percentages of ESE students needing additional assistance. Lack of consistent student attendance and parental involvement.

## 3. Share possible solutions that address the root causes.

Provide targeted extended time for students in jeopardy of not maintaining proficiency and for students close to meeting proficiency based on the SY23 PM #2 data. Continue the offering of professional development opportunities that support student engagement, as well as strategies to help differentiate classroom instruction. Perform data chats with teachers and students for intentional goal setting. Supplemental staff to push into English and Reading ELL classrooms to support students. Coaching support to teachers in the classroom with planning and Progress Monitoring preparation. Implement various platforms to increase student engagement

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

Parents will receive routine voice calls and emails regarding Tutorials and events occurring at school. To continue these ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

During Testing 101 Engagement Night, parents will receive information on District and State Assessments. Provide parent training around the access & navigation of SIS & the school process (videos posted on our school's website in various languages). Offer training/parent meetings on Saturday mornings as an alternative to evening meetings.

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

- **School**

Host a curriculum night for parents. The Reading and English coaches will participate and share ways parents may assist their student at home.

- **Students**

Opportunity to attend after-school tutorials for ELA practice and work on weaknesses based on PM #2 data.

- **Parents**

Continue to encourage students to attend school regularly and participate in tutorials to help prepare them for state testing.

- **Staff Training**

Literacy teachers will attend professional development hosted by the school, district, and organizations on effective school-home communication

- **Accessibility**

Parent trainings will provide support language support and translated documents in English, Spanish, and Creole. Invite CLFs to attend parent meetings and conferences as needed. We will continue to provide accommodation to Limited English Proficiency, Disabilities, Migratory Work and Homeless families as identified

## Math

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

**1. List prioritized needs statements.**

Increase scores on Algebra 1 (14%) and Geometry EOC (21%) by 5%, over achievement was 20%. We improved 3%, from 17%. Increase test attendance percentage on school District and State assessment, current combined average (ALG 1and Geometry) is 88.5%. We improved 5%, but we need to average 95% or better. Increase students' school attendance.

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

Students (due to class size) are not consistently participating in classroom activities; lack of engagement and motivation for learning Math content. Students are not taking assessments or completing assignments, resulting in lower class grades (For D). School is providing the students with multiple opportunities for tutoring, but the students are not coming or connecting especially the ELL and ESE students. Teachers need to review teaching strategies and technological tools to reinforce traditional lesson plans. (Professional development). Teachers need to receive AVID training to improve teaching strategies.

**3. Share possible solutions that address the root causes.**

Increase parental involvement in the school; offer virtual meetings in different languages to facilitate the interaction of the parents since we have one of the largest populations of ELL students in the district. We need to continue supporting our teachers with professional development activities, as well as social and emotional support. Create an incentive plan for tutoring sections, different from extra credit. We need to reach out to Parent teacher association for funds to support the program. Provide opportunities to differentiate instruction.

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

• **Communication**

School website, Google classroom, Remind App text messages, Email, Family letter (paper). To continue these ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Monthly presentation and interactive activities during SAC and Parent meeting (graduation tracker).

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

- **School**

Continue to provide rigorous content lessons.

- **Students**

We need to update or reinforce the student's educational contract, and review their responsibilities for their learning.

- **Parents**

We need feedback from parents on how to adapt our lessons to different needs of all students and their families.

- **Staff Training**

We conduct PLC and department meetings- last year- the purpose of homework/ new learning techniques) Virtual Professional development training. District Professional development training.

- **Accessibility**

Use all the platforms approved by the district. Invite CLFs to attend parent meetings and conferences as needed. We will continue to provide accommodation to Limited English Proficiency, Disabilities, Migratory Work and Homeless families as identified

## **Science**

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

**1. List prioritized needs statements.**

Increase in student proficiency by 5% in the upcoming SY23 year to 50%. Help students consistently attend Biology classes because of irregular attendance, students were not able to progress overall in the Biology content area. Focus on student centered curriculum like GIZMOS, help students to practice vocabulary and problem solving skills. Help and support new students in engaging strategies of students into the Biology curriculum.

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

Gizmos was bought back in the academic year 2018-2019, students scored well on the Biology EOC-but later next academic year lacked funding and Covid Gizmos funding was stopped. Irregular attendance is another cause, students unmotivated, not taking their responsibility to graduate. With many new teachers on board this year, need good hands-on student centered curriculum professional development required but lack the time for teachers to prepare for the classes.

**3. Share possible solutions that address the root causes.**

To increase proficiency, offer a good amount of incentives and recognize the students who excel in Biology unit tests and Midterm exams. To raise good attendance, develop student centered curriculum by hands-on approaches like Gizmos. Help new teachers to support technology and give some time to learn various teaching strategies by professional development.

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

**• Communication**

Email, phone calls, Google classroom, flyers for science night

**• Parent Training**

Science trainings to support families as they work with their students at home

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

- **School**

Plan more academic/science nights and create awareness

- **Students**

Know the purpose and goal to excel in Science can lead them into better college readiness

- **Parents**

Support their students and help them for their achievement

- **Staff Training**

Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home

- **Accessibility**

Parent trainings to provide support and translated documents in English, Spanish, and Creole

## **Social Studies**

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

1. List prioritized needs statements.

The ELA proficiency rate for students overall is 31%. Attendance rate for students with 11 or more absences is 25%. The student participation on common assessments (NGSQs and USAs) is under 80% overall.

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

There is limited support facilitation in the US History classrooms for ELL students. The percentage of students attending school/classes is extremely low. Family obligations or responsibilities can hinder students consistently coming to school. Teachers are not testing all of their students. Teachers are not tracking absent students.

**3. Share possible solutions that address the root causes.**

Academic tutors will push-in US History ELL classes to provide support for students. Conduct Parent Trainings on the importance of school attendance. Provide parents a handout of resources. A calendar of common assessments will be given out at Common Planning Meetings. The data for these assessments will be reviewed during Professional Learning Communities (PLCs). Offer incentives to recognize the students that excel on common assessments, Midterms, and the EOC. Create EOC study guides (written and multiple choice copies) for students to prepare for the exam. Offer incentives for attending after-school tutoring. Use gamification to increase student engagement during lessons. Kahoot is a game-based learning website that allows students to explore a wide variety of educational games.

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

**• Communication**

School website, emails, Call-outs, Google classroom

**• Parent Training**

Provide support for families on how to support students with Social Studies at home ; during Testing engagement Night, provide information on district and state assessments

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

**• School**

Conduct EOC Night (Parent Training) hosted by department chair and/or team lead teacher



- **Students**

Have the opportunity to attend after-school tutoring for US History content

- **Parents**

Encourage students to be present for and give best efforts on the EOC Exam

- **Staff Training**

Lead Team Teacher will host Professional Development during US History Professional learning Communities (PLCs)

- **Accessibility**

Trainings will have translated documents and translators for English, Spanish, and Creole

## **Acceleration Success**

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

1. List prioritized needs statements.

Student performance in AICE & AP classes is low. Student performance on AICE & AP assessments is low.

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

There is limited academic support in the AICE & AP classroom for students. The percentage of students passing AICE & AP assessments is low. Students are not aware of the benefits of passing an AICE exam or earning the AICE diploma.

### 3. Share possible solutions that address the root causes.

Additional teacher training is needed to prepare students for the AICE style testing. An AICE & AP Coordinator is needed to hold Professional Learning Communities with teachers; as well as support teachers in the classroom with planning and exam preparations. The Coordinator would also hold an Open House and Parent Night to inform parents about the benefits of the AICE diploma. Offer pre-AICE class to introduce students to the rigor of AICE coursework. Offer supplement resources to support scaffolding direct instruction.

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

- Communication

School website, Google classroom, Call-outs, Translated flyers

- Parent Training

AICE & AP Open House and Parent Night

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

- School

Host AICE & AP Parent Night and Open House. During Choice Open House, have a table for AICE and AP questions/interest

- Students

Take Pre-AICE & AICE classes across the curriculum

- Parents

Attend Parent Night and Open House, support students taking AICE & AP classes, encourage them to attend after school tutorials

- **Staff Training**

Attend AICE Roundtable; Host Professional Learning Communities for teacher collaboration

- **Accessibility**

Translate documents and provide training supporting in English, Spanish, and Creole

## **Graduation Rate**

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

1. **List prioritized needs statements.**

Increase SY23 graduation rate from last year's graduation rate of 90.7% for SY22.

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

State waived the Reading and Math concordance scores for FY20 and FY21. In order to maintain 90.7% or increase, students will need to meet the testing requirements. The percentage of students attending school/classes is extremely low. Family obligations or responsibilities hinder students consistently coming to school. Lack of parental involvement in motivating students to come to school and/or attend class. Parent contact information is incorrect in SIS. Many students are unaccompanied minors; they do not live with custodial parents. Need for smaller class size to differentiate approaches to core subject cohorts

3. **Share possible solutions that address the root causes.**

Offer ACT/SAT tutoring for reading and math. Offer incentives for attending tutorials. Host Boot Camps during school hours for lowest 25%. Provide Credit Recovery support/offer more Edgenuity on the Master Board. Offer Credit Recovery and Co-Enrollment after school. Hold grade level assemblies twice a year to explain the importance of meeting graduation requirements before April.

4. **How will school strengthen the PFEP to support Graduation Rate?**

- **Communication**

Call-outs, website, translated flyers, emails, marquee. To continue these ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Host Curriculum Night as the first Parent Night to explain graduation requirements. Host a college and career fair to showcase post secondary options for students (local and out-of-county)

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

- **School**

Offer Parent Trainings and Professional Development to explain how parents and teachers can support graduation requirements

- **Students**

Attend SAT/ACT tutorials and Boot Camps. Participate in class to increase their reading and math comprehension

- **Parents**

Encourage students to attend school/classes and actively participate

- **Staff Training**

Provide access to the necessary professional development and trainings for teachers and support personnel to support student success towards graduation

- Accessibility

Ensure that up to date is communicated in home languages vis call-outs, student email, parent email, and school website. Invite CLFs to attend parent meetings and conferences as needed. We will continue to provide accommodation to Limited English Proficiency, Disabilities, Migratory Work and Homeless families as identified

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching, exceeding optimum academic potentials and reducing achievement gaps.

**Budget Total: \$585,071.71**

Acct Description	Description							
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	2 classroom teachers and 1 resource teacher	3	\$19.00	7	7	1	Original	\$2,793.00
Social Service Facilitator	The SSF will provide social and emotional support and resources to students in grades 9-12, support student and teacher growth in following positive behavior support plan, visit the homes of students that have academic and attendance concerns, and participate during parent-teacher conferences.							
Classroom Teacher	The social science teacher will provide students in grades 9-12 support through smaller group instruction, foundational support/reinforcement, and infuse literacy strategies.							

Acct Description	Description								
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified Teacher Credit Recovery / All Subjects / July 3-20, 2023	3	\$37.00	4	4.5	3	Certified	Original	\$5,994.00
	Certified Teacher Afterschool Tutorials in ELA, science, social science, math / 9-12 grade / September 2023-April 2024	3	\$37.00	4	2.5	29	Certified	Original	\$32,190.00
	Certified Teacher Credit Recovery / All Subjects / June 3-27, 2024	3	\$37.00	4	4.5	4	Certified	Original	\$7,992.00
Online subscription	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Total</b>
	Turnitin / promote academic integrity, streamline grading and feedback, and improve student outcomes (originality report, grammar, mechanics, drag and drop edits, draft coach, customized rubrics, and more) - Grades 9-12, all core subjects; Student count - 2500						2500	\$4.50	\$11,250.00
Resource Teacher	Provide pull out support to students in ELA, math and science (grades 9-12) in building a positive behavior management in the classroom, reduce truancy, and help develop positive schoolwide culture								
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Post-it Notes 4x6 3 pk	7	\$11.08	General Supplies		Original	\$77.56		
	Protractor 12pk	50	\$3.16	Manipulatives		Original	\$158.00		
	Colored Pencils 24pk	61	\$3.26	General Supplies		Original	\$198.86		
	Graphing Calculators	506	\$10.82	Manipulatives		Original	\$5,474.92		

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Battery AAA 36pk - science lab	2	\$15.90	Technology	Original	\$31.80
	Graphing Paper Ream	50	\$7.91	General Supplies	Original	\$395.50
	Glue Sticks 60ct	4	\$21.41	General Supplies	Original	\$85.64
	Plastic Rulers	500	\$0.52	General Supplies	Original	\$260.00
	Wet Erase Marker 8ct	25	\$10.95	General Supplies	Original	\$273.75
	Digital Scales - math and science classes	30	\$106.98	Manipulatives	Original	\$3,209.40
	Black Pens Box	300	\$2.03	General Supplies	Original	\$609.00
	Tape Refill 16pk	5	\$33.26	General Supplies	Original	\$166.30
	Post-it Notes 3x3 14 per box	25	\$11.88	General Supplies	Original	\$297.00
	3M Paper 40 sheets	3	\$46.66	General Supplies	Original	\$139.98
	Shipping	1	\$0.19	General Supplies	Original	\$0.19
	File Folder Box	30	\$7.09	General Supplies	Original	\$212.70
	Highlighters 5pk	400	\$2.37	General Supplies	Original	\$948.00
	Ruled Chart Paper 4 pack	7	\$110.87	General Supplies	Original	\$776.09
	Erasers pink 24 pk	25	\$9.23	General Supplies	Original	\$230.75
	Chart Markers	30	\$4.81	General Supplies	Original	\$144.30
	Battery AA 36pk - science lab	3	\$15.90	Technology	Original	\$47.70

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Masking Tape 2inch	5	\$7.32	General Supplies	Original	\$36.60
	White Copy Paper - Case	532	\$44.61	General Supplies	Original	\$23,732.52
	Pencils	50	\$14.77	General Supplies	Original	\$738.50
	Color Copy Paper Ream	140	\$4.97	General Supplies	Original	\$695.80
	Dry Erase Markers 4pk	50	\$7.12	General Supplies	Original	\$356.00
	Battery 9Volt 4 pk - science lab	3	\$8.98	Technology	Original	\$26.94
	Blue Pens Box	300	\$2.03	General Supplies	Original	\$609.00
	Dry Erase Marker Kit	200	\$8.38	General Supplies	Original	\$1,676.00
	Erasers Cap box 144	10	\$9.96	General Supplies	Original	\$99.60
	Compass	301	\$1.31	Manipulatives	Original	\$394.31
Social Service Facilitator	The SSF will provide social and emotional support and resources to students in grades 9-12, support student and teacher growth in following positive behavior support plan, visit the homes of students that have academic and attendance concerns, and participate during parent-teacher conferences.					
Classroom Teacher	The reading teacher will provide students in grades 9-12 support through smaller group instruction, foundational support/reinforcement, and infuse literacy strategies.					
ITSA	The secondary technology support technician will provide assistance to teachers with implementation of software programs to assist with differentiated instructions, support teachers and students with hardware issues, troubleshoot tech issues, support testing with tech backup, Smartboard support, and oversee site technology.					



<b>Acct Description</b>	<b>Description</b>									
Extra Periods	Two (2) extra periods for a core subject (math, ELA, science, and/or social studies) Grades 9-12 - Class size reduction and provide additional/targeted support to targeted students. Teachers name TDB in the Fall									
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Out-of-system (Long Term) 4 bilingual tutors for Math, Science, Social Studies, ELA (grades 9-12) 5 days per week, August 28, 2023 - May 10, 2024	4	\$15.00	5	7.5	30	Non-Certified	Original	\$67,500.00	

## Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$16,247.46**

<b>Acct Description</b>	<b>Description</b>						
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>
	Cheese Cloths - Science Fair Night with families	4	\$6.40	Program Supplies		Original	\$25.60
	UV Flashlight - Science Fair Night with families	25	\$9.72	Manipulatives		Original	\$243.00

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Prisms 25X50MM - Science Fair Night with families	70	\$8.13	Program Supplies	Original	\$569.10
	Cardstock ream	2	\$18.47	General Supplies	Original	\$36.94
	Alka Seltzer 72pk - Science Fair Night with families	4	\$9.50	Program Supplies	Original	\$38.00
	Color Copy Paper Astrobright pk	5	\$12.50	General Supplies	Original	\$62.50
	File Folders Pk	4	\$7.09	General Supplies	Original	\$28.36
	Pipe Cleaner 100pk - Science Fair Night with families	6	\$2.04	Program Supplies	Original	\$12.24
	Rock Salt box - Science Fair Night with families	10	\$1.92	Program Supplies	Original	\$19.20
	Water Bottles 8oz 12pk - Science Fair Night with families	24	\$2.68	Program Supplies	Original	\$64.32
	Pencils- pack	2	\$14.77	General Supplies	Original	\$29.54
	Envelopes Box of 500	4	\$17.62	General Supplies	Original	\$70.48
	Blue and Black Pens	20	\$2.03	General Supplies	Original	\$40.60
	Sugar - Science Fair Night with families	3	\$2.12	Program Supplies	Original	\$6.36
	Fresh Strawberries - Science Fair Night with families	12	\$4.98	Program Supplies	Original	\$59.76

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	White Copy Paper Case	12	\$44.61	General Supplies	Original	\$535.32
	Slinky - Science Fair Night with families	15	\$12.23	Program Supplies	Original	\$183.45
	Food Coloring 4pk - Science Fair Night with families	3	\$5.68	Program Supplies	Original	\$17.04
	Rubbing Alcohol - Science Fair Night with families	8	\$2.76	Program Supplies	Original	\$22.08
	Sharpies 8ct - Science Fair Night with families	25	\$8.38	General Supplies	Original	\$209.55
	Clear Plastic Cups 16oz 100ct - Science Fair Night with families	4	\$20.70	Program Supplies	Original	\$82.80
	Heavy Cream - Science Fair Night with families	6	\$3.56	Program Supplies	Original	\$21.36
	Quart Ziploc Bags 75 ct - Science Fair Night with families	8	\$8.86	Program Supplies	Original	\$70.88
	Gallon Ziploc Bags 38ct - Science Fair Night with families	16	\$4.79	Program Supplies	Original	\$76.64
	Milk Gallon - Science Fair Night with families	4	\$3.22	Program Supplies	Original	\$12.88
	9-volt Battery 4pk - Science Fair Night with families	3	\$8.98	Technology	Original	\$26.94
	Scissors- Science Fair Night with families	6	\$3.88	Program Supplies	Original	\$23.28

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Index Cards 100ct	3	\$1.35	General Supplies	Original	\$4.05
	Dish Detergent - Science Fair Night with families	2	\$2.47	Program Supplies	Original	\$4.94
	Stirer Sticks box - Science Fair Night with families	1	\$3.42	Program Supplies	Original	\$3.42
	Paper Towel 10 pk - Science Fair Night with families	2	\$27.66	Program Supplies	Original	\$55.32
	Vanilla Extract - Science Fair Night with families	2	\$5.98	Program Supplies	Original	\$11.96
	Prisms 25X75MM - Science Fair Night with families	70	\$8.13	Manipulatives	Original	\$569.10
	Salt - Science Fair Night with families	4	\$1.26	Program Supplies	Original	\$5.04
	Scotch Tape- Science Fair Night with families	9	\$0.74	Program Supplies	Original	\$6.66
	Steel Wool - Science Fair Night with families	6	\$10.68	Program Supplies	Original	\$64.08
	Unruled Chart Post It 6pk	1	\$149.62	General Supplies	Original	\$149.62
	Chart markers	10	\$4.81	General Supplies	Original	\$48.10

<b>Acct Description</b>	<b>Description</b>									
Out-of-system Subs for Parent Conferences	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Senior (Grade 12) Conference Days; Proposed 3 days in both Semester 1 and 2	2	\$19.00	7	3	7	Non-Certified	Original	\$5,586.00	
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Out of contracted hours, certified teachers will plan, make phone calls, prepare activities, and/or conduct/assist parent trainings, translate. Min of three Parent Training Workshop covering all core disciplines, acceleration, and enrichment grades 9-12 beginning August and ending in April (15 teachers, 5 hours, 3 events, 1 week, \$25)	10	\$25.00	1	5	3	Certified	Original	\$3,750.00	
	FASFA Application assistance events (multiple events after school)	2	\$25.00	10	3	1	Certified	Original	\$1,500.00	

### Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

**Budget Total: \$480,847.58**

Acct Description	Description								
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	ELA / Reading, Math, Science, Social Studies Coaches and Teachers;Data analysis, departmental mapping, collaboration, lesson/activity planning, test prepping, lab/activity prepping	25	\$25.00	4	4	1	Certified	Original	\$10,000.00
Travel out-of-county	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	AVID / June 2024 / Orlando; Purpose- To incorporate AVID into career and technical education, mathematics, Language Arts, and social studies; Registration- \$999; Transportation - \$133.50; Lodging- \$615; Per Diem - \$108					5	\$1,855.50	Original	\$9,277.50
Travel out-of-state	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	NABE (National Association for Bilingual Education) / March 27-30, 2024 / New Orleans, Louisiana; Purpose- Professional Development, advocacy for educational equity and excellence for bilingual/multilingual students as support for our dual language program and high ESOL populated student body; Registration- \$795; Transportation- \$495; Lodging - \$615; Per Diem - \$108					5	\$2,013.00	Original	\$10,065.00
	The Ron Clark Academy Experience Revolutionary Development for Educators / December 8-9, 2023; February 15-16, 2024 / Atlanta, GA; Purpose - Professional Development, Experience research-based teaching methods through workshops, classroom observations while increaing engagement, rigor, and promoting a culture of success; Registration - \$1050; Transportation - \$284; Lodging - \$507; per Diem - \$108					5	\$1,949.00	Original	\$9,745.00

<b>Acct Description</b>	<b>Description</b>																																																						
Coach	The math coach will conduct professional development in math 9-12, facilitate common planning meetings analyzing and interpreting math data with an emphasis on Algebra 1 and Geometry, assist math teachers with creating lessons and model best practices for math teaching.																																																						
Supplies	<table border="1"> <thead> <tr> <th data-bbox="443 342 1045 418">Item</th> <th data-bbox="1045 342 1232 418">Quantity</th> <th data-bbox="1232 342 1409 418">Rate</th> <th data-bbox="1409 342 1724 418">Supply Type</th> <th data-bbox="1724 342 1887 418">Type</th> <th data-bbox="1887 342 2028 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 418 1045 495">Sharpie Thin 8pk retractable</td> <td data-bbox="1045 418 1232 495">10</td> <td data-bbox="1232 418 1409 495">\$19.53</td> <td data-bbox="1409 418 1724 495">General Supplies</td> <td data-bbox="1724 418 1887 495">Original</td> <td data-bbox="1887 418 2028 495">\$195.30</td> </tr> <tr> <td data-bbox="443 495 1045 571">White copy paper</td> <td data-bbox="1045 495 1232 571">10</td> <td data-bbox="1232 495 1409 571">\$44.61</td> <td data-bbox="1409 495 1724 571">General Supplies</td> <td data-bbox="1724 495 1887 571">Original</td> <td data-bbox="1887 495 2028 571">\$446.10</td> </tr> <tr> <td data-bbox="443 571 1045 647">File Folders Box</td> <td data-bbox="1045 571 1232 647">4</td> <td data-bbox="1232 571 1409 647">\$7.09</td> <td data-bbox="1409 571 1724 647">General Supplies</td> <td data-bbox="1724 571 1887 647">Original</td> <td data-bbox="1887 571 2028 647">\$28.36</td> </tr> <tr> <td data-bbox="443 647 1045 724">Color Copy Paper Ream</td> <td data-bbox="1045 647 1232 724">10</td> <td data-bbox="1232 647 1409 724">\$4.97</td> <td data-bbox="1409 647 1724 724">General Supplies</td> <td data-bbox="1724 647 1887 724">Original</td> <td data-bbox="1887 647 2028 724">\$49.70</td> </tr> <tr> <td data-bbox="443 724 1045 800">Highlighters 8pk retractable</td> <td data-bbox="1045 724 1232 800">10</td> <td data-bbox="1232 724 1409 800">\$10.55</td> <td data-bbox="1409 724 1724 800">General Supplies</td> <td data-bbox="1724 724 1887 800">Original</td> <td data-bbox="1887 724 2028 800">\$105.50</td> </tr> <tr> <td data-bbox="443 800 1045 876">Blue/Black Pens bx</td> <td data-bbox="1045 800 1232 876">20</td> <td data-bbox="1232 800 1409 876">\$2.03</td> <td data-bbox="1409 800 1724 876">General Supplies</td> <td data-bbox="1724 800 1887 876">Original</td> <td data-bbox="1887 800 2028 876">\$40.60</td> </tr> <tr> <td data-bbox="443 876 1045 953">Color Ink for data print - high yield</td> <td data-bbox="1045 876 1232 953">1</td> <td data-bbox="1232 876 1409 953">\$809.00</td> <td data-bbox="1409 876 1724 953">Technology</td> <td data-bbox="1724 876 1887 953">Original</td> <td data-bbox="1887 876 2028 953">\$809.00</td> </tr> <tr> <td data-bbox="443 953 1045 1024">Post-it 14 per box</td> <td data-bbox="1045 953 1232 1024">4</td> <td data-bbox="1232 953 1409 1024">\$11.88</td> <td data-bbox="1409 953 1724 1024">General Supplies</td> <td data-bbox="1724 953 1887 1024">Original</td> <td data-bbox="1887 953 2028 1024">\$47.52</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Sharpie Thin 8pk retractable	10	\$19.53	General Supplies	Original	\$195.30	White copy paper	10	\$44.61	General Supplies	Original	\$446.10	File Folders Box	4	\$7.09	General Supplies	Original	\$28.36	Color Copy Paper Ream	10	\$4.97	General Supplies	Original	\$49.70	Highlighters 8pk retractable	10	\$10.55	General Supplies	Original	\$105.50	Blue/Black Pens bx	20	\$2.03	General Supplies	Original	\$40.60	Color Ink for data print - high yield	1	\$809.00	Technology	Original	\$809.00	Post-it 14 per box	4	\$11.88	General Supplies	Original	\$47.52
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Tch Res Staff Development	Provide support to staff on classroom management, positive schoolwide behavioral climate, truancy reduction and improve self motivation																																																						
Coach	The reading coach will conduct professional development in reading 9-12, facilitate common planning meetings analyzing and interpreting reading data, assist reading teachers with creating lessons, using online digital support, and model best practices for reading teaching.																																																						
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Acct Description	Description								
Out-of-system PD Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Social Studies ( 2 Days/6 Subs); PD Training, Unpacking standards, Data analysis, Curriculum planning, Test prepping, Data chats, Data dives, Best practices )	12	\$19.00	1	7	1	Non-Certified	Original	\$1,596.00
	Science ( 2 Days/6 Subs); PD Training, Unpacking standards, Data analysis, Curriculum planning, Test prepping, Data chats, Data dives, Best practices )	12	\$19.00	1	7	1	Non-Certified	Original	\$1,596.00
	Math ( 6 Days/6 Subs); PD Training, Unpacking standards, Data analysis, Curriculum planning, Test prepping, Data chats, Data dives, Best practices )	36	\$19.00	1	7	1	Non-Certified	Original	\$4,788.00
	ELA/Reading Grades 9-12 ( 6 Days/6 Subs); PD Training, Unpacking standards, Data analysis, Curriculum planning, Test prepping, Data chats, Data dives, Best practices )	24	\$19.00	1	7	1	Non-Certified	Original	\$3,192.00
Coach	The science coach will conduct professional development in science 9-12, facilitate common planning meetings analyzing and interpreting science data, assist science teachers with creating lessons/labs and model best practices for science teaching.								

## 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 High School teachers and staff are committed to providing a high quality educational program that will challenge all students to reach their full potential. Our school strives to build a partnership between the school, families, and community. To promote effective parent involvement, the staff welcomes input from parents and community members in decision making and encourages them to join us in the activities outlined in this plan. We work with parents as equal partners in the educational process.

## 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
Elena Villani	Principal
Tracy Bailey	Assistant Principal
Lashan King	Reading Coach
Lonedria Smith	AICE Coordinator
Venkata-Suseela Tadepalli	Science Coach
Hector Osorio	Math Coach
Melissa Royal	Parent

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

All students, parents and stakeholders are invited to attend SAC and parent trainings. At the opening meeting, the goals of the School Advisory Committee and membership are explained. Those interested in joining SAC submit their names through a form or are nominated by current members. At the following meeting, the new members are voted in by the stakeholders in attendance. The voting members are determined by the SAC representation compliance percentages. These members make up the quorum for voting.

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

The Comprehensive Needs Assessment stakeholder meeting for teachers and staff was held January 30, 2023. The stakeholder meeting for students, parents, businesses, and the community was held February 7, 2023 at 6:00 PM. The discussion included data analysis, parent engagement, root causes, barriers, fund allocations, and possible solutions.

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

At the Comprehensive Needs Assessment meeting, stakeholder recommendations were made to fund instructional and non-instructional positions, online subscriptions, supplies, and student tutorials. Funding will also be used provide parent trainings: Acceleration Night, Science and Math Night, Graduating, Now What? In addition to staff trainings: Test Taking Strategies and Employability Skills.

Name	Title
Elena Villani	Principal
Tracy Bailey	Assistant Principal
Lashan King	Reading Coach
Hector Osario	Math Coach
Lonedria Smith	AICE Coordinator

## 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?

August 22, 2023 in the cafeteria at 5:30 PM

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

Parentlink call-outs in home language, School website, School marquee

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

Computers, smartboard, paper, translators, invitation, agenda, PowerPoint presentation, compact, Parent Right To Know letters, pens, post-it notes, all documents translated and printed on color coded paper, folders

## 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

Test Taking Strategies

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

Teachers will learn a variety of evidence based strategies for student success on standardized tests.

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

The expected impact of the Test Taking Strategies is for teachers to develop a short-routine for parents to complete with their students prior to district / state assessments.

- What will teachers submit as evidence of implementation?

Teachers may submit a variety of documentation (example may include: a presentation, hand-out, conference notes) to explain how they shared the routine with parents.

- Month of Training

November 1, 2023

- Responsible Person(s)

Lonedria Smith

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Test Taking Strategies Teachers will learn a variety of evidence based strategies for student success on standardized tests.

- Number of Participants

TBD

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

TBD Goal: The expected impact of the Test Taking Strategies is for teachers to develop a short-routine for parents to complete with their students prior to district / state assessments.

- 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

From school world, to the real-world: Employability skills

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

Teachers will learn what employability skills are and how to connect them to their course curriculum.

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

The expected impact of the employability skills training is for teachers to share ways that parents can implement these skills at home to assist students with career readiness.

- What will teachers submit as evidence of implementation?

Teachers may submit a variety of documentation (example may include: a presentation, hand-out, conference notes) to explain how they shared the employability skills with parents.

- Month of Training

February 19, 2024

- Responsible Person(s)

Lonedria Smith

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

From school world, to the real-world: Employability skills Teachers will learn what employability skills are and how to connect them to their course curriculum.

- Number of Participants

TBD

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

TBD Goal: The expected impact of the employability skills training is for teachers to share ways that parents can implement these skills at home to assist students with career readiness.

- 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

Acceleration Night

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

Parents will understand how the Cambridge AICE Program and the College Board Advanced Placement Program can increase their student's academic success and provide students with college credit. Parents will learn time management strategies which are necessary for students taking acceleration courses.



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

During Acceleration Night, parents will create a pathway chart listing the courses students should take in 9th, 10th, 11th, and 12th grades. Parents will also be able to meet with staff members and ask various questions about the coursework and homework.

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

The expected impact of Acceleration Night is to increase student participation and performance in AICE and Advanced Placement classes.

- Date of Training

September 19, 2023

- Responsible Person(s)

Lonedria Smith

- Resources and Materials

Presentation, copies of pathway chart, and list of AICE & AP courses offered at LWCHS.

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

\$0.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

Acceleration Rate

- Number of Participants

TBD

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

TBD Goal: Parents will understand how the Cambridge AICE Program and the College Board Advanced Placement Program can increase their student's academic success and provide students with college credit. Parents will learn time management strategies which are necessary for students taking acceleration courses.

- 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**

Science and Math Night

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

Parents will understand how math and science related to their daily routines at home. Parents will learn how to conduct quick experiments at home. Parents will also learn how to make connections to math in the real-world.

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

During Science and Math Night, parents will rotate through stations and complete short demonstrations to reinforcing standards and benchmarks.

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

The expected impact of Science and Math Night is to increase student performance on state / district common assessments.

- **Date of Training**

November 14, 2023

- **Responsible Person(s)**

Venkata Suseela Tadepalli and Hector Osorio Cardona

- **Resources and Materials**

Materials for hands-on demonstrations; science and math reference sheets

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

on

- Amount (e.g. \$10.00)

\$0.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

Math and Science Night

- Number of Participants

TBD

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

TBD Goal: Parents will understand how math and science related to their daily routines at home. Parents will learn how to conduct quick experiments at home. Parents will also learn how to make connections to math in the real-world.

- 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

Graduating, Now What?

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

Parents will understand the options available to students post graduation. Parents will learn how to access college and financial aid applications. Parents may also meet with prospective employers.

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

During the Graduating, Now What training parents will rotate through a showcase of college and career vendors. Parents will use their showcase tracker to record vendor contact information.

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

The expected impact of the Graduating, Now What training is for parents to assist their students with creating a post-secondary plan which supports an increase in the graduation rate.

- Date of Training

March 5, 2024

- Responsible Person(s)

Lonedria Smith

- Resources and Materials

Copies of showcase tracker

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0.00

### 6. Reflection/Evaluation of Training #3

- Name of Training

Graduating, Now What?

- Number of Participants

TBD

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

TBD Goal: Parents will understand the options available to students post graduation. Parents will learn how to access college and financial aid applications. Parents may also meet with prospective employers.

- 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

Great Futures 21st Century Community Learning Center LWCHS

- Describe how agency/organization supports families.

The Center supports families by providing enrichment Learning by way of after school community learning center (Boys and Girls Club): -Tutoring in Core Contents -Enrichment (ex: New Comers Club, Girls Mentor Group, etc.) -Graduation & Post-Secondary Learning Prep -Community Involvement - Earn Community Service Hours -Parent and Student Training and so much more

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

A letter from organization stating partnership

- Frequency

Four days a week, provide direct services, as well as on-going support of students and their families individually.

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

- Name of Agency

TRIO EOC Palm Beach State

- Describe how agency/organization supports families.

Supports families by providing direct services (virtually) to Juniors, Seniors, and their parents on all things regarding navigating high school towards graduation to post-secondary learning readiness

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

A letter from organization stating partnership.

- Frequency

Office onsite so on-going parent and student workshops on career and college readiness (post-secondary learning prep).

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

- Name of Agency

Guatemala Mayan Center/ Multicultural Dept.



- Describe how agency/organization supports families.

The Center supports families by providing social services, language translation services, community service opportunities for our students, resource center for our parents and families, mentorship, academic guidance and support for our students. Immigration, legal, and citizenships personal assistance off campus. Primarily serving ESOL and Global students and their families.

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

Agenda displaying their participation. I will attempt to also receive a letter of their partnership.

- Frequency

As needed, upon request. They will provide one to one direct service. In addition, students and families can request and access their services individually.

## 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

Families are notified through translated flyers in English, Spanish, and Haitian Creole via emails, Title I tab on school website, school marquee in front of school, Parent link call-outs in home language, and flyers posted about school as necessary.

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

Parentlink call-out detail report, copies of translated flyers, and/or school website.

• Description

Families will gain knowledge by attending Curriculum Night (Open House), Academic showcases, periodically checking school website, school marquee in front of school, school advisory meetings, parent trainings, and parent conferences.

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

Parentlink call-out detail report, copies of translated flyers, copies of parent conference notes, SAC meeting documentation, parent trainings artifacts.

• Description

Families will gain knowledge by attending Curriculum Night (Open House), Academic showcases, periodically checking school website, school marquee in front of school, school advisory meetings, parent trainings, and parent conferences.

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

Parentlink call-out detail report, copies of translated flyers, copies of parent conference notes, SAC meeting documentation, and/or parent trainings artifacts.

- Description

Families are notified through translated flyers in English, Spanish, and Haitian Creole, Title I tab on school website, school marquee in front of school, call-outs, school advisory council meetings, parent trainings, and IEP meeting when applicable.

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

Parentlink call-out detail report, copies of translated flyers/invites, SAC meeting documentation, IEP notes when applicable, and/or marquee

- Description

Parent trainings will be offered at the usual Tuesday evening at 6:00, with translated flyers in English, Spanish, and Haitian Creole and translators. Additional days/times will be offered as needed.

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

Parentlink call-out detail report, copies of translated flyers/invites, and/or marquee

## 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

Most documents including invites and trainings documents will be translated in English, Spanish, and Haitian Creole to address our parent/student population, language facilitators will provide translation assistance as needed during meetings, and call-outs are in the family's home language. CLF will be present during meetings/conferences when necessary.

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

Parentlink call out details report, copies of translated invites and training documents

- Description

Our campus is fully accessible (designated parking spaces, ramps, elevators, etc). If a parent/student is in need of hearing or vision supplemental services, parent/student will need to notify the ESE Dept to ensure appropriate resources and accommodations will be met.

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

Copies of communications to appropriate departments to ensure accommodations were provided, photo of handicap section/parking and ramps

- Description

Families are notified through parent flyers, school website, school marquee in the front of the school, and call-outs. We will contact the Migrant Office for support to families.

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

Parentlink call out details report, copies of translated invites and training documents, sample communication to Migrant Office.

- **Description**

Families experiencing homelessness can reach out to a counselor or administrator, reach out to the Title I contact to assist with connecting families to the LWCHS McKinney-Vento school representative to link families to approved resources and providers.

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

School McKinney-Vento representative contact information and information provided by the McKinney-Vento office.

## **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**

TBD

- **Brief Description**

TBD

### **2. Activity #2**

- **Name of Activity**

TBD

• Brief Description

TBD

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

Coping Skills - Attending to students' social and emotional needs Lake Worth Community High School addresses students' coping skills and social emotional needs through a variety of options. We have a Behavioral Health Professional that can provide mental health assessments and treatments to students with mental health concerns. The Mental Health Professional offers individual counseling sessions to students on a weekly basis. Classroom teachers are provided Social Emotional Learning (SEL) resources and participate in the District-wide SEL spirit week as part of Palm Beach County's District-wide SEL Campaign. Each day during this week, there is a SEL Focus Day for teachers to complete activities to encourage Social Emotional Learning. Students are encouraged to express their feelings in positive and interactive ways. We have staff members that we send to Youth Mental Health First Aid (YMHFA) training to equip adults with the tools to identify signs of mental distress and effectively engage young people in compassionate conversations leading to referral for assistance to qualified sources. Foster a growth mindset - In order to promote a growth mindset among the students at Lake Worth Community High School, each school counselor is assigned an alpha to monitor the students until graduation. Each counselor meets with their students quarterly to discuss acceleration options, college and career readiness, and any other assistance that is needed. We also have a school psychologist that visits our school weekly to meet with a caseload of students. Teach resilience and perseverance - Due to the unique diversity of our school, we offer educational courses that teach the contributions of minorities. For example, we have Latin American History classes that address the comprehensive Hispanic culture. During Hispanic Heritage Month, we share the perseverance and achievements of Latinos through school-wide weekly announcements. The African American History class addresses the history of African culture. During Black History month, students complete and post projects as well as sharing History facts schoolwide. The Holocaust studies classes digs deep into the history of the Holocaust culminating with a Holocaust survivor speaker. Additionally students can join after-school clubs that recognize our students for academic excellence and provide cultural awareness to other students. Promote healthy habits AND promote positive behavior - Lake Worth Community High School implements a unified School-Wide Positive Behavior Management System. The SWPB Matrix is an interactive document that educates and reinforces our expectations of TROJAN P.R.I.D.E. The matrix is clearly displayed in classrooms and other pertinent campus locations to remind students to be Punctual, Respectful, have Integrity, to Dress for Success, and follow our high Expectations. Students are strongly encouraged to follow the TROJAN P.R.I.D.E. with short term and long term extrinsic motivation. We host quarterly Honor Roll assemblies; and have a UnBEElievable Trojan Wall. Develop student organizational skills - To keep with the high expectations of TROJAN P.R.I.D.E, teachers participate in collaborative professional development to personalize and differentiate instruction (D.I.) that targets the individual needs of students. These D.I. methods include developing organizational and study skills, as well as minimizing learning distractions. AVID, Advancement Via Individual Determination, is one of the programs at LWCHS that inspires students to advocate for their own learning. By promoting a growth mindset, AVID students are given post secondary preparation with a focus on soft career skills. We offer all levels of the AVID classes, including the Elective course where an Academic Tutor assists the students in all of the core subject areas. Build character and/or Develop a sense of service for others - Our student leaders are members of several groups on campus including Key Club, Interact Club, National Honor Society, Hispanic Honor Society, and Music Honor Society. These students organize volunteer service events and represent LWCHS in the community. Our Air Force Junior Reserve Officer Training Corp (AFJROTC) promotes community service, instills personal responsibility, character, and self-discipline. Through our Criminal Justice Academy, students gain leadership training through laboratory and classroom work.

## **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 early warning system begins with the establishment of the single school culture program and leadership through the SBT (School Based Leadership Team). The single school culture eliminates several factors in behavior that could affect the school's overall expectation for a positive environment. Students understand those expectations and that allows leadership to focus on the small percentage of negative student behavior. Behavior and attendance usually correlates to academic success. The following is the model for problem solving for early warning systems that entail procedures to identify students quickly and effectively. Tier 1 CORE=Schoolwide guidelines and expectations (Trojan Pride Matrix) \*Weekly SBT meeting which includes a multi-disciplinary approach to identifying student needs and implementation of personalized interventions to meet specific needs (emotional, behavioral, or academic). This team is dedicated to ensuring the social-emotional health of all Lake Worth Community High students. Tier 2=Supplemental Supports \*Lake Worth High offers on-campus experts within their respective fields who are available for meetings and consultation regarding individual student issues. These talented professionals include guidance counselors, a school-based team leader, community agency representatives, mentors, and other role models who provide a plethora of services to meet student needs. \* After school clubs and organizations provide personalized support to ensure the social-emotional needs of students are being met through mentoring and development of social skills. Lake Worth High School's early warning system is designed to identify at-risk students through data-based analysis. Early Warning Indicators include: attendance below 90 percent, regardless of whether the 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 ELA or mathematics; and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. The Early Warning Indicators Data Retrieval System utilizes the Educational Data Warehouse (EDW) and Performance Matters data allowing teachers and administrators to view student attendance, academics, and/or behavioral concerns. Tier 3=Intensive Daily Monitoring Rules and Consequences for Early Warning Indicators also include: Attendance - if a student is absent 10 or more days 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 (except EOC courses). 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. Before the result of suspension, we refer the student to our School Based Team (SBT). We provide a range of alternative actions prior to suspension to maximize instructional time including but not limited to: community service, after school detentions, Saturday detentions, attendance contracts, behavior contracts, progress monitoring, alternative drug prevention programs, counseling and mentoring. Suspensions are the last result of progressive discipline after several alternative interventions. 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 averse consequence. Most minor violations should be managed at the classroom level without an official discipline referral. Lake Worth Community High implements a unified School-wide Behavioral Management System. The following components are in place to ensure consistent focus on academics and instruction: \*School-wide Positive Behavior Matrix-Teachers receive ongoing training and lesson plans to explicitly educate and reinforce our positive expectations of TROJAN P.R.I.D.E. The matrix is interactive and clearly displayed in classrooms and other pertinent campus locations to remind students and staff of our positive expectations. \*Punctuality and attendance are strongly encouraged with short and long term rewards in place for students. \*Teachers participate in collaborative professional development to personalize and differentiate instruction (D.I.) that targets the individual needs of students. These D.I. methods build positive classroom culture which contributes to personalized academic instruction and minimizes distracted behaviors. \*Students are recognized in school-

wide assemblies quarterly and/or student of the month recognition to reward positive behavior and academic achievement. To document implementation, our school will provide PB Plan & List of service providers.

## 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

Process used to determine core instructional needs (data) Teachers administer District common assessments and semester exams to determine if students' are meeting the standards of the content area. During Professional Learning Communities (PLCs), teachers analyze the data from these assessments and discuss opportunities to re-teach and/or hold small-group instruction. Based on end of year exams and teacher input, students are placed in challenging courses at the next level. How the school ensures instruction is aligned with the standards The district provides for each course a scope and sequence. This schedule ensures content and benchmarks for aligned, taught, and tested throughout the school year. Academic coaches and department chairs provide continued assistance during PLC with ensuring the departments are maintaining the fidelity of the course content and standards. In order to provide equitable access to high quality instruction, students of all levels are encouraged to enroll in a variety of accelerated core and elective courses. Students in these advanced courses will have the opportunity to achieve academic excellence and earn college credits all while on-campus at Lake Worth Community High. Course/electives that are not considered core-content / Course/electives that are focused on job skills LWCHS believes to be well-rounded, students need access to the arts and electives. In the arts, we offer Chorus, Drama, Performing and Marching Band, Portfolio, Creative Photography, 2-D, and 3-D Art. Additional electives to broaden their horizons include Holocaust, Latin American studies, African American history, Anatomy and Physiology, Marine Sciences. In order to connect the classroom learning to real world applications, our students can take Drafting and Design or Building and Construction. Through the Choice program, we offer Career Academies where students can earn certifications in areas of industry/technology and develop employment readiness skills which leads to immediate career success upon high school graduation. The academies include JROTC, criminal justice, early childhood, medical sciences, and culinary arts. These opportunities ensure students leave high school equipped to pursue a career. Opportunities to extend learning time To support students' need for additional learning time, we provide after-school tutoring. The tutorial not only services students with remediation needs, but enrichment for those in accelerated courses as well. To prepare for standardized testing, we host ACT, and SAT workshops and bootcamps. These programs are held during the school day and some Saturdays so that all students can attend. How extra curricular opportunities enrich the students' educational experience Lake Worth High School encourages students to participate in extracurricular activities. There are a plethora of Clubs for students to express themselves, network, and volunteer. A few of those clubs include National Honor Society, Future Builders of America (FBA), Health Occupations Students of America (HOSA), Computer Science, Art club, Tabletop Games, Key Club, Spanish Honor Society, Student Government, and Spectrum. Often students are connected with paid/volunteer internships and job shadowing opportunities via representatives from community organizations. LWCHS wants to enrich students' educational experience by aligning their career interests with volunteering opportunities both on and off campus that will build their leadership skills.

## 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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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 High School's comprehensive strategy to advance college & career awareness is to create a focus and positive shift in mindset of all stakeholders regarding the idea of college/trade accessibility and career skill development that it is possible for all. As a collaborative and unified effort, the College & Career Readiness team which includes the Choice Coordinator, AICE Coordinator, Advancement Via Individual Determination (AVID) Team, School Counselors, ESOL Coordinators, Athletic Director, Administrators, and Support Staff (such as Palm Beach State College TRIO staff & AmeriCorps Grad Coach) will work to expose, promote, and facilitate post-secondary learning for all. The team facilitates and enhances the preparation of all for their future after high school. This resource is for staff members, students, parents, and community to facilitate and provide access to ensure college & career readiness for all: individual & group support, trainings and workshops, opportunities to conduct post-secondary learning research, apply to college, register for college entrance exams (ACT/SAT/PERT), ACT/SAT/PERT tutorial, resume & college essay compositions, on-site & virtual college/university & vocational presentations, Completion of Free Application for Federal Student Aid (FAFSA), as well as assistance with transcripts, mentoring, interviewing preparation tips, and employment application. Host on-site, off-site, and virtual opportunities for both parents/guardians and students to learn of college/trade & career unmasking the perceived barriers and myths; educate all on the opportunities, resources, and reality of college/trade & career for all. Business partnerships and community support will be forged to educate via parent/guardian & student trainings/workshops, offer internships/job shadowing, host college and employment recruitment fairs, and to promote Lake Worth High School's post-secondary learning efforts via volunteering and donations of finances and resources. Additional strategies are to:

- Foster college level learners and career skill development via equity and access for all learners to enroll in college level rigor learning options; take Advance Placement and Cambridge AICE courses, enroll in Dual Enrollment courses at Palm Beach State College and here onsite:
- Intern/job shadow with local business/organizations of their career choice to develop skills & abilities
- Attend offered Academic & Exam ready tutorials (Core Subjects, ACT/SAT/PERT)
- Connect students with volunteer opportunities
- Establish Summer Institutes for additional parent & student support: AP/AICE Empowerment sessions, College & Career Academy, Financial Planning Workshops, host Academic questions & answer sessions facilitated by college/university representatives, connect students with paid & volunteer internship/job shadowing opportunities, and host employment readiness workshop to be facilitated via representatives from career services
- Early preparation via school wide AVID and College & Career participation by implementation of strategies & discussions taking place in each and every classroom throughout the year
- Promote Parental & Community involvement to further support our efforts to advocate for and ensure that all students will transition to post-secondary learning, either by attending college/trade or leaving equip to pursue a career.
- Actively encourage participation in the choice academy programs offered at Lake Worth High School to develop college & career readiness skills and abilities.

.JROTC - The students learn about Aerospace Science in the Air Force JROTC Academy. The program stresses leadership, citizenship and focuses on discipline and professionalism that is required in any academic or career endeavor. Representatives from all military branches visit for Q&As .Criminal Justice - Prepares students for responsible citizenship, further learning, and productive employment in Criminal Justice fields including Law/Courts, Law Enforcement, Crime Scene Investigation, Corrections, Probation, and Juvenile Justice .Early Childhood - Students interested in child-centered careers with pediatrics such as teaching, nursing, or psychology will learn the classic fundamental of child growth .Culinary Academy - Students get to use a nutrition lab and commercial state-of-the-art kitchen to learn about food science and preparation to create culinary delights .Medical Science - Prepares students interested in health care for college involving degrees in medicine, nursing, rehabilitation and sports therapy, radiology, pharmacy and veterinary medicine. These foundation classes will enable students to achieve industry certifications for job placement upon graduation



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

## 1. Professional Development

Lake Worth High has a Professional Development Team that facilitates schoolwide support. The results of 'Need Surveys' help to determine the many topics to be addressed in breakout sessions. Some of those sessions have included ESOL strategies, data analysis, understanding diversity, gallery walks, technology (Smart Boards), compliance for ESE, reading across the curriculum, AVID WICOR strategies, and testing strategies. Training sessions are facilitated by district personnel, agencies, consultants, departmental coaches, and teacher leaders. Every professional development session includes best practices and strategies for ensuring, maintaining, and improving status regarding academic growth for all students with a focus on our ESOL population in all core areas. Additionally, district trainings are available virtually year-round in all areas including core content, equity, safety, wellness, technology, collaboration, assessment & progress monitoring, and leaders specifics. Teachers new to Lake Worth High School meet monthly with department chair (PLC) to facilitate professional development and provide assistance as needed. Through the Educator Support Program (ESP), all teachers new to the profession, to a school or to the district receive specific support. Those new to the profession are assigned a mentor and complete a year long program. The mentor assists any other support needed for a successful first year. Teachers new to the district or a school are assigned a 'buddy' which is more of a school contact if they have any questions. Monthly 'huddles' are provided by the district recruitment department as a means of support for all new teachers in the district. Presentations may include topics like classroom set-up, discipline plans, classroom management, Professional Growth Plans, differentiated instruction and ethics to name a few. Learning Team Meetings are held monthly within departments allowing new teachers to learn new teaching strategies, how to follow the district's scope and sequence, and interpret student data from seasoned teachers. The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). We currently have District support (Curriculum Department) that facilitate ALL of the Literacy Department PLCs. We have the district Multicultural Department that are on campus weekly providing professional development opportunities, co-teach, and or modeling in our ELL sheltered teachers. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers implementing AVID Elements have the opportunity to attend a Summer Institute to receive initial and ongoing training. The Site team meets after school monthly to further their knowledge, support teacher implementation, and plan educational opportunities for students in the program. PD sessions will be offered face to face and online/virtual to staff. The school will also send staff to attend in county and out of county training and conferences.

## 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

Our goal is to hire certified, 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 Google Meet interviews. Alumni from previous years have been hired as they serve as positive role models. The Principal and Assistant Principals over the departments are responsible for the hiring process. Teachers new to Lake Worth High School meet monthly with the Teacher Ambassador and 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. New teachers meet with their Assistant Principal and Academic Coaches on a regular basis to discuss professional learning goals. Monthly Learning Team Meetings allow new teachers to learn new teaching strategies, how to follow the district's scope and sequence, and interpret student data from seasoned teachers. The New Teacher Program (ESP-Educator Support Program) consists of over 20 new teachers/educators at various stages. Educator Support Program meet to assist the new teachers with information such as school mission/vision, classroom set-up, discipline plans, classroom management, school data, Performance Matters, EDW, SIS, ESE, ESOL, gradual release, differentiated instruction, and ethics. Each new teacher has been assigned a mentor teacher (Clinical Ed. Certified). Teachers new to the school, new to the district, and second year teachers are assigned a buddy they can go to for support. Teachers that meet the screening criteria are eligible to receive extra pay in a number of ways. As a department chair, the teacher provides support to colleagues in their department with curriculum, data, and serve as the contact between the administration and teams. Teachers may become a tutor after school providing not only remediation but enrichment as well. Sponsor/coaching opportunities are always available for the many sports and clubs offered to all students. Monthly teacher and support staff are recognized through nominations by peers, photos are posted on the main hallway bulletin board, verbal recognition at faculty meetings, and a variety of donated incentives are given out. This is exciting and builds morale.