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

ELA

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

1. List prioritized needs statements.

-Increase ELA PM scores (FY23 9th grade 18%) -Increase ELA PM scores (FY23 10th grade 17%) a decrease of 14% from FY22 -Increase test attendance to 95% participation

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

-Large ELL class sizes with limited support for the amount of ELL students -Students struggle with vocabulary -Teachers need to provide more differentiated instruction in class to target individualized needs -Student are frequently absent or tardy to class and missing too much instructional time with a lack of parental support -Lack of consistent home support for attendance and academics

3. Share possible solutions that address the root causes.

-Smaller class size for ELA classes -Provide differentiation, extended learning opportunities, supplemental resources for enrichment and mastery -PD to staff on differentiated instruction and best practices -Staff to provide more support to students and families through coaching and trainings

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

• Communication

To ensure all stakeholders (ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated) are aware of how to promote student success via flyers, emails, school's website, and parentlinks will be used as methods of communication in various languages.

• Parent Training

Based on family survey input, we will provide various interactive ELA parent and student trainings and workshops.

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

- **School**

The school agrees and will work with students and their families to support student's success to achieve graduation.

- **Students**

Students agree to be active participants in their own education by working with both parents and teachers to ensure their maximum academic potential.

- **Parents**

Parents agree to be the link between teachers and students to meet the academic goals that are set in place.

- **Staff Training**

Learning Team Facilitator (LTF) will provide Professional Development to teachers to provide strategies for parents/guardians to help students at home.

- **Accessibility**

Support services to students and families are accessible to all stakeholders during meetings and activities at LWCHS including ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated.

Math

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

1. List prioritized needs statements.

1) Based on FY23, Increase scores on Algebra 1 (12%) and Geometry EOC (22%) by 5%, overall achievement was 17%. There was a decrease in academic results in Algebra 1. 2) Based on FY23, Increase test attendance percentages on school District and State assessment, current combined average (ALG 1 and Geometry) is 88.5%. We improved 5%, but we need to average 95% or better. 3) Increase students' school attendance.

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

1) Students are not consistently participating in classroom activities; lack of engagement and motivation for learning Math content. 2) Students are not taking assessments, or completing assignments, resulting in lower class grades (F or D). 3) School is providing the students with multiple opportunities for tutoring, but the students are not coming or connecting specially ELL and ESE students. 4) Teachers need to review teaching engaging strategies and technological tools to reinforce traditional lesson plans. 5) Lack of consistent home support for attendance and academics

3. Share possible solutions that address the root causes.

1) We need to increase parental involvement in the school; probably we need to 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. 2) Staff/Learning Team Facilitator (LTF) to provide professional development activities to teachers; Supplemental math PD staff will continue to provide professional development support for math strategies. 3) We need to create an incentive plan for tutoring sections (not Title 1 funded), different from extra credit. We may need to reach out to the Parent teacher association for funds to support the program. 4) Smaller class size to provide more support and intervention to students; provide extended learning opportunities to students. 5) Staff to provide more support to students and families through coaching and trainings

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

- Communication

To ensure all stakeholders (ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated) are aware of how to promote student success via flyers, emails, school's website, and parentlinks will be used as methods of communication in various languages.

- Parent Training

Based on family survey input, we will provide various interactive Math parent and student trainings and workshops.

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

- School

The school agrees and will work with students and their families to support student's success to achieve graduation.

- **Students**

Students agree to be active participants in their own education by working with both parents and teachers to ensure their maximum academic potential.

- **Parents**

Parents agree to be the link between teachers and students to meet the academic goals that are set in place.

- **Staff Training**

Learning Team Facilitator (LTF) will provide Professional Development to teachers to provide strategies for parents/guardians to help students at home.

- **Accessibility**

Support services to students and families are accessible to all stakeholders during meetings and activities at LWCHS including ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated.

Science

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

1. List prioritized needs statements.

1. 50% (based on attendance report FY24) or more of those students have irregular attendance as well missing periods-1/2 blocks (have lots of attendance issues) in Science classes. 2. More modified bell schedule days, so many students never show up to the school because of the extended periods. (Around 10 working days) 3. Fast pace of Scope and Sequence is hard for ELL students, to keep district pace teachers have very limited time to help critical concepts to our ELL students who need some extra time? 4. Students low motivation; Focus and less comprehension skills including reading data and graphing questions

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

Creating awareness among the student groups - failing class can lead them to not to graduate Encourage them to take school transportation rather than mom and dad drop offs Planning to help core subject teachers alternatively giving a chance to stay in their classes Students who are first time learning new concepts from other countries Lack of interest, motivation and lack of testing strategies are causing students problems to focus Continue PD support for science content areas

3. Share possible solutions that address the root causes.

Celebrating perfect attendance events Communicating with the students about failing classes Offering incentives (not funded by Title 1) on modified bell schedule days Alternatively disturb core subject classes like one time Math other time Science rather than testing all at a time. Possible making considerations on testing schedules. Helping ELL students by teaching various hands on labs and encourage tutoring after school or during their lunch time Celebrating student success events like perfect attendance, students who show growth in their academics pizza with the principal, etc every month (not Title 1 funded)

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

- Communication

To ensure all stakeholders (ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated) are aware of how to promote student success via flyers, emails, school's website, and parentlinks will be used as methods of communication in various languages.

- Parent Training

Based on family survey input, we will provide various interactive Science parent and student trainings and workshops.

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

- School

The school agrees and will work with students and their families to support student's success to achieve graduation.

- **Students**

Students agree to be active participants in their own education by working with both parents and teachers to ensure their maximum academic potential.

- **Parents**

Parents agree to be the link between teachers and students to meet the academic goals that are set in place.

- **Staff Training**

Learning Team Facilitator (LTF) will provide Professional Development to teachers to provide strategies for parents/guardians to help students at home.

- **Accessibility**

Support services to students and families are accessible to all stakeholders during meetings and activities at LWCHS including ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated.

Social Studies

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

1. List prioritized needs statements.

Student participation on common assessments (USAs) is under 90% overall (FY24). Students have irregular school and class attendance. Based on FY23, More than 60% of students miss 1-2 class periods per day. Student performance is below proficiency levels (particularly ELA).

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

Teachers are not testing all of their students. Teachers are not tracking absent students. The percentage of students attending school/classes is extremely low. Family obligations or responsibilities can hinder students' attendance. Students lack motivation to attend class during the school day. There is limited support facilitation in the US History classrooms for ELL students. There are multiple proficiency levels in each class period.

3. Share possible solutions that address the root causes.

The data for common assessments will be reviewed during Professional Learning Communities (PLCs) by the Learning Team Facilitator (LTF). Offer incentives (not Title 1) for USA participation and performance. Academic Tutors will push into U.S. History ELL classrooms to provide support for students. Use gamification to increase student engagement during lessons. Blooket is a game-based learning website that allows students to explore a wide variety of educational games. Purchase supplemental staff to reduce class size.

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

• **Communication**

To ensure all stakeholders (ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated) are aware of how to promote student success via flyers, emails, school's website, and parentlinks will be used as methods of communication in various languages.

• **Parent Training**

Based on family survey input, we will provide various interactive Social Studies parent and student trainings and workshops.

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

• **School**

The school agrees and will work with students and their families to support student's success to achieve graduation.

- **Students**

Students agree to be active participants in their own education by working with both parents and teachers to ensure their maximum academic potential.

- **Parents**

Parents agree to be the link between teachers and students to meet the academic goals that are set in place.

- **Staff Training**

Learning Team Facilitator (LTF) will provide Professional Development to teachers to provide strategies for parents/guardians to help students at home.

- **Accessibility**

Support services to students and families are accessible to all stakeholders during meetings and activities at LWCHS including ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated.

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. Aside from CTE, acceleration courses are limited to core subject areas (ELA, math, history, science)

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

There is limited academic support for students not proficient in reading and writing. The percentage of students passing AICE & AP/assessments is low. There are no elective AICE or AP courses offered.

3. Share possible solutions that address the root causes.

Additional teacher training is needed to prepare students for the AICE style testing. Offer supplement resources to support scaffold direct instruction. Offer pre-AICE class to introduce students to the rigor of AICE coursework. (Alter current pathways) Offer elective type AICE and AP courses to encourage student participation.

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

- Communication

To ensure all stakeholders (ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated) are aware of how to promote student success via flyers, emails, school's website, and parentlinks will be used as methods of communication in various languages.

- Parent Training

Based on family survey input, we will provide various interactive Acceleration parent and student trainings and workshops.

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

- School

The school agrees and will work with students and their families to support student's success to achieve graduation.

- Students

Students agree to be active participants in their own education by working with both parents and teachers to ensure their maximum academic potential.

- Parents

Parents agree to be the link between teachers and students to meet the academic goals that are set in place.

- **Staff Training**

Learning Team Facilitator (LTF) will provide Professional Development to teachers to provide strategies for parents/guardians to help students at home.

- **Accessibility**

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Graduation Rate

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

1. **List prioritized needs statements.**

SY22 graduation rate was 90.7% [awaiting SY23 graduation rate]

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

In order to maintain 90.7% or increase the graduation rate, students will need to meet the testing concordance requirements. The percentage of students attending school/classes is extremely low. Family obligations or responsibilities can 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 their custodial parents.

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

Offer SAT/ACT tutoring for reading and math. Offer incentives for attending tutorials. Offer alternative assessments like the Classic Learning Test (CLT) for students to meet concordance scores. Hire another Credit Recovery position to offer more Edgenuity sections on the Master Board. Offer Credit Recovery and/or 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**

To ensure all stakeholders (ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated) are aware of how to promote student success via flyers, emails, school's website, and parentlinks will be used as methods of communication in various languages.

- **Parent Training**

Based on family survey input, we will provide various interactive Graduation parent and student trainings and workshops.

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

- **School**

The school agrees and will work with students and their families to support student's success to achieve graduation.

- **Students**

Students agree to be active participants in their own education by working with both parents and teachers to ensure their maximum academic potential.

- **Parents**

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- **Staff Training**

Learning Team Facilitator (LTF) will provide Professional Development to teachers to provide strategies for parents/guardians to help students at home.

- Accessibility

Support services to students and families are accessible to all stakeholders during meetings and activities at LWCHS including ELL, ESE Migrant, Homeless, Foster Care, and the incarcerated.

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: **\$291,568.66**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Color copy paper - Ream	16	\$9.01	General Supplies	Original	\$144.16
	Pencils (144ct)	10	\$14.77	General Supplies	Original	\$147.70
	White copy paper	98	\$44.61	General Supplies	Original	\$4,371.78
	Erasers for student use	1	\$26.27	General Supplies	Original	\$26.27
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil	1	\$1,446.75	General Supplies	Original	\$1,446.75

Acct Description	Description																																																					
	<table border="1"> <thead> <tr> <th data-bbox="447 215 1287 321">Item</th> <th data-bbox="1308 215 1444 321">Quantity</th> <th data-bbox="1455 215 1602 321">Rate</th> <th data-bbox="1612 215 1780 321">Supply Type</th> <th data-bbox="1791 215 1906 321">Type</th> <th data-bbox="1917 215 2020 321">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 321 1287 378">pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1308 321 1444 378"></td> <td data-bbox="1455 321 1602 378"></td> <td data-bbox="1612 321 1780 378"></td> <td data-bbox="1791 321 1906 378"></td> <td data-bbox="1917 321 2020 378"></td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	pouches, student whiteboards, erasers, post-it notes																																														
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Extra Periods	(4) Extra Periods for core content area (Math, ELA, Science, and/or Social Studies) will provide students in grades 9-12 with a smaller class size to facilitate individualized instruction to better meet students' needs. Teachers- TBD																																																					
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="447 581 1014 654">Item</th> <th data-bbox="1035 581 1171 654">Quantity</th> <th data-bbox="1182 581 1297 654">Rate</th> <th data-bbox="1308 581 1392 654">Days</th> <th data-bbox="1402 581 1507 654">Hours</th> <th data-bbox="1518 581 1623 654">Weeks</th> <th data-bbox="1633 581 1780 654">Certified</th> <th data-bbox="1791 581 1906 654">Type</th> <th data-bbox="1917 581 2020 654">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 654 1014 849">Certified Teacher Afterschool remediation tutorials in ELA, science, social science, math / 9-12 grade / Starting September 2024</td> <td data-bbox="1035 654 1171 849">3</td> <td data-bbox="1182 654 1297 849">\$37.00</td> <td data-bbox="1308 654 1392 849">3</td> <td data-bbox="1402 654 1507 849">2.5</td> <td data-bbox="1518 654 1623 849">10</td> <td data-bbox="1633 654 1780 849">Certified</td> <td data-bbox="1791 654 1906 849">Original</td> <td data-bbox="1917 654 2020 849">\$8,325.00</td> </tr> <tr> <td data-bbox="447 849 1014 963">Certified Teacher Credit Recovery / All Subjects / June 30, 2025</td> <td data-bbox="1035 849 1171 963">3</td> <td data-bbox="1182 849 1297 963">\$37.00</td> <td data-bbox="1308 849 1392 963">1</td> <td data-bbox="1402 849 1507 963">4.5</td> <td data-bbox="1518 849 1623 963">1</td> <td data-bbox="1633 849 1780 963">Certified</td> <td data-bbox="1791 849 1906 963">Original</td> <td data-bbox="1917 849 2020 963">\$500.00</td> </tr> <tr> <td data-bbox="447 963 1014 1076">Certified Teacher Credit Recovery / All Subjects / June 9-26, 2025</td> <td data-bbox="1035 963 1171 1076">3</td> <td data-bbox="1182 963 1297 1076">\$37.00</td> <td data-bbox="1308 963 1392 1076">4</td> <td data-bbox="1402 963 1507 1076">4.5</td> <td data-bbox="1518 963 1623 1076">3</td> <td data-bbox="1633 963 1780 1076">Certified</td> <td data-bbox="1791 963 1906 1076">Original</td> <td data-bbox="1917 963 2020 1076">\$5,994.00</td> </tr> <tr> <td data-bbox="447 1076 1014 1190">Certified Teacher Credit Recovery / All Subjects / July 1 - 18, 2024</td> <td data-bbox="1035 1076 1171 1190">3</td> <td data-bbox="1182 1076 1297 1190">\$37.00</td> <td data-bbox="1308 1076 1392 1190">4</td> <td data-bbox="1402 1076 1507 1190">4.5</td> <td data-bbox="1518 1076 1623 1190">3</td> <td data-bbox="1633 1076 1780 1190">Certified</td> <td data-bbox="1791 1076 1906 1190">Original</td> <td data-bbox="1917 1076 2020 1190">\$5,994.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teacher Afterschool remediation tutorials in ELA, science, social science, math / 9-12 grade / Starting September 2024	3	\$37.00	3	2.5	10	Certified	Original	\$8,325.00	Certified Teacher Credit Recovery / All Subjects / June 30, 2025	3	\$37.00	1	4.5	1	Certified	Original	\$500.00	Certified Teacher Credit Recovery / All Subjects / June 9-26, 2025	3	\$37.00	4	4.5	3	Certified	Original	\$5,994.00	Certified Teacher Credit Recovery / All Subjects / July 1 - 18, 2024	3	\$37.00	4	4.5	3	Certified	Original	\$5,994.00								
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Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="447 1222 1140 1304">Item</th> <th data-bbox="1161 1222 1297 1304">Quantity</th> <th data-bbox="1308 1222 1434 1304">Rate</th> <th data-bbox="1444 1222 1539 1304">Days</th> <th data-bbox="1549 1222 1644 1304">Hours</th> <th data-bbox="1654 1222 1780 1304">Weeks</th> <th data-bbox="1791 1222 1906 1304">Type</th> <th data-bbox="1917 1222 2020 1304">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 1304 1140 1377">Substitute for Resource Teacher - Credit Recovery</td> <td data-bbox="1161 1304 1297 1377">1</td> <td data-bbox="1308 1304 1434 1377">\$19.00</td> <td data-bbox="1444 1304 1539 1377">7</td> <td data-bbox="1549 1304 1644 1377">7</td> <td data-bbox="1654 1304 1780 1377">1</td> <td data-bbox="1791 1304 1906 1377">Original</td> <td data-bbox="1917 1304 2020 1377">\$931.00</td> </tr> <tr> <td data-bbox="447 1377 1140 1450">Substitute for Social Science Teacher</td> <td data-bbox="1161 1377 1297 1450">1</td> <td data-bbox="1308 1377 1434 1450">\$19.00</td> <td data-bbox="1444 1377 1539 1450">7</td> <td data-bbox="1549 1377 1644 1450">7</td> <td data-bbox="1654 1377 1780 1450">1</td> <td data-bbox="1791 1377 1906 1450">Original</td> <td data-bbox="1917 1377 2020 1450">\$931.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Substitute for Resource Teacher - Credit Recovery	1	\$19.00	7	7	1	Original	\$931.00	Substitute for Social Science Teacher	1	\$19.00	7	7	1	Original	\$931.00																													
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Acct Description	Description
Resource Teacher	The Resource Teacher will support students in grades 9-12 providing an academic credit lab motivating and supporting students to recover credits in all subject areas.
Classroom Teacher	The Social Science Teacher will provide students in grades 9-12 foundational support/reinforcement through smaller group instruction and infuse literacy strategies.
Secondary Tech Support Tech STST	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).

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: \$132,152.93

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper	5	\$44.61	General Supplies	Original	\$223.05
	Pens	20	\$2.21	General Supplies	Original	\$44.20
	Post It Notes	2	\$13.99	General Supplies	Original	\$27.98

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Color paper	10	\$4.97	General Supplies			Original	\$49.70		
Social Service Facilitator	The Social Service Facilitator (SSF - SP) will provide support to families in following academic and positive behavior support plans, visit the homes of students that have academic, and attendance concerns, and participate during parent-teacher conferences.									
Social Service Facilitator	The Social Service Facilitator (SSF- HC) will provide support to families in following academic and positive behavior support plans, visit the homes of students that have academic, and attendance concerns, and participate during parent-teacher conferences.									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will plan, make phone calls, prepare activities, and/or conduct/assist parent trainings, or translate for parents outside of their contracted hours. There will be a minimum of two Parent Training Workshops covering all core disciplines, acceleration, enrichment, FASFA application assistance grades 9-12 beginning August and ending in April. (10 teachers, 4 hours, 3 events, 1 week, \$25 per hour)	10	\$25.00	3	4	1	Certified	Original	\$3,000.00	

Action Step: Professional Development

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

Budget Total: \$474,227.91

Acct Description	Description																												
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="464 310 1457 391">Item</th> <th data-bbox="1457 310 1604 391">Quantity</th> <th data-bbox="1604 310 1772 391">Rate</th> <th data-bbox="1772 310 1898 391">Type</th> <th data-bbox="1898 310 2022 391">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 391 1457 667">NABE (National Association for Bilingual Education) / February, 2025 / GA; Purpose: To grow dual language program, continue learning different strategies and skill to support the students and use the learned pedagogy to improve instructional delivery; Registration - \$795; Transportation - \$495; Lodging - \$615; Per Diem - \$108; Attendees - 3; TOTAL Cost = \$6039</td> <td data-bbox="1457 391 1604 667">1</td> <td data-bbox="1604 391 1772 667">\$6,039.00</td> <td data-bbox="1772 391 1898 667">Original</td> <td data-bbox="1898 391 2022 667">\$6,039.00</td> </tr> </tbody> </table>					Item	Quantity	Rate	Type	Total	NABE (National Association for Bilingual Education) / February, 2025 / GA; Purpose: To grow dual language program, continue learning different strategies and skill to support the students and use the learned pedagogy to improve instructional delivery; Registration - \$795; Transportation - \$495; Lodging - \$615; Per Diem - \$108; Attendees - 3; TOTAL Cost = \$6039	1	\$6,039.00	Original	\$6,039.00														
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NABE (National Association for Bilingual Education) / February, 2025 / GA; Purpose: To grow dual language program, continue learning different strategies and skill to support the students and use the learned pedagogy to improve instructional delivery; Registration - \$795; Transportation - \$495; Lodging - \$615; Per Diem - \$108; Attendees - 3; TOTAL Cost = \$6039	1	\$6,039.00	Original	\$6,039.00																									
Coach	The ELA/Reading Cohort Coach will conduct professional development (coaching continuum) in English 9-12, facilitate common planning meetings analyzing and interpreting English data, assist English teachers with creating lessons, using online digital support, and model best practices for English teaching.																												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 870 785 951">Item</th> <th data-bbox="785 870 1026 951">Quantity</th> <th data-bbox="1026 870 1220 951">Rate</th> <th data-bbox="1220 870 1629 951">Supply Type</th> <th data-bbox="1629 870 1845 951">Type</th> <th data-bbox="1845 870 2022 951">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 951 785 1016">Pens</td> <td data-bbox="785 951 1026 1016">10</td> <td data-bbox="1026 951 1220 1016">\$2.21</td> <td data-bbox="1220 951 1629 1016">General Supplies</td> <td data-bbox="1629 951 1845 1016">Original</td> <td data-bbox="1845 951 2022 1016">\$22.10</td> </tr> <tr> <td data-bbox="464 1016 785 1097">Copy Paper</td> <td data-bbox="785 1016 1026 1097">3</td> <td data-bbox="1026 1016 1220 1097">\$44.61</td> <td data-bbox="1220 1016 1629 1097">General Supplies</td> <td data-bbox="1629 1016 1845 1097">Original</td> <td data-bbox="1845 1016 2022 1097">\$133.83</td> </tr> <tr> <td data-bbox="464 1097 785 1179">Post It Notes</td> <td data-bbox="785 1097 1026 1179">2</td> <td data-bbox="1026 1097 1220 1179">\$13.99</td> <td data-bbox="1220 1097 1629 1179">General Supplies</td> <td data-bbox="1629 1097 1845 1179">Original</td> <td data-bbox="1845 1097 2022 1179">\$27.98</td> </tr> </tbody> </table>					Item	Quantity	Rate	Supply Type	Type	Total	Pens	10	\$2.21	General Supplies	Original	\$22.10	Copy Paper	3	\$44.61	General Supplies	Original	\$133.83	Post It Notes	2	\$13.99	General Supplies	Original	\$27.98
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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.																												
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.																												

Acct Description	Description
LTF	The Learning Team Facilitator (LTF) will perform data chats for all subjects, differentiate instructional practices, continue PD pedagogy, maintain PowerBi data, and graduation data support for grades 9-12.
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 w creating lessons and model best practices for Math 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 partnerships 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
Ashley Federico	Reading/ELA 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 16, 2024. The stakeholder meeting for students, parents, businesses, and the community was held January 23, 2024 at 6:00 PM in the media center. The discussion included data analysis, parent engagement, root causes, barriers, fund allocations, and possible solutions. Inputs were recorded in the CNA template and were used to finalize the SWP.

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/non-instructional positions (SSF), PRT during parent training, supplies, and student tutorials. Funding will also be used to provide two parent trainings: Acceleration Night and Testing 101. Staff trainings will include Test Taking Strategies and Test Prep at home.

Name	Title
Elena Villani	Principal
Tracy Bailey	Assistant Principal
Ashley Federico	Reading/ELA 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 21, 2024 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. Strategies will be shared with families.

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

When shared with families, 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, PTC conference notes) to explain how they shared the routine with parents.

- Month of Training

September 5, 2024

- Responsible Person(s)

Lonedria Smith

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Test Taking Strategies

- Number of Participants

TBD

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

TBD

- 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 to share with families.

- 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**

November 5, 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

- **Number of Participants**

TBD

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

TBD

- **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 be trained to 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 17, 2024

- **Responsible Person(s)**

Lonedria Smith

- **Resources and Materials**

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

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

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Testing 101

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

Parents will understand what tests their students are responsible for taking this school year as they prepare to meet graduation requirements. Parents will learn what resources they can access at home to help prepare students for testing.

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

Parents will have the opportunity to speak to academic coaches about upcoming tests as well as be trained to access practice websites.

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

The expected impact is for parents to assist their students with creating a time, plan, and access to resources to support an increase in test participation and scores.

- Date of Training

January 14, 2025

- Responsible Person(s)

Lonedria Smith

- Resources and Materials

Presentation, computers, Smartboard, post-it notes, chart paper, markers pens

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

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

Migrant Education Program

- Describe how agency/organization supports families.

Services Offered to families: Identification and Recruitment - The educational placement of children, interviewing of the parents or guardians, the recording of the families' eligibility, and the enrollment of the children into the Migrant Education Program (MEP). Supportive/Supplemental Services - Translations, medical, dental, nutrition, hygiene, mental health, transportation, and advocacy. Academic Services - Parenting classes, reading and mathematics computer programs, preschool placement assistance, computer lab, test prep, academic resources and summer camps. Parental Services - English language classes and computer programs, parenting classes, daily living skills and access to computer lab. Enrichment Services - College tours, college admission, and scholarship and FASFA assistance and Elementary Summer STEM Program. Migrant Parent Advisory Council (MPAC) - leadership activities for parents

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

A letter, email, or agenda including the organization's 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.

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

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.

Flyer, Agenda displaying their participation. A letter from organization stating partnership, email and thank you note

- Frequency

Four days a week, provide direct services, as well as on-going support of students and their families 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, and Parent link call-outs in home language.

- **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 5:30, 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' skills for learning and life (SLL) and using of district supported initiatives and interventions. 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. In addition to skills for learning and life (SLL), 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. During the month of May, we celebrate Haitian Flag Day with school-wide activities, food tasting, and a parade. 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 - effective time management and focus on learning 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 Latinos in Action, 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, in school suspension, after school 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, 3-D, journalism, Spanish, and French. Additional electives to broaden their horizons include Holocaust, Latin American studies, African American history, Bioscience, and 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, SAT, and CLT workshops and bootcamps. These programs are held during the school day and some Saturdays so 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 GSA. Often students are connected with paid/volunteer internships and job shadowing opportunities via representatives from community organizations. LWCHS wants to enrich students' educational experiences 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) 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/CLT/PERT), ACT/SAT/CLT/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 applications. 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/CLT/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

Lake Worth High 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 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, Artificial Intelligence (AI) in the classroom, 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 when 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, Academic Coaches, and departmental/subject area teams 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, Blender, 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 after school to all students. Activity busses are available for students in need of transportation home. 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.