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

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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 Progress Monitoring (PM) data shows that there was minimal growth in ELA scores from PM1 to PM2 across all subgroups. The PM2 data reveals that 81% of all students are levels 1 and 2. Sixty-two (62) percent of students scored a level 1 on the ELA PM2 assessment and nineteen (19%) scored at level 2. There was a 3% increase in levels 3 and above, however, there is a need to increase the overall percentage of proficiency students, and a need to show academic growth across all subgroups from PM2 to PM3. All subgroups remain stagnant from PM1 to PM2. Additionally, the data reveals that supplemental support is needed for the following standards across grade levels: ELA.V.1.2 "Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content." ELA.V.1.3 "Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level." ELA.R.2.1 "Explain how individual text sections and/or features convey meaning in texts." ELA. R.2.2 Analyze the central idea(s), implied or explicit, and its development throughout a text." ELA.k12.EE.1.1 Cite evidence to explain and justify reasoning.

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

Students have a deficit in foundational skills. Communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, differentiating instruction, implementing teacher led small group instruction with fidelity, and effectively using data to drive instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, to include but not limited to working hours, transportation, child care, and language. The school has 3 new ELA teachers and one teacher is brand new to the profession. Additionally, student absences have a direct impact on the decline in student achievement.

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

Teachers will continue to receive support in lesson planning and on-the-spot coaching from additional instructional support for ELA to help build teaching capacity. Additionally, teachers will receive instructional support to effectively implement ELL strategies in the learning process. Teachers will receive instructional support to provide ongoing professional development in planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, reviewing, refining, improving, and providing feedback and assessment of learning. Instructional support will be provided to teachers on how to use data reports that are intentional for instruction. Instructional support will be providing through coaching on how to disaggregate data to create critical lessons and instructional strategies to address student weaknesses on standards assessed on local and state assessments. Additional student support will assist in supplementing instruction to our struggling learners. Parents can attend trainings to learn about the various online tutorial programs available for students to receive additional support from home.

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

- Communication

Continue to use the Parent Link communication system to share information about our Title I Program such dates for annual Title I meeting and parent/family trainings. There will be before and after school tutoring and Saturday bootcamps available to remediate reading and writing skills. Parents can support the school by encouraging students to participate and provide transportation for students to attend Saturday bootcamps and before and after school tutoring.

- Parent Training

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night. Parents will learn to navigate the SIS Gateway program that provides parents/guardians timely access to their student's information including class schedule, past and current grades, discipline history, and attendance history. Middle school transition provide parents with strategies to assist their students with the transition to the secondary level.

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of FL Resiliency skills in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families. Teachers will be able to provide resources and strategies to parents that will help with assisting their children at home. Together the families and teachers will use combined strategies to promote academic success in the classroom.

- Accessibility

The school has facilities such as marked parking, modified bathrooms, and ramps so that they can be used by people of all abilities. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language. The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

## Math

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

1. List prioritized needs statements.

The Progress Monitoring (PM) data shows that there was a 9% increase in proficiency scores from PM1 to PM2 across all grade levels. The PM2 data reveals that 88% of all students are levels 1 and 2. Sixty-two (62) percent of students scored a level 1 on the Math PM2 assessment and 26% scored at level 2. There was a 9% increase in levels 3 and above, however, there is a need to increase the overall percentage of proficiency students, and a need to show academic growth across all subgroups from PM2 to PM3. All subgroups are showing an increase in proficiency from PM1 to PM2 with the exception of Native Americans with a 2.8% decline from PM1 to PM2. The data revealed that 6th grade students need supplemental support with performing operations with integers, positive decimals and fractions with procedural fluency Number Sense Operation Clusters. They also need supplemental support with algebraic reasoning and data probability & analysis clusters. The data shows that the 7th grade students currently need additional support in developing understanding of and applying proportional relationships in two variables (Algebraic Reasoning), and extending analysis of two- and three-dimensional figures to include circles and cylinders (Geometric Reasoning) The data shows that 8th grade students need additional practice and instruction in all Algebraic Reasoning standards such as reasoning of linear relationships and association in bivariate data with a linear equation. They also need additional support with solving linear equations, inequalities and systems of linear equations.

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

There is a large gap between home and school in regard to academic support for students. Students have a deficit in foundational skills. There is a communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, differentiating instruction, implementing teacher-led small group instruction with fidelity, and effectively using data to drive instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, including but not limited to working hours, transportation, child care, and language. The school has 3 math teachers with less than three years of teaching experience. Additionally, student absences have a direct impact on the decline in student achievement.

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

Teachers will continue to receive support in lesson planning and on-the-spot coaching from additional instructional support for Math to help build teaching capacity. Additionally, teachers will receive instructional support to effectively implement ELL strategies in the learning process. Teachers will receive instructional support to provide ongoing professional development in planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, reviewing, refining, improving, and providing feedback and assessment of learning. Also, resources both print and online are needed for remediation, tutoring, and reteaching state standards to meet proficiency goals. Teachers will need professional development in differentiating instruction and providing supplemental instruction to struggling learners. Parents can attend trainings to learn about the various online tutorial programs available for students to receive additional support from home.

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

- **Communication**

Continue to use the Parent Link communication system to share information about our Title I Program such dates for annual Title I meeting and parent/family trainings. There will be before and after school tutoring and Saturday boot camps available to remediate students on standards identified as a weakness on the Progress Monitoring assessments. Parents can support the school by encouraging students to participate and provide transportation for students to attend Saturday boot camps and before and after school tutoring.

- **Parent Training**

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night. Parents will learn to navigate the SIS Gateway program that provides parents/guardians timely access to their student's information including class schedule, past and current grades, discipline history, and attendance history. Middle school transition provide parents with strategies to assist their students with the transition to the secondary level.

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of FL Resiliency skills in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families. Teachers will be able to provide resources and strategies to parents that will help with assisting their children at home. Together the families and teachers will use combined strategies to promote academic success in the classroom.

- Accessibility

The school has facilities such as marked parking, modified bathrooms, and ramps so that they can be used by people of all abilities. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language. The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

## Science

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

1. List prioritized needs statements.

The FY23 Science state assessment reveals that 81% of LWMS 8th grade students did not meet mastery. There is a need to increase the number of proficient students from 19% to 25%. The data from the winter diagnostics revealed that supplemental support is needed across all subgroups in seven standards. FL.SC.6.L.14.1 Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms. FL.SC.7.E.6.4 Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. FL.SC.8.E.5.9 Explain the impact of objects in space on each other including: the Sun on the Earth including seasons and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body. FL.SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another. FL.SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics. FL.SC.8.L.18.4 Cite evidence that living systems follow the Laws of Conservation of Mass and Energy. FL.SC.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.



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

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

3. Share possible solutions that address the root causes.

Teachers will continue to receive support in lesson planning and on-the-spot coaching from additional instructional support for science to help build teaching capacity. Additionally, teachers will receive instructional support to effectively implement ELL strategies in the learning process. Teachers will receive instructional support to provide ongoing professional development in planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, reviewing, refining, improving, and providing feedback and assessment of learning. To address the root causes we determined that supplemental print and online resources are needed to address the needs of targeted students. Based on the data, there is a need for differentiated instruction to include increase parental engagement. Supplemental staff will conduct common planning with science teachers. There is a need to provide ongoing professional development, on-the-spot coaching, and planning critical lessons to build teacher capacity in determining learning objectives, teaching through questioning, practicing before assessing, reviewing, refining, and improving, and providing feedback and assessment of learning. Additional student support will assist in supplementing instruction to our struggling learners.

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

- Communication

Continue to use the Parent Link communication system to share information about our Title I Program such dates for annual Title I meeting and parent/family trainings. There will be before and after school tutoring and Saturday boot camps available to remediate students on standards identified as a weakness on the Winter Diagnostic assessment. Parents can support the school by encouraging students to participate and provide transportation for students to attend Saturday boot camps and before and after school tutoring.

- **Parent Training**

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night. Parents will learn to navigate the SIS Gateway program that provides parents/guardians timely access to their student's information including class schedule, past and current grades, discipline history, and attendance history. Middle school transition provide parents with strategies to assist their students with the transition to the secondary level.

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of FL Resiliency skills in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families. Teachers will be able to provide resources and strategies to parents that will help with assisting their children at home. Together the families and teachers will use combined strategies to promote academic success in the classroom.

- Accessibility

The school has facilities such as marked parking, modified bathrooms, and ramps so that they can be used by people of all abilities. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language. The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

## Social Studies

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

### 1. List prioritized needs statements.

Fifty-nine (59) percent of 7th grade students scored below level 3 on the Civics FY23 EOC. There is a need to increase the number of proficient students from 41% to 50%. Additionally, the data reveals that supplemental support is needed across all subgroups with standards SS.7.CG.1.7: Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution and SS.7.CG.3.5: Explain the amendment process outlined in Article V of the U.S. Constitution.

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

Inconsistent scaffolding and support for ELL and SWD. Students are challenged by complex concepts and questions. Their is a large gap between home and school in regard to academic support for students. Inconsistent scaffolding and support for ELL and SWD. Communication barrier to notify parents of academic and behavioral concerns in a timely manner. Teachers display challenges in the areas of reteaching/remediating critical areas of focus, using ELL strategies effectively during instruction and learning activities, and differentiating instruction. The majority of parents are not involved with the learning process at home or school due to various external factors, to include but not limited to working hours, transportation, child care, and language. Additionally, student absences have a direct impact on the decline in student achievement.

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

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

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

- Communication

Continue to use the Parent Link communication system to share information about our Title I Program such dates for annual Title I meeting and parent/family trainings. There will be before and after school tutoring and Saturday boot camps available to remediate students on standards identified as a weakness on the Winter Diagnostic assessment. Parents can support the school by encouraging students to participate and provide transportation for students to attend Saturday boot camps and before and after school tutoring.

- Parent Training

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night. Parents will learn to navigate the SIS Gateway program that provides parents/guardians timely access to their student's information including class schedule, past and current grades, discipline history, and attendance history. Middle school transition provide parents with strategies to assist their students with the transition to the secondary level.

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

- School

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of FL Resiliency skills in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families. Teachers will be able to provide resources and strategies to parents that will help with assisting their children at home. Together the families and teachers will use combined strategies to promote academic success in the classroom.

- **Accessibility**

The school has facilities such as marked parking, modified bathrooms, and ramps so that they can be used by people of all abilities. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language. The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

## **Acceleration Success**

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

1. List prioritized needs statements.

Approximately 17% of students did not meet the achievement level on the FY23 Algebra Honors end-of-course exam. Approximately 10% of students did not meet the achievement level on the FY23 Geometry Honors end-of-course exam. Additionally, 20% of the Hispanic and ELL subgroups did not meet mastery on the Algebra EOC and 25% of black students enrolled in Geometry did not meet mastery on the Geometry EOC. According to the Progress Monitoring data, Algebra students are struggling with solving quadratic equations in one variable and systems of linear equations and inequalities in two variables. They also need additional support with building functions, identifying their key features and representing them in various ways.

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

Parents do not have the capacity to assist students with algebra and geometry at home. Students may not have access to online tutorial programs at home.

3. Share possible solutions that address the root causes.

Parents can attend trainings to learn about the various online tutorial programs available for students to receive additional support from home.

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

- Communication

Continue to use the Parent Link communication system to share information about our Title I Program such as dates for annual Title I meeting and parent/family trainings. There will be before and after school tutoring and Saturday boot camps available to remediate students on standards identified as a weakness on the Progress Monitoring assessments. Parents can support the school by encouraging students to participate and provide transportation for students to attend Saturday boot camps and before and after school tutoring.

- Parent Training

SIS Gateway and Understanding your students Report Card, Curriculum Night, Transition to Middle School, STEAM night. Parents will learn to navigate the SIS Gateway program that provides parents/guardians timely access to their student's information including class schedule, past and current grades, discipline history, and attendance history. Middle school transition provide parents with strategies to assist their students with the transition to the secondary level.

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Teachers and staff members will learn to interpret reports from online programs and provide parents with knowledge and strategies to monitor and support students at home. Training on the effects of FL Resiliency skills in the classroom, and the importance of establishing a welcoming and inclusive school for all students and families. Teachers will be able to provide resources and strategies to parents that will help with assisting their children at home. Together the families and teachers will use combined strategies to promote academic success in the classroom.

- Accessibility

The school has facilities such as marked parking, modified bathrooms, and ramps so that they can be used by people of all abilities. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language. The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

## Action Step: Classroom Instruction

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

**Budget Total: \$221,974.50**

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Classroom Teacher - Reading - 10058798	1	\$19.00	1	7.5	7	Original	\$998.00
Classroom Teacher	Classroom Teacher to provide intensive reading instruction to students in Grades 6-8.							



Acct Description	Description				
Educational consultants	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Latinos in Action	1	\$2,500.00	Original	\$2,500.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Kesler Science is a 5E Model that is a research-based pedagogy. It puts the responsibility for learning in the hands of students. Throughout the five stages - Engage, Explore, Explain, Elaborate, and Evaluate - student questions drive inquiry-based learning and help them to build a scientific skill set.	1	\$3,619.00	Original	\$3,619.00
	By upgrading the site licenses to NearPod and Flocabulary, we will be able to better meet the needs of our students. Both sites offer a range of ELL scaffolds in different subject areas. By incorporating the four pillars of instruction: Listening, Speaking, Reading and Writing, these two adaptive technologies can help to enhance instructional delivery in all classes. Additionally, NearPod includes character education, life skills lessons which is a high need for our school.	1	\$10,600.00	Original	\$10,600.00
IXL will provide students with unlimited practice problems with meaningful, up-to-date tracking on their progress. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.	1	\$21,250.00	Original	\$21,250.00	
Extra Periods	Intermittent Extra Periods: Industry certification tutoring Grades 6-8 January 2025-May 2025. 2 tutors x 2 periods per week x 1 period per day x 18 weeks at \$37/hour = \$2,664.00. Every Day Extra Periods: Middle School Credit Recovery for at-risk students to make up credits through the Edgenuity program during the school day to address the gap for students who may not have the ability to stay after school. Cristelina Milan				

Acct Description	Description									
	and Benito Jean. $\$4500 \times 2 = \$9,000.00$ . Class Size reduction (ESOL): Teachers TBD - ELA, Math, Science, S - Grades 6-8 - 3 staff x $\$4500 = \$13,500$									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Pens/Pencils/Paper	1	\$183.50	General Supplies			Original	\$183.50		
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>	
	Science tutorial before/after school Grades 6-8 beginning October 2024-May 2025	5	\$37.00	2	1	28	Certified	Original	\$10,360.00	
	Math tutorial before/after school Grades 6-8 beginning October 2024-May 2025	5	\$37.00	2	1	29	Certified	Original	\$10,730.00	
	ELA tutorial before/after school Grades 6- 8 beginning October 2024-May 2025	5	\$37.00	2	1	29	Certified	Original	\$10,730.00	
	Reading tutorial before/after school Grades 6-8 beginning October 2024-May 2025	4	\$37.00	2	1	28	Certified	Original	\$8,288.00	
	Social sciences tutorial before/after school Grades 6-8 beginning October 2024-May 2025	5	\$37.00	2	1	28	Certified	Original	\$10,360.00	

## Action Step: Professional Development

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

Budget Total: \$231,112.00

Acct Description	Description														
Single School Culture Coordinator	The Single School Culture Coordinator will monitor and support data-driven decision-making in ELA and Reading, implement academic coaching, and lead Common Planning meetings.														
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="464 488 1457 563">Item</th> <th data-bbox="1457 488 1606 563">Quantity</th> <th data-bbox="1606 488 1766 563">Rate</th> <th data-bbox="1766 488 1896 563">Type</th> <th data-bbox="1896 488 2032 563">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 563 1457 883">NABE - National Association of Bilingual Education is the only national organization devoted to representing Bilingual Learners &amp; Bilingual Education professionals. ESOL Coordinators will attend to learn best practices for ensuring equity for ELL students and professional development opportunities for teachers. Registration - \$800, Transportation \$1200, Lodging \$2000, Per diem \$144 = Total \$4144 per person</td> <td data-bbox="1457 563 1606 883">4</td> <td data-bbox="1606 563 1766 883">\$4,144.00</td> <td data-bbox="1766 563 1896 883">Original</td> <td data-bbox="1896 563 2032 883">\$16,576.00</td> </tr> </tbody> </table>					Item	Quantity	Rate	Type	Total	NABE - National Association of Bilingual Education is the only national organization devoted to representing Bilingual Learners & Bilingual Education professionals. ESOL Coordinators will attend to learn best practices for ensuring equity for ELL students and professional development opportunities for teachers. Registration - \$800, Transportation \$1200, Lodging \$2000, Per diem \$144 = Total \$4144 per person	4	\$4,144.00	Original	\$16,576.00
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Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$126,578.00**

<b>Acct Description</b>	<b>Description</b>																		
Community Resource Person	The Community Resource Person will assist with our ongoing attendance challenges and the increasing number of homeless students, this person assists with re-engagement and would be detrimental to losing it. This person will continue to assist with attendance, parent communication, etc.																		
Parent Support by School Staff	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Days</b></th> <th><b>Hours</b></th> <th><b>Weeks</b></th> <th><b>Certified</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Certified teachers will facilitate parent training on helping students successfully master the B.E.S.T standards.</td> <td>18</td> <td>\$25.00</td> <td>3</td> <td>1</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$1,350.00</td> </tr> </tbody> </table>	<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 teachers will facilitate parent training on helping students successfully master the B.E.S.T standards.	18	\$25.00	3	1	1	Certified	Original	\$1,350.00
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Overtime	Overtime for Parent Support by the Community Language Facilitators (2) to translate during parent and family trainings and for parent meetings. (3hrs, 9 days, 3 weeks)																		
Parent Support by Comm Language Facilitator	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Certified</b></th> <th><b>Type</b></th> </tr> </thead> <tbody> <tr> <td>CLFs will translate during Parent and Family Trainings and for parent meetings.</td> <td>Non-Certified</td> <td>Original</td> </tr> </tbody> </table>	<b>Item</b>	<b>Certified</b>	<b>Type</b>	CLFs will translate during Parent and Family Trainings and for parent meetings.	Non-Certified	Original												
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Parent Liaison - Para Level	The parent Liaison will strive to bridge the communication between school and home by helping parents get the information, help, and support they need to ensure their child's academic and social success in school. This individual will keep records of their involvement with parents and families. They will help cultivate parental interest in their children's schools and activities and ultimately develop the relationship between families and																		

Acct Description	Description														
	school. They will keep records of their involvement with parents and families. They help cultivate parental interest in their children's schools and activities. Parent Liaison II 40 hr/182 days Wajeane Theus														
Enrichment Contracts	<table border="1"> <thead> <tr> <th data-bbox="432 326 1507 402">Item</th> <th data-bbox="1512 326 1654 402">Quantity</th> <th data-bbox="1659 326 1795 402">Rate</th> <th data-bbox="1799 326 1927 402">Type</th> <th data-bbox="1932 326 2024 402">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 406 1507 639">Cox Science Center - The purpose of STEAM Night is to promote science, technology, engineering, arts, and math through interactive hands-on learning activities. Parents will rotate among 20 interactive hands-on training stations where they will learn how STEM concepts are applied through a series of experiments. 4/24/2025</td> <td data-bbox="1512 406 1654 639">1</td> <td data-bbox="1659 406 1795 639">\$700.00</td> <td data-bbox="1799 406 1927 639">Original</td> <td data-bbox="1932 406 2024 639">\$700.00</td> </tr> </tbody> </table>					Item	Quantity	Rate	Type	Total	Cox Science Center - The purpose of STEAM Night is to promote science, technology, engineering, arts, and math through interactive hands-on learning activities. Parents will rotate among 20 interactive hands-on training stations where they will learn how STEM concepts are applied through a series of experiments. 4/24/2025	1	\$700.00	Original	\$700.00
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Extra Time	Extra Straight Time for 2 CLFs will translate during parent trainings (PFEP) and for parent meetings.														

## 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

Students at Lake Worth Community Middle School (LWCMS) will receive the resources they need to be successful in high school. By applying The Warrior Way, the LWCMS community will succeed in preparing students for graduation and beyond. Parents will be encouraged to ask daily questions regarding their child's school experiences in order to take an active role in their child's education. In addition, parents will collaborate with teachers to improve communication and offer support and positive reinforcement. Students will be encouraged by all parties involved to cultivate a growth mindset and set academic objectives that will prepare them for high school. By clearly explaining instructional goals and fostering parent participation in the educational process, LWCMS is dedicated to involving parents in shared decision-making and encouraging them to become active participants in their child's education.

## 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.)

<b>Name</b>	<b>Title</b>
Silvia Van	Business Community Partner District
Laquandra Golf	Teacher/SAC Chair
Ana Pascual	Educational Support Employee
Edwin Tobar	Education Support Employee
Hachenide Alexis	Education Support Employee
April Leach	Teacher
Iris Reyes	Business Community Not District and Parent District
Caelethia Taylor	Principal Director
Iris Reyes	Assistant Principal
Jaelynn Duke	Student
Judith Thomas	Teacher
Lawrence Gordon	Parent Not District
Lindy White	Business Community Partner Not District
Milka Santos	Business Community Partner Not District

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

1. An announcement will be made at our SAC meeting held on May 14, 2024. Through the announcements, emails and call-outs via Parent Link, we actively recruited families that mirrored the demographic make-up of the community. 2. An announcement will be made at our initial SAC meeting held on August 20, 2024 and a written notice for the election of SAC members and vacancies were sent out to parents, school employees, and community members. 3. Council members representing teachers, education support employees, students, and parents were elected by their respective peer groups. Business and community leaders were appointed by the principal.

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

Documents from any meetings we have included Title I parent trainings, SAC Meetings (monthly), Open House, parent surveys, etc. . The stakeholders were a part of the CNA process during the spring SAC meeting that was held February 14, 2024 at 6:30 P.M. During the stakeholders meeting on February 15, 2024, there was open discussion regarding the identified needs, barriers and causes, and possible solutions. The stakeholders also provided input for family engagement trainings they would like to attend and ways families and schools can make a compact to obtain optimal student achievement. The data from the F.A.S.T. second progress monitoring data was used. During the SAC meeting we examined the climate and PM2 assessment data as part of the school improvement process to identify areas that need improvement.

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

Stakeholders were given notice of the scheduled meeting date and given the opportunity to provide input after discussing the previous year's information collected from surveys and evaluations. The recording template provided by the Title I district office was used to gather information from the stakeholders. The meeting was held on February 15, 2024 and the data was recorded and used to create the Comprehensive Needs Assessment document. Stakeholders provided the schools with ideas for family engagement trainings that would be helpful for parents to become more involvement in student learning at home. Per our CNA our stakeholders have expressed a need for someone to translate in Spanish and a CLF was hired to address this need.



<b>Name</b>	<b>Title</b>
Caelethia Taylor	Principal
Yolanda Gregory	Assistant Principal
Shannon Makowski	Assistant Principal
Peter Drolet	Assistant Principal
Laquandra Golf	Single School Culture Coordinator - Math
Tiffany Johnson	Single School Culture Coordinator - ELA

## **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?

The annual parent meeting will be held September 12, 2024 at 5:30 P.M. in the Media Center.

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

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

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

The following will be provided: 1. Agenda and sign-in sheets, 2. Title I Annual Meeting PowerPoint, 3. Title I Annual Meeting evaluation completed by all stakeholders in attendance ( all documents will be translated)

## Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Welcoming and Inclusive Environment

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

The staff will create Family Resource Centers within the school premises, serving as central points for families to obtain information, resources, and assistance. They will receive training on establishing and running these centers efficiently, ensuring they offer pertinent and beneficial resources.

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

Through the establishment of these Family Resource Centers, staff can foster a warm and inclusive atmosphere that promotes parent and family involvement, enhances relationships, and addresses the diverse needs of the families they support.

- What will teachers submit as evidence of implementation?

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

- Month of Training

February, 28, 2025

- Responsible Person(s)

September 2024

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

Using Signature SEL practices with parents/families

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

The three key SEL signature practices comprise: 1) initiating a welcoming activity or routine; 2) employing engaging strategies; and 3) fostering an optimistic conclusion. Given that teachers may not be aware of the personal challenges or emotions students may be grappling with before entering the classroom, it's essential to acknowledge that students may have encountered difficult or intense situations at home. Utilizing welcoming strategies at the beginning of lessons can assist students in moving beyond any preceding feelings and help establish a conducive tone for learning. Additionally, students can establish routines at home with family members to help them start the day on a positive note. Concluding lessons with an optimistic tone involves highlighting students' achievements during the class, emphasizing key learnings, and linking them to broader educational practices. Ending on a positive note can generate enthusiasm and potentially prompt students to share their daily learning experiences with their families.

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

Engaging families in the school's SEL endeavors and communicating students' advancements to their parents and guardians is crucial. This allows families to recognize the impacts of strengths, challenges, and external factors on how students approach each day. Moreover, it provides strategies to assist families in establishing a positive tone for students as they begin their school day.

- What will teachers submit as evidence of implementation?

PowerPoint, Sign in Sheets, Mindfulness Activity

- Month of Training

October, 2024

- Responsible Person(s)

Yolanda Gregory

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

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

Curriculum Night

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

Parents will receive essential information that will support their child's learning throughout the year. They will have the opportunity to see firsthand what their children will be learning, including an overview of the timetable, daily routine, and a detailed curriculum breakdown. This will also cover field trips and other topics that students are excited about. Additionally, parents will gain insight into homework expectations, evaluation practices, and necessary school supplies for their child's success. Teachers will outline their communication plans with students and parents, whether through emails, agendas, or other digital platforms. Overall, this will be an opportunity for the school and parents to connect and build a sense of community.

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

Use the occasion to meet the parents of their child's peers and participate in a group question and answer segment. Often, parents gain valuable insights from the questions raised by others. They will become acquainted with their child's learning environment and have the chance to tour the school, seeing firsthand where their child spends a significant part of their day. If parents are interested in volunteering, they will have the opportunity to learn how to become involved in their child's school.

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

Students are more likely to take their education seriously, perform well academically, exhibit better behavior in school, and take greater responsibility for their actions when they see their parents actively involved. Additionally, building connections between parents and teachers is essential for helping children achieve their academic potential both individually and in the classroom.

- Date of Training

September 2024

- Responsible Person(s)

Yolanda Gregory

- Resources and Materials

Invitations, sign-in sheets, agenda, PowerPoint, Handouts, Evaluations

- Amount (e.g. \$10.00)

0.00

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

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

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

Parents will engage with the SIS Gateway program, which offers timely access to their student's information, including class schedules, past and present grades, disciplinary records, and attendance history. They will be requested to bring their child's Chromebook, cell phone, or another device to take part in the interactive training. Moreover, parents will receive an overview of the Student Information System and understand the significance of this valuable resource for both themselves and their child.

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

Lake Worth Middle School staff members will be on hand to aid parents in creating their accounts. After accounts are set up, parents will be able to monitor their child's grades, behavior, attendance, and view FSA, FSQ, and USA scores and schedules. Additionally, parents will have the option to directly email teachers to inquire about their child's behavior and performance in specific classes.

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

Equipping parents with essential tools to track real-time data for their children will strengthen communication between teachers and parents, consequently promoting improved and consistent attendance as well as academic performance among students.

- **Date of Training**

November 2024

- **Responsible Person(s)**

Guidance Team



- Resources and Materials

Invitations, sign-in sheets, agenda, PowerPoint, Handouts, Evaluations

- Amount (e.g. \$10.00)

0.00

## 5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM Night

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

STEAM Night aims to advocate for science, technology, engineering, arts, and math at Lake Worth Community Middle School, involving both students and parents. Parents will rotate among 20 interactive hands-on training stations, where they will discover the practical applications of science, technology, engineering, and math concepts through a series of experiments. Additionally, they will engage with innovative art forms that stimulate their problem-solving abilities.

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

The hands-on stations featured at STEAM Night present exploratory ideas and fundamental questions aligned with educational standards. These stations address topics corresponding to middle school science and engineering standards, encompassing areas such as physical science, chemical science, earth/space science, and the nature of science. They offer parents visual and three-dimensional representations of foundational concepts.

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

The objective is to ignite a passion for science by strategically programming interactive exhibits that engage every mind.

- Date of Training

April 2025

- Responsible Person(s)

Peter Drolet

- Resources and Materials

Invitations, sign-in sheets, agenda, PowerPoint, Handouts, Evaluations

- Amount (e.g. \$10.00)

0.00

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

There is close collaboration between the Multicultural Department and Lake Worth Community Middle School. Every week, department translators spend time on campus helping families with language support and translations during parent conferences and registration. Also, the staff members assist with translation at all parent events, and offer family support services among other services provided by the Multicultural Department.

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

Form 1944: Language Interpreting Services Request Correspondence requesting services for families Pamphlets/brochures advertising services

- Frequency

As needed

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

- Name of Agency

Mckinney Vento

- Describe how agency/organization supports families.

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

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

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

- Frequency

Quarterly

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

- Name of Agency

American Association of Caregiving Youth

- Describe how agency/organization supports families.

Provide families with community resources of needed services, and assists children who are caregivers of a family member with support through skills-building and stress management groups.

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

Referral Form Emails Flyers/Brochure

- Frequency

As Needed

## Communication

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

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

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school will inform parents of Title I programs and other relevant information in a timely manner and in Spanish, English, and Haitian Creole. Methods in which parents will receive information are through our Annual Title I Meeting, SAC meetings, parent and family training sessions, through emails to parents for parent conferences, call-outs using Parent link, flyers sent home with students. We also advertise school activities and parent and family events on the school's marquee.

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

SAC agenda and minutes Parent link notifications Invitations

- **Description**

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

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

Invitations Conference Notes Parent Link Notifications

- **Description**

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

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

Invitations Parent Link notifications Conference Notes

- **Description**

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

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

Parent conference notes Calendar Invitation Hand outs

- **Description**

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

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

Parent conference notes Email/Calendar Invitations Hand outs

# Accessibility

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

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

- Description

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

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

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

- Description

The school has facilities such as marked parking, modified bathrooms, and ramps so that they can be used by people of all abilities. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language. The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing, transportation, and community resources. Additionally, families are accommodated with transportation to and from school for all compulsory age students.

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

Picture of Parking Spot for the disabled Picture of Modified bathrooms for individuals with disabilities Picture of Ramp for easy accessibility

- Description

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

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

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

- Description

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



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

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

## Other Activities

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

### 1. Activity #1

- Name of Activity

Family Literacy Event

- Brief Description

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

### 2. Activity #2

- Name of Activity

Science Fair

- Brief Description

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

### 3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

## Building Non-Academic Skills

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

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

## 1. Building Students' Non-Academic Skills

Lake Worth Community Middle provides counseling support for all grade levels by utilizing the Professional Behavioral Mental Health Specialist and all (5) school counselors. Their role in non-academic support includes: individual student counseling, scheduling, monitoring 504 plans, mentoring, attendance, mediations, and providing resources and referrals to outside counseling agencies. Some of our mental health programs include: CAPE, Chrysalis, multi-cultural, multi-lingual, D.A.T.A., and Project Success counseling. D.A.T.A. counselors provide counseling to students who have been identified as struggling with substance abuse. Project Success is a program that provides an on site counselor who deals with confidential counseling, coping and communication skills. C.A.P.E., Chrysalis and Multi-lingual are agencies that focus on helping students with a variety of issues such as depression, suicidal behavior, anxiety, and overall emotional difficulties. ICAN is the name of our after-school program which provides social and academic activities for our students. ICAN is open to the entire school population. Some of the non-academic activities of ICAN include sports, recreation, girl scouts, conflict resolution, and social skills. SQUAD leadership team is one of the specialized programs utilized to meet the non-academic needs of our students. An assistant principal spearheads this program. This group of students are selected by teacher referrals and are considered as needing role models. Students work on non-academic projects that focus on improving the school aesthetically. AVID (Advancement, Via Individual Determination) is a special program with a focus on specific strategies which target building students academic skills. This a research based program committed to instilling a growth mindset in all of our students. The program at our school is monitored by an assistant principal and the AVID coordinator. Students are selected by criteria based on grades and behavior. Students are provided support through AVID strategies that target academic and mentoring needs. The School-wide Positive Behavior Support (SwPBS) committee works to promote a positive school climate with the use of our "Warrior Way" where students are held accountable for their behavior. Students are encouraged to behave according to the tenets of the Warrior Way: "Be Responsible, Be Respectful, Be Safe & Be a Goal-Setter". The committee has updated the school's matrix with the guidelines to best accomplish the behavior that promotes the Warrior Way.

## SBT/MTSS Implementation

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

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

## 1. SBT/MTSS Implementation

The School Based Team (SBT) at Lake Worth Community Middle is comprised of professionals from various leadership roles within the school, including the SBT leader, counselors, administrators, School Behavioral Mental Health Professional, ESE and ELL contacts, and teachers. This team convenes weekly to discuss and analyze the academic and behavioral concerns of students and develop intervention plans to support them. The SBT reviews information submitted by referring teachers or staff members and strives to enhance capacity using the Multi-Tiered System of Supports (MTSS) Framework. Every student receives Tier 1 support, starting with the hiring of highly qualified teachers and placement in appropriate core classes. Administrators and school counselors work together to ensure the implementation of behavior standards. Teachers can initiate the SBT referral process for an individual student by completing an initial referral packet. The SBT members then determine if and when the tiered intervention process will begin. Supplemental Tier 2 interventions provide additional support for instruction, behavior, or both, and progress is monitored weekly through data collection. The next step is the Intensive or Tier 3 Instruction/Intervention plan, which offers teacher-directed, intensive support for all aspects of academic and curricular needs, including behavioral support. This requires collaboration from all educational stakeholders for each student. The SBT reviews and analyzes the success of these plans based on data and the student's response to the interventions. At Lake Worth Community Middle, before recommending a student for Tier 3, a teacher must provide nine weeks of academic or behavioral supplemental interventions. For students with an Individualized Education Program (IEP), the SBT reviews progress to determine eligibility for the Child Study Team (CST). The CST, a multidisciplinary educational team, is responsible for locating, identifying, evaluating, determining eligibility, and developing an IEP for students suspected of having educational disabilities. Teachers monitor progress and maintain logs identifying the research-based strategies and interventions used. This process typically takes eight to ten weeks. Conference notes document the results of these interventions, parents are informed of their child's response, and data is entered into the Student Information System.

## Provision of a Well-Rounded Education

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

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

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history,*

*geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

Lake Worth Community Middle is dedicated to providing all students with a well-rounded education, including various enrichment opportunities. The school offers a comprehensive curriculum that includes all state-required core courses across all subject areas, with each class's scope and sequence lessons aligned with the B.E.S.T. Standards. Instruction is individualized through data-driven methods tailored to meet each student's needs, addressing various learning styles with differentiated instruction. These instructional practices are refined through common planning sessions among teachers. The school features several Choice programs, part of the district's offerings, allowing students to apply for specialized academies. These include Biomedical Sciences, Pre-Engineering, Pre-Information Technology, and a Spanish Dual Language program. The Biomedical Sciences Academy is a three-year accelerated program where students complete 12 high school honors courses, preparing them for a career in medicine. Similarly, the Pre-Engineering Academy offers a three-year accelerated program where students can earn up to five high school credits, including honors credit in three courses, equipping them for future careers in engineering. The Spanish Dual Language program continues for students previously enrolled in similar elementary programs, providing rigorous academic instruction in which three core classes are taught in Spanish. Students also have access to a variety of electives to enhance their educational experience. The music department offers choices such as advanced and beginning band and chorus, with opportunities for competitions and field trips to the Kravis Center. The Art Department provides instruction in various art forms, including drawing and painting, with portfolio development to assist students aiming for acceptance into Schools of the Arts such as Dreyfoos School of the Arts. Physical Education classes cover exercise, health education, and a variety of sports not offered in the school's athletic programs. Beyond regular PE classes, students can try out for sports teams such as basketball, volleyball, baseball, softball, cheerleading, and track. Extracurricular activities are abundant, with options including First Priority, the Chess Club, Dance, Cheer, and many more. Students can also participate in intramural sports like flag football, soccer, and track and field. All students are encouraged to join activities that interest them. Following each F.A.S.T. Progress Monitoring assessment, the administration analyzes results to determine the best approach for tutorials or enrichment. Additionally, the academies, AVID, and the Science Department offer field trips to places like local colleges, the Solid Waste Authority, John D. MacArthur Beach State Park, and the Kennedy Space Center, providing students with valuable real-world experiences.

## Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- 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 Middle School is committed to building students' awareness of and readiness for post-secondary opportunities and the workforce. The counseling department conducts classroom visits to provide career awareness information and administer personality assessments to help students identify potential career paths. The results from these assessments and surveys guide students in selecting suitable career pathways. Examples of accelerated courses offered include Algebra I Honors, Geometry Honors, Spanish I, Physical Science Honors, Journalism, and Computer Fundamentals. Dual enrollment opportunities are available through the Medical and Engineering Academies, which provide additional high school credits. These academies serve as feeders to high schools that offer dual enrollment in college courses. Students have numerous opportunities to go on field trips that expose them to real-world experiences. For instance, the AVID program allowed students to visit Florida Atlantic University (FAU) to tour the campus and experience college life. The Medical Academy is affiliated with Keiser University and FAU, and students visit these universities to explore their chosen career paths at a college level. The Science Department organizes annual field trips to the Solid Waste Authority, where students learn about recycling, environmental monitoring programs, and the impact of plants, animals, and humans on ecosystems. They tour the Recovered Materials Processing Facility and the Home Chemical and Recycling Center. Additionally, the Science Department takes students to John D. MacArthur Beach State Park to study ecosystems and their importance in providing clean water. The Engineering Academy and 8th graders in Physical Science Honors visit the Kennedy Space Center to experience space exploration and engage in authentic NASA science, technology, engineering, and math learning activities. Additionally, students participated in JA Inspire Career Exploration Fair sponsored by Junior Achievement of South Florida. JA Inspire allows learners to explore the careers of the future and equip them with critical career readiness skills, ultimately preparing them for success.

## 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 Community Middle is equipped with two Single School Culture Coordinators (SSCC) for Mathematics and English Language Arts. These coordinators support Math, ELA, and Reading teachers in planning lessons during weekly Professional Learning Communities (PLCs). In addition, the SSCCs oversee the AVID Program and Schoolwide Positive Behavior programs and incentives for students. Professional development is provided each semester for all teachers to support English Language Learners (ELL) using the Talk Read Talk Write Framework. The SSCCs offer content-specific instructional support through coaching and modeling for Tier 2 and 3 teachers and provide professional development that is sustained, collegial, interactive, and results-oriented, facilitating teacher capacity and efficacy. An ELL instructional system has been established to drive the action plan for scaffolding student learning. This system promotes classroom interaction, integrate oral and written language instruction into content area teaching, provide regular, structured reading and writing opportunities, and facilitate academic language for English Language Learners. The administration and instructional leaders will utilize monitoring techniques such as lesson plan reviews, data analysis, classroom walks, student work samples/portfolios, student attendance, data chats, formal observations, and common planning attendance and participation. ELL strategies like Talk Read Talk Write and Tried-And-True strategies will promote value, clarify expectations, foster engagement, and support students in the learning process. These strategies will help improve student performance in the classroom and on state assessments by scaffolding instruction using methods such as Anchor Charts, Sentence Frames, Cognates, Word/Picture Banks, peer collaboration, and the four language domains: writing, speaking, reading, and listening. All teachers received training from a member of the Multicultural Education Department on using Talk Read Talk Write and Tried-And-True Strategies to support and sustain a culture of access, equity, and high-quality instruction necessary for the success of English Language Learners. The leadership team will also monitor the administration of district local assessments (FSQ and USA) and the use of technology programs like Achieve 3000, iXL Algebra and Geometry, and Reading Plus in all intensive reading classes. Teachers will engage in focused professional development, common planning, and data analysis to strengthen standards-based instructional practices and accelerate student learning in ELA, Math, Civics, and Science, particularly within the ESSA subgroups performing below the Federal index. Multicultural specialists will conduct professional development, model lessons for teachers, and provide on-the-spot instructional coaching to build teacher capacity and increase student achievement across all subgroups. Administrators and district specialists will attend weekly common planning sessions to support teachers in teaching the Primary Standards using best practices instructional strategies while addressing foundational gaps through Secondary Standards and Skills. Leadership will support core teachers in aligning their instruction with standards and best practices. The Educator Support Program (ESP) is mandatory for all new teachers entering the profession. ESP provides new teachers with mentors, training in The Florida Educator Accomplished Practices, and support in learning through the Marzano evaluation process. The Advancement Via Individual Determination (AVID) program strives to provide academic support and instruction to prepare students for college eligibility and career success. Administrators and teachers attend AVID Summer Institute where they receive tools to engage students in a curriculum based on rigorous standards driven by the WICOR method (Writing, Inquiry, Collaboration, Organization, and Reading). The Exceptional Student Education department benefits from online professional learning opportunities provided by Professional Development Alternatives, covering topics such as assessment and evaluation, differentiated reading instruction, foundations of exceptional education, and instructional practices. All teachers are encouraged and mandated to attend district trainings designed by content area to provide instructional strategies and support, helping students prepare for the next educational level and beyond.

# Recruitment and Retention of Effective Educators

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

## Recruitment:

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

## Retention:

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

## 1. Recruitment and Retention

As vacancies arise, especially in high-need subjects, we engage various stakeholders to fill these positions. The Human Resources Department is contacted, and open positions are posted on the District's career site and the external job site Indeed. Additionally, Lake Worth Community Middle School's administrators attend job fairs to search for effective and highly effective teachers. Once teachers are hired, every effort is made to support them and provide all necessary resources to ensure their success. Opportunities for additional hourly pay are available for afterschool tutoring, and stipends are offered for club sponsors. The Education Support Program established by the School District of Palm Beach County is implemented for all new teachers to help them grow professionally. Each new teacher is assigned a highly skilled, Clinical Education Trained, and knowledgeable mentor. These mentors provide support through mentoring, coaching, and modeling. Strategic dates are set aside for professional development seminars focusing on instructional practices, lesson planning, instructional delivery, and classroom climate. New teachers receive ongoing support for professional learning from the New Teacher Ambassador, mentors, Single School Culture Coordinators, District Specialists, and school administrators. The Voluntary Lead Mentor/New Teacher Ambassador also assists with recruiting and onboarding, emphasizing culture and systems building. The Voluntary Lead Mentor/Teacher Ambassador provides information on the Marzano evaluation instrument used by Palm Beach County, including details about the Focus Model. A PowerPoint presentation on this topic is given, followed by a question and answer session to ensure teachers understand the evaluation process and the protocol instruments used. Collaborative planning is encouraged for every department, with SSCCs available in the Reading, ELA, and Math Departments to assist with instructional planning, delivery, and assessments. The principal maintains an open-door policy, welcoming open communication, feedback, and discussion.