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

ELA

1. List prioritized needs statements.

Increase ELA PM scores by a minimum of 5% (FY24 9th grade 26%) Increase ELA PM scores by a minimum of 5% (FY24 10th grade 27%) Increase test attendance to 95% participation

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

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

3. Share possible solutions that address the root causes.

Academic Tutors to push in to ELL and ESE classrooms (focus on small group); extended learning time Print and online remedial and enrichment materials; Vocabulary workbooks for both 9/10 grade for SAT/ACT Prep, Classic Learning Test (CLT) Prep Continue using the District's StudySync (software & workbooks) Additional staff to continue professional development and target student weaknesses using common assessment data; support to teachers in the classroom with planning and Progress Monitoring. Supplemental staff to support student behavior, create attendance initiative to address truancy, and assist with SBT/PBIS in providing services to students and families.

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

• Communication

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

• Parent Training

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

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

- School

Specifically state where parents and families should go to seek assistance with barriers to addressing the total need of their students

- Students

Utilize academic resources like attending after school tutoring Students will attend CLT/SAT/ACT tutorials and boot camps. Students will participate in class to increase their reading and math comprehension.

- Parents

Update contact information (address and phone number) in SIS for all contacts listed on the student's account

- Staff Training

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

- Accessibility

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

Math

1. List prioritized needs statements.

1) Increase scores on Algebra 1 (16%) and Geometry EOC (23%) by 5%, overall achievement was 22%. There was an increase in academic results in Algebra 1 and Geometry. 2) Increase test attendance percentage on school District and State assessment, current combined average (ALG 1 and Geometry) is 89.5%. We improved 5%, but we need to average 95% or better. 3) Increase students' school attendance.

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

1) Students are not consistently participating in classroom activities; lack of engagement and motivation for learning Math content. 2) Students are not taking assessments, or completing assignments, resulting in lower class grades (F or D). 3) School is providing the students with multiple opportunities for tutoring, but the students are not attending. 4) Teachers need to PD on engagement strategies and technological tools to reinforce traditional lesson plans - students and families.

3. Share possible solutions that address the root causes.

1) Increase parental involvement in the school; possibly offer virtual meetings in different languages to facilitate parent involvement and engagement. 2) Supplemental staff will provide professional development to teachers. Provide teachers with social and emotional support. 3) We need to create an incentive plan for tutoring sections, different from extra credit. We may need to reach out to Business Partners and Stakeholders for funds to support the program. 4) Supplemental staff to support student behavior, create attendance initiative to address truancy, and assist with SBT/PBIS in providing services to students and families. 5) Extended learning for students and materials for differentiated math instructions.

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

- Communication

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

- Parent Training

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

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

- School

Specifically state where parents and families should go to seek assistance with barriers to addressing the total need of their students

- **Students**

Utilize academic resources like attending after school tutoring Students will attend CLT/SAT/ACT tutorials and boot camps. Students will participate in class to increase their reading and math comprehension.

- **Parents**

Update contact information (address and phone number) in SIS for all contacts listed on the student's account

- **Staff Training**

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

- **Accessibility**

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

Science

1. List prioritized needs statements.

Increase Bio EOC scores from 54% proficiency to 59% which would be an increase of 5%. Students not aware of how attendance can lead to low grades in class and affect the graduation. Students not motivated to attend tutoring which provides one-to-one instruction to help them to achieve passing grades. Lack of parent involvement or engagement during school sponsored events.

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

Assist school with Business Partnerships so that staff members can request donations to support students and families. Provide donations that can be offered to students to increase their school and class attendance, participation, and performance. Consistent PD to support science curriculum and teachers and material to differentiate instructions Attend parents meetings to discuss opportunities available IN SCIENCE CLASSES and where student support is needed.

3. Share possible solutions that address the root causes.

Encourage 100% attendance incentives/rewards to motivate students to come to school. Positive parent calls on perfect attendance rewards. Host parents meetings to IN SCIENCE CLASSES To increase student motivation through teacher and student talks create awareness among students. Create data monitoring charts and hold data chats with students to discuss action plans like after school tutoring. Teacher Resource position to support student behavior, create attendance initiative to address truancy, and assist with SBT/PBIS in providing services to students and families. PD support to teachers and extended learning opportunities for students.

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

- Communication

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

- Parent Training

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

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

- School

Specifically state where parents and families should go to seek assistance with barriers to addressing the total need of their students

- Students

Utilize academic resources like attending after school tutoring. Students will participate in class to increase their reading and science comprehension.

- Parents

Update contact information (address and phone number) in SIS for all contacts listed on the student's account

- Staff Training

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

- Accessibility

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

Social Studies

1. List prioritized needs statements.

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

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

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

3. Share possible solutions that address the root causes.

The data for common assessments will be reviewed during Professional Learning Communities (PLCs) by the Learning Team Facilitator (LTF). Offer incentives for USA participation and performance as well as school attendance. Extended learning time and additional staff who will push into U.S. History ELL classrooms to provide support for students. Staff who will push into the U.S. History classrooms to provide support for students. More parental support on attendance and academics. Enrichment and remedial resources - use gamification and web 2.0 tools to increase student engagement during lessons.

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

- Communication

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

- Parent Training

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

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

- School

Specifically state where parents and families should go to seek assistance with barriers to addressing the total need of their students

- Students

Utilize academic resources like attending after school tutoring Students will participate in class to increase their reading and social studies comprehension.

- **Parents**

Update contact information (address and phone number) in SIS for all contacts listed on the student's account

- **Staff Training**

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

- **Accessibility**

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

Acceleration Success

1. List prioritized needs statements.

Increase acceleration proficiency on AICE and AP from 73% to 78% which would be an of increase 5%. Student performance in AICE & AP classes is low. Student performance on AICE & AP assessments is low.

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

There is limited academic support in the AICE & AP classrooms for students. The percentage of students passing AICE & AP/assessments is low. Students are not aware of the benefits of passing an AICE exam or earning the AICE Diploma Student attendance is a hindrance to their success in accelerated courses. Students are frequently absent or tardy to class and missing too much instructional time.

3. Share possible solutions that address the root causes.

Cambridge teacher training is needed to prepare students for the AICE style testing. Dedicated AICE & AP Coordinator/Counselor to hold Professional Learning Communities with teachers, support teachers in the classroom with planning and exam preparation, track student progress for AICE diploma, and meet with students and families as needed. Instead of offering a pre-AICE class, offer the AICE class to all (AICE European for all freshmen and AICE US for all Juniors). Provide supplement resources to support scaffold direct instruction. Extends learning time and more parent support on attendance and academics

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

- Communication

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

- Parent Training

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

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

- School

Specifically state where parents and families should go to seek assistance with barriers to addressing the total need of their students

- Students

Utilize academic resources like attending after school tutoring. Seek the opportunities to take accelerated learning options.

- **Parents**

Update contact information (address and phone number) in SIS for all contacts listed on the student's account. Parents will support their students taking AICE & AP classes by encouraging them to attend after school tutorials.

- **Staff Training**

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

- **Accessibility**

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

Graduation Rate

1. List prioritized needs statements.

Last year's graduation rate was 99%

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

The percentage of students attending school/classes is extremely low. Family obligations or responsibilities can hinder students consistently coming to school. Lack of parental involvement in motivating students to come to school and/or attend class. Parent contact information is incorrect in SIS. Many students are unaccompanied minors; they do not live with their custodial parents.

3. Share possible solutions that address the root causes.

Offer CLT/SAT/ACT tutoring for reading and math. Offer incentives for attending tutorials. Host Boot Camps during school hours for lowest 25% Continue to support a full time Credit Recovery teacher position to offer more Edgenuity sections on the Master Board. Offer Credit Recovery and/or Co-Enrollment after school. Hold grade level assemblies twice a year to explain the importance of meeting graduation requirements before April. Extended learning for students and more resources to differentiate instructions.

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

- **Communication**

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

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- Staff Training

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

- Accessibility

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

Action Step: Classroom Instruction

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

Budget Total: \$430,122.22

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitute for Title I funded Social Science Teacher - Nimrod	1	\$21.00	7	7	1	Original	\$1,005.00
	Substitute for Title I funded Credit Lab Teacher - TBD	1	\$21.00	7	7	1	Original	\$1,005.00
	Substitute for Title I funded Math Support Teacher - McPherson	1	\$21.00	7	7	1	Original	\$1,005.00

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Overtime	Overtime for the secondary tech support person to assist with technology for after hours meetings and parent trainings.																																																																																																						
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 337 1161 418">Item</th> <th data-bbox="1161 337 1314 418">Quantity</th> <th data-bbox="1314 337 1493 418">Rate</th> <th data-bbox="1493 337 1751 418">Supply Type</th> <th data-bbox="1751 337 1885 418">Type</th> <th data-bbox="1885 337 2030 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 418 1161 492">Shipping</td> <td data-bbox="1161 418 1314 492">1</td> <td data-bbox="1314 418 1493 492">\$3.34</td> <td data-bbox="1493 418 1751 492">General Supplies</td> <td data-bbox="1751 418 1885 492">Original</td> <td data-bbox="1885 418 2030 492">\$3.34</td> </tr> <tr> <td data-bbox="426 492 1161 565">Envelopes White Box 500</td> <td data-bbox="1161 492 1314 565">5</td> <td data-bbox="1314 492 1493 565">\$32.58</td> <td data-bbox="1493 492 1751 565">General Supplies</td> <td data-bbox="1751 492 1885 565">Original</td> <td data-bbox="1885 492 2030 565">\$162.90</td> </tr> <tr> <td data-bbox="426 565 1161 638">Tape Refill</td> <td data-bbox="1161 565 1314 638">11</td> <td data-bbox="1314 565 1493 638">\$0.88</td> <td data-bbox="1493 565 1751 638">General Supplies</td> <td data-bbox="1751 565 1885 638">Original</td> <td data-bbox="1885 565 2030 638">\$9.68</td> </tr> <tr> <td data-bbox="426 638 1161 711">Pencils pk 48</td> <td data-bbox="1161 638 1314 711">184</td> <td data-bbox="1314 638 1493 711">\$2.91</td> <td data-bbox="1493 638 1751 711">General Supplies</td> <td data-bbox="1751 638 1885 711">Original</td> <td data-bbox="1885 638 2030 711">\$535.44</td> </tr> <tr> <td data-bbox="426 711 1161 784">Color copy paper</td> <td data-bbox="1161 711 1314 784">30</td> <td data-bbox="1314 711 1493 784">\$9.14</td> <td data-bbox="1493 711 1751 784">General Supplies</td> <td data-bbox="1751 711 1885 784">Original</td> <td data-bbox="1885 711 2030 784">\$274.20</td> </tr> <tr> <td data-bbox="426 784 1161 857">Index Cards 5×8</td> <td data-bbox="1161 784 1314 857">5</td> <td data-bbox="1314 784 1493 857">\$5.19</td> <td data-bbox="1493 784 1751 857">General Supplies</td> <td data-bbox="1751 784 1885 857">Original</td> <td data-bbox="1885 784 2030 857">\$25.95</td> </tr> <tr> <td data-bbox="426 857 1161 930">Battery AA Science Lab 36pk - 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Resource Teacher	The resource teacher will support students in grades 9-12 providing an academic credit lab encouraging and supporting students to recover credits in all subject areas.																																												
Secondary Tech Support Tech STST	The secondary (grades 9-12) technology support technician will provide assistance to teachers with implementation of software programs to assist with differentiated instruction, support teachers and students with hardware issues, troubleshoot tech issues/support (Smartboard support, and oversee site technology).																																												
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 898 999 979">Item</th> <th data-bbox="1020 898 1157 979">Quantity</th> <th data-bbox="1167 898 1272 979">Rate</th> <th data-bbox="1283 898 1377 979">Days</th> <th data-bbox="1388 898 1482 979">Hours</th> <th data-bbox="1493 898 1608 979">Weeks</th> <th data-bbox="1619 898 1755 979">Certified</th> <th data-bbox="1766 898 1881 979">Type</th> <th data-bbox="1892 898 2016 979">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 979 999 1214">The certified teachers will do after school remediation tutorials in ELA, science, social science, math for grades 9-12, starting September 2025 - November 7, 2025.</td> <td data-bbox="1020 979 1157 1214">3</td> <td data-bbox="1167 979 1272 1214">\$37.00</td> <td data-bbox="1283 979 1377 1214">3</td> <td data-bbox="1388 979 1482 1214">2.5</td> <td data-bbox="1493 979 1608 1214">15</td> <td data-bbox="1619 979 1755 1214">Certified</td> <td data-bbox="1766 979 1881 1214">Original</td> <td data-bbox="1892 979 2016 1214">\$12,488.00</td> </tr> <tr> <td data-bbox="436 1214 999 1369">The certified teachers will provide Credit Recovery tutoring in all subjects starting June 8-30, 2026.</td> <td data-bbox="1020 1214 1157 1369">4</td> <td data-bbox="1167 1214 1272 1369">\$37.00</td> <td data-bbox="1283 1214 1377 1369">4</td> <td data-bbox="1388 1214 1482 1369">4.5</td> <td data-bbox="1493 1214 1608 1369">3</td> <td data-bbox="1619 1214 1755 1369">Certified</td> <td data-bbox="1766 1214 1881 1369">Original</td> <td data-bbox="1892 1214 2016 1369">\$7,992.00</td> </tr> <tr> <td data-bbox="436 1369 999 1523">The certified teachers will do Credit Recovery tutorial in all subjects starting July 1 - 18, 2025.</td> <td data-bbox="1020 1369 1157 1523">4</td> <td data-bbox="1167 1369 1272 1523">\$37.00</td> <td data-bbox="1283 1369 1377 1523">4</td> <td data-bbox="1388 1369 1482 1523">4.5</td> <td data-bbox="1493 1369 1608 1523">3</td> <td data-bbox="1619 1369 1755 1523">Certified</td> <td data-bbox="1766 1369 1881 1523">Original</td> <td data-bbox="1892 1369 2016 1523">\$7,992.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	The certified teachers will do after school remediation tutorials in ELA, science, social science, math for grades 9-12, starting September 2025 - November 7, 2025.	3	\$37.00	3	2.5	15	Certified	Original	\$12,488.00	The certified teachers will provide Credit Recovery tutoring in all subjects starting June 8-30, 2026.	4	\$37.00	4	4.5	3	Certified	Original	\$7,992.00	The certified teachers will do Credit Recovery tutorial in all subjects starting July 1 - 18, 2025.	4	\$37.00	4	4.5	3	Certified	Original	\$7,992.00								
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Acct Description	Description
Classroom Teacher	The academic support certified teacher will support students in grades 9-12 providing encouragement and goalsetting in smaller settings to meet proficiency, specifically in math.
Extra Periods	5 Extra Periods for a core subject (Math, ELA, Science, and/or Social Studies) in Grades 9-12. This is to further reduce class sizes and provide additional support to students. Teachers name is TDB in the Fall.
Classroom Teacher	The social science teacher will provide students in grades 9-12 support through smaller group instruction, foundational support/reinforcement, and infuse literacy strategies.

Action Step: Parent/Family Engagement

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

Budget Total: \$137,500.96

Acct Description	Description																		
Social Service Facilitator	The Social Service Facilitator will provide support to students in grades 9-12, teachers and parents in following academic and positive behavior support plans, visit the homes of students that have academic, and attendance concerns, and participate during parent-teacher conferences.																		
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Jumbo paper clips</td> <td>2</td> <td>\$1.16</td> <td>General Supplies</td> <td>Original</td> <td>\$2.32</td> </tr> <tr> <td>Tape Refill</td> <td>3</td> <td>\$0.88</td> <td>General Supplies</td> <td>Original</td> <td>\$2.64</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Jumbo paper clips	2	\$1.16	General Supplies	Original	\$2.32	Tape Refill	3	\$0.88	General Supplies	Original	\$2.64
Item	Quantity	Rate	Supply Type	Type	Total														
Jumbo paper clips	2	\$1.16	General Supplies	Original	\$2.32														
Tape Refill	3	\$0.88	General Supplies	Original	\$2.64														

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Expo Markers fine tip	2	\$10.65	General Supplies			Original	\$21.30		
	Copy Paper	5	\$34.69	General Supplies			Original	\$173.45		
	Blue/black pens	5	\$2.14	General Supplies			Original	\$10.70		
	Manila folders	2	\$7.71	General Supplies			Original	\$15.42		
	Poly Envelope	5	\$0.83	General Supplies			Original	\$4.15		
	Binders 1"	2	\$4.48	General Supplies			Original	\$8.96		
	Index Cards 4×6	4	\$4.15	General Supplies			Original	\$16.60		
	Post-It Notes	2	\$14.21	General Supplies			Original	\$28.42		
	Envelope White Box 500	1	\$32.58	General Supplies			Original	\$32.58		
	Color copy paper	3	\$9.14	General Supplies			Original	\$27.42		
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Substitutes for the Grade Level Parent Conference Days - one for Semester 1 (date TBD) and one for Semester 2 (date TBD)	8	\$21.00	2	7	1	Non-Certified	Original	\$2,296.00	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	The social service facilitators will provide support to families in following academic and positive behavior support plans, visit	2	\$41.00	1	5	2	Non-Certified	Original	\$820.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	the homes of students that have academic, and attendance concerns, and participate during parent-teacher conferences and parent trainings. G. Hernandez and C. Sylien								
	The certified teachers will plan, make phone calls, prepare activities, and/or conduct/assist parent trainings, or translate for parents outside of their contracted hours. There will be a minimum of two Parent Training Workshops covering all core disciplines, acceleration, enrichment, FAFSA application assistance grades 9-12 beginning August 2025 and ending in April 2026.	8	\$25.00	3	5	1	Certified	Original	\$3,000.00
Social Service Facilitator	The Social Service Facilitator will provide support to students in grades 9-12, teachers and parents in following academic and positive behavior support plans, visit the homes of students that have academic, and attendance concerns, and participate during parent-teacher conferences.								

Action Step: Professional Learning

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

Budget Total: \$362,445.82

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Sheet Protectors 200pk	1	\$27.10	General Supplies			Original	\$27.10		
	Color copy paper	5	\$9.14	General Supplies			Original	\$45.70		
	Blue/Black Pens	20	\$2.14	General Supplies			Original	\$42.80		
	White copy paper	10	\$34.69	General Supplies			Original	\$346.90		
	Binders 1"	6	\$4.48	General Supplies			Original	\$26.88		
	Poly Envelope	5	\$0.83	General Supplies			Original	\$4.15		
	Expo Markers	2	\$10.83	General Supplies			Original	\$21.66		
	Post-It Notes	3	\$14.21	General Supplies			Original	\$42.63		
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	The ELA / Reading, Math, Science, Social Studies Coaches and Teachers will collaborate and do data analysis, departmental mapping, collaboration, lesson/activity planning, lab/activity prepping on the following tentative dates: December 2025 - February 2026.	32	\$25.00	1	4	2	Certified	Original	\$6,400.00	
Travel out-of-county	Item					Quantity	Rate	Type	Total	
	AVID Conference/June 2026/TBA; Purpose: To learn and incorporate AVID actionable strategies, innovative tools into career and technical education to					1	\$14,142.00	Original	\$14,142.00	

Acct Description	Description									
	Item					Quantity	Rate	Type	Total	
Coach	support students; Registration - \$1299; Transportation - \$350; Lodging - \$600; Per Diem - \$108; Number of Attendees = 6									
Coach	The science coach will conduct professional learning in science 9-12, facilitate common planning meetings analyzing and interpreting science data, assist science teachers with creating lessons/labs and model best practices for science teaching.									
Coach	The math coach will conduct professional learning in math 9-12, facilitate common planning meetings analyzing and interpreting math data with an emphasis on Algebra 1 and Geometry, assist math teachers with creating lessons and model best practices for math teaching.									
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Substitute coverage in order for Social Studies (Grades 9-12) teachers to attend PD training on unpacking standards, data analysis, curriculum planning, data chats, data dives, and sharing best practices. This is good for 2 days with 13 Subs.	26	\$21.00	1	7	1	Non-Certified	Original	\$3,731.00	
	Substitute coverage in order for ELA/Reading (Grades 9-12) teachers to attend PD training on unpacking standards, data analysis, curriculum planning, data chats, data dives, and sharing best practices. This is good for 2 days with 20 Subs.	40	\$21.00	1	7	1	Non-Certified	Original	\$5,740.00	
	Substitute coverage in order for Science (Grades 9-12) teachers to attend PD training on unpacking standards, data	22	\$21.00	1	7	1	Non-Certified	Original	\$3,157.00	

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	analysis, curriculum planning, data chats, data dives, and sharing best practices. This is good for 2 days with 11 Subs.									
	Substitute coverage in order for Math (Grades 9-12) teachers to attend PD training on unpacking standards, data analysis, curriculum planning, data chats, data dives, and sharing best practices. This is good for 2 days with 12 Subs.	24	\$21.00	1	7	1	Non-Certified	Original	\$3,444.00	
Travel out-of-state	Item					Quantity	Rate	Total		
	NABE (National Association for Bilingual Education) / February 9-13, 2026 / Chicago, IL; Purpose: To grow dual language program, continue learning different strategies and skill to support the students and use the learned pedagogy to improve instructional delivery; Registration- \$795; Transportation - \$550; Lodging- \$1300; Per Diem - \$144; Number of Attendees = 6					1	\$16,734.00	\$16,734.00		

Acct Description	Description				
	Item	Quantity	Rate	Total	
	Cambridge International AS & A level trainings/Date TBD/Location TBD; Purpose: Preparing to Teach courses offer practical guidance on how to use key teaching approaches alongside the resources from Cambridge University Press & Assessment. Through the use of webinars and high-quality training materials, this course enables subject leaders like you to give teachers, parents and other school stakeholders a thorough introduction to Cambridge teaching approaches and resources. The courses will introduce you to the key principles of the Cambridge programs and how the resources can be used to embed active learning into daily planning and teaching; Registration - \$518; Transportation - \$550; Lodging - \$425; Per Diem - \$72; Attendees = 15	1	\$23,475.00	Original	\$23,475.00
Coach	The reading coach will conduct professional learning in reading 9-12, facilitate common planning meetings analyzing and interpreting reading data, assist reading teachers with creating lessons, using online digital support, and model best practices for reading teaching.				

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Elena Villani	Principal
Tracy Bailey	Assistant Principal
Ashley Federico	Reading/ELA Coach
Venkata-Suseela Tadepalli	Science Coach
Hector Osorio	Math Coach
Lori-Ann Dubidad-Williams	Parent

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

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

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

The Comprehensive Needs Assessment stakeholder meeting for teachers and staff was held January 8, 9, 14, and 17, 2025. The stakeholder meeting for students, parents, businesses, and the community was held January 21, 2025 at 6:00 PM in the media center. The discussion included data analysis, parent engagement, root causes, barriers, fund allocations, and possible solutions. Inputs were recorded in the CNA template and were used to finalize the SWP.

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

At the Comprehensive Needs Assessment meeting, stakeholder recommendations were made to fund instructional/non-instructional positions (SSF), PRT during parent training, supplies, student tutorials and Professional Learning opportunities. Funding will also be used to provide two parent trainings: Acceleration Night and Testing 101. Staff trainings will include Test Taking Strategies and Test Prep at home.

Name	Title
Elena Villani	Principal
Tracy Bailey	Assistant Principal
Ashley Federico	Reading/ELA Coach
Hector Osario	Math Coach

Annual Parent Meeting

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

August 26, 2025 in the cafeteria at 5:30 PM

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

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

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Test Taking Strategies

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

Teachers will learn a variety of evidence based strategies for student success on standardized tests. Strategies will be shared with families.

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

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

- What will teachers submit as evidence of implementation?

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

- Month of Training

September 2025

- Responsible Person(s)

Lonedria Smith

3. Staff Training for Parent and Family Engagement #2

- Name of Training

De Escalation, Interventions and Referrals Process

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

Teachers will learn the signs of escalating conflict and the strategies needed to de-escalate a person in crisis. Teachers will increase their ability to communicate with families' sample inter vention techniques, use it at home and the understand the role of the mobile crisis team.

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

The expected impact of the De Escalation, Interventions and Referrals Process Training is for teachers to share ways that parents can implement these strategies at home to assist students with conflict resolution.

- What will teachers submit as evidence of implementation?

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

- Month of Training

October 2025

- Responsible Person(s)

Susan Zobnite Ronnie Suddith

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Acceleration Night

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

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

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

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

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

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

- Date of Training

September 16, 2025

- Responsible Person(s)

Lonedria Smith

- Resources and Materials

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

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Testing 101

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

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

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

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

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

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

- **Date of Training**

Early January 2026

- **Responsible Person(s)**

Lonedria Smith

- **Resources and Materials**

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

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

- Name of Agency

Exceptional Student Education (ESE)

- Describe how agency/organization supports families.

ESE provides, supports, and monitors services for Students with Disabilities (SWD) and Section 504 of the Americans with Disabilities Act (ADA/504). The mission of the ESE Department is to ensure students with disabilities receive appropriate educational services leading to increased student achievement and successful post-school outcomes.

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

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

- Frequency

As needed, upon request.

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

- Name of Agency

TRIO EOC Palm Beach State

- Describe how agency/organization supports families.

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

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

A letter from organization stating partnership

- Frequency

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

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

- Name of Agency

Great Futures 21st Century Community Learning Center LWCHS

- Describe how agency/organization supports families.

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

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

Flyer, Agenda displaying their participation. A letter or email from organization stating partnership

- Frequency

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

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

Parent trainings will be offered at the usual Tuesday evenings at 5:30, with translated flyers in English, Spanish, and Haitian Creole and translators. Additional days/times will be offered as needed.

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

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

Accessibility

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

- Description

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

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

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

- Description

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

Other Activities

1. Activity #1

- **Name of Activity**

TBD

- **Brief Description**

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Coping Skills - Attending to students' skills for learning and life (SLL) and using of district supported initiatives and interventions. Address skills for learning and life - Lake Worth Community High School addresses students' coping skills through a variety of options. We have a Behavioral Health Professional that can provide mental health assessments and treatments to students with mental health concerns. The Mental Health Professional offers individual counseling sessions to students on a weekly basis. In addition to skills for learning and life (SLL), classroom teachers are provided lessons supporting resiliency and persistence using ReThink Ed resources. Students are encouraged to express their feelings in positive and interactive ways. We have staff members that we send to Youth Mental Health First Aid (YMHFA) training to equip adults with the tools to identify signs of mental distress and effectively engage young people in compassionate conversations leading to referral for assistance to qualified sources.

Foster a growth mindset - In order to promote a growth mindset among the students at Lake Worth Community High School, each school counselor is assigned an alpha to monitor the students until graduation. Each counselor meets with their students quarterly to discuss acceleration options, college and career readiness, and any other assistance that is needed. We also have a school psychologist that visits our school weekly to meet with a caseload of students.

Teach resilience and perseverance - Due to the unique diversity of our school, we offer educational courses that teach the contributions of minorities. For example, we have Latin American History classes that address the comprehensive Hispanic culture. During Hispanic Heritage Month, we share the perseverance and achievements of Latinos through school-wide weekly announcements. The African American History class addresses the history of African culture. During Black History month, students complete and post projects as well as sharing History facts schoolwide. During the month of May, we celebrate Haitian Flag Day with school-wide activities, food tasting, and a parade. The Holocaust studies classes digs deep into the history of the Holocaust culminating with a Holocaust survivor speaker. Additionally students can join after-school clubs that recognize our students for academic excellence and provide cultural awareness to other students.

Promote healthy habits AND promote positive behavior - Lake Worth Community High School implements a unified School-Wide Positive Behavior Management System. The SWPB Matrix is an interactive document that educates and reinforces our expectations of TROJAN P.R.I.D.E. The matrix is clearly displayed in classrooms and other pertinent campus locations to remind students to be Punctual, Respectful, have Integrity, to Dress for Success, and follow our high Expectations. Students are strongly encouraged to follow the TROJAN P.R.I.D.E. with short term and long term extrinsic motivation. We host quarterly Honor Roll assemblies; and have a UnBEElievable Trojan Wall.

Develop student organizational skills - effective time management and focus on learning To keep with the high expectations of TROJAN P.R.I.D.E, teachers participate in collaborative professional development to personalize and differentiate instruction (D.I.) that targets the individual needs of students. These D.I. methods include developing organizational and study skills, as well as minimizing learning distractions. AVID, Advancement Via Individual Determination, is one of the programs at LWCHS that inspires students to advocate for their own learning. By promoting a growth mindset, AVID students are given post secondary preparation with a focus on soft career skills. We offer all levels of the AVID classes, including the Elective course where an Academic Tutor assists the students in all of the core subject areas.

Build character and/or Develop a sense of service for others - Our student leaders are members of several groups on campus including Latinos in Action, Key Club, Interact Club, National Honor Society, Hispanic Honor Society, and Music Honor Society. These students organize volunteer service events and represent LWCHS in the community. Our Air Force Junior Reserve Officer Training Corp (AFJROTC) promotes community service, instills personal responsibility, character, and self-discipline. Through our Criminal Justice Academy, students gain leadership training through laboratory and classroom work.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

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

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Lake Worth High school has chosen to be exempt from this area.

Professional Development

1. Professional Development

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our goal is to hire certified, effective, and when possible bi-lingual teachers through a variety of methods that are included but not limited to advertisement through the District Website via People Soft (Employment Opportunities), annual job fairs, and Google Meet interviews. Alumni from previous years have been hired as they serve as positive role models. The Principal and Assistant Principals over the departments are responsible for the hiring process. Teachers new to Lake Worth High School meet monthly with the Teacher Ambassador and designated assistant principal to facilitate professional development and provide assistance as needed through an Educator Support Program (ESP). Teachers are provided additional time to prepare for the start of school and prepare school-based strategies. New teachers meet with their Assistant Principal, Academic Coaches, and departmental/subject area teams on a regular basis to discuss professional learning goals. Monthly Learning Team Meetings allow new teachers to learn new teaching strategies, how to follow the district's scope and sequence, and interpret student data from seasoned teachers. The New Teacher Program (ESP-Educator Support Program) consists of over 10 new teachers/educators at various stages. Educator Support Program meet to assist the new teachers with information such as school mission/vision, classroom set-up, discipline plans, classroom management, school data, Performance Matters, Blender, EDW, SIS, ESE, ESOL, gradual release, differentiated instruction, and ethics. Each new teacher has been assigned a mentor teacher (Clinical Ed. Certified). Teachers new to the school, new to the district, and second year teachers are assigned a buddy they can go to for support. Teachers that meet the screening criteria are eligible to receive extra pay in a number of ways. As a department chair, the teacher provides support to colleagues in their department with curriculum, data, and serve as the contact between the administration and teams. Teachers may become a tutor after school providing not only remediation but enrichment as well. Sponsor/coaching opportunities are always available for the many sports and clubs offered after school to all students. Activity busses are available for students in need of transportation home. Monthly teacher and support staff are recognized through nominations by peers, photos are posted on the main hallway bulletin board, verbal recognition at faculty meetings, and a variety of donated incentives are given out. This is exciting and builds morale.