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

ELA

1. List prioritized needs statements.

The PM2 data indicates that 77% of all students scored at levels 1 and 2 on the assessment. Specifically, 57% of students received a level 1 score on the ELA PM2 assessment, while 20% scored at level 2. Although there was a 4% increase in students achieving levels 3 and above from PM2 FY24 to PM2 FY25, there remains a critical need to increase the overall percentage of proficient students and demonstrate academic growth across all subgroups from PM2 to PM3. Additionally, the SWD (Students with Disabilities) subgroup experienced a slight 3% increase in proficiency from PM1 to PM2. However, efforts must continue to further raise the percentage of students reaching proficiency. The Native subgroup experienced a decline in proficiency across all grade levels, highlighting an area that requires targeted intervention and support.

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

The data indicates that many students have significant deficits in foundational skills, which are essential for academic success. These gaps hinder their ability to engage with more complex concepts and demonstrate proficiency in key subject areas. In addition to student challenges, teachers face several instructional obstacles that impact student learning outcomes. Specifically, many educators struggle with effectively reteaching and remediating critical areas of focus to support students who need additional reinforcement. There are also challenges in implementing English Language Learner (ELL) strategies effectively during instruction and learning activities, making it difficult for multilingual learners to access and engage with the curriculum. Differentiating instruction to meet the diverse needs of students remains an area for improvement, as does executing teacher-led small group instruction with consistency and fidelity. Furthermore, effectively engaging students in the learning process continues to be a challenge, impacting overall motivation and academic growth. Parental involvement is another critical factor influencing student achievement. The majority of parents are not actively engaged in their child's learning process, either at home or at school, due to a variety of external barriers. These challenges include, but are not limited to, demanding work schedules, lack of transportation, child care responsibilities, and language barriers. As a result, many students lack the additional academic support and reinforcement needed outside of the classroom. Additionally, frequent absences among both teachers and students further disrupt the learning process. Inconsistent attendance affects instructional continuity, limits opportunities for targeted interventions, and hinders overall student progress. Addressing these challenges requires a comprehensive approach that includes professional development for educators, increased support for multilingual learners, initiatives to enhance parental engagement, and strategies to improve attendance rates among both students and staff.

3. Share possible solutions that address the root causes.

To enhance instructional effectiveness and improve student outcomes, teachers will continue to receive targeted support in lesson planning, as well as on-the-spot coaching from additional instructional support staff for ELA. These efforts aim to strengthen teaching capacity and improve the overall quality of instruction. Furthermore, educators will receive specialized instructional support to effectively implement English Language Learner (ELL) strategies within the learning process. This training will ensure that teachers can provide meaningful, differentiated instruction to support multilingual learners and enhance their comprehension and engagement. Ongoing professional development will also be provided to help teachers design and deliver critical lessons with greater intentionality. This will include training on determining clear learning objectives, using questioning techniques to drive student thinking, refining instructional strategies, and incorporating continuous review, improvement, feedback, and assessment of student learning. Additionally, teachers will receive support in utilizing data reports to inform instructional decisions, ensuring that lesson planning and intervention strategies are intentional and data-driven. To further promote student engagement, instructional coaching will focus on effective teaching strategies that actively involve students in the learning process. These strategies will help foster a more interactive and student-centered classroom environment, ultimately improving academic performance and participation.

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

- Communication

To strengthen communication and engagement with families, the Parent Link communication system will continue to be utilized to share important information regarding our Title I Program. This includes updates on key events such as the annual Title I meeting, as well as parent and family training opportunities designed to support student learning at home. Ensuring parents are well-informed about available resources and opportunities will help foster stronger school-home partnerships. To further support student achievement, multiple academic intervention programs will be available, including before- and after-school tutoring sessions and targeted Saturday bootcamps. These programs will focus on remediation and skill-building in critical subject areas, including reading, math, civics, and science. The goal is to provide students with additional instructional support outside of regular school hours to address learning gaps and reinforce key concepts necessary for academic success. Parental involvement plays a crucial role in maximizing the effectiveness of these initiatives. Families can support the school's efforts by encouraging their children to participate in tutoring and bootcamp sessions, reinforcing the importance of academic growth and persistence. Additionally, parents can assist by arranging transportation for their children to attend these supplemental learning opportunities, ensuring consistent access to the extra support available. Through collaboration between the school and families, we can create a stronger support system that fosters student success.

- **Parent Training**

The school will host a variety of informative events and training sessions designed to strengthen parental engagement and support student success. These events will include SIS Gateway and Understanding Your Student's Report Card, Curriculum Night, Transition to Middle School, and STEAM Night—each tailored to provide valuable insights and resources to families.

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

- **School**

The school will offer both face-to-face and virtual training sessions to assist parents in navigating the Student Information System (SIS). These sessions will provide guidance on how to monitor their child's academic progress, track attendance, and review grades, ensuring that parents stay informed and actively engaged in their child's education. Additionally, in-person training sessions will be available to support parents in helping their children transition smoothly into middle school. These sessions will focus on key areas such as adjusting to new academic expectations, developing effective study habits, and fostering social-emotional well-being, equipping parents with the tools needed to guide their child through this critical stage. To further encourage parental involvement, conferences with teachers will be scheduled at flexible times to accommodate parents' diverse schedules. This approach ensures that more families can actively participate in discussions regarding their child's academic progress, strengths, and areas needing improvement. Moreover, the school will continue to reinforce high expectations for learning and positive behavior by fostering a supportive and motivating environment. Through ongoing encouragement, recognition of student achievements, and comprehensive support systems, students will be empowered to stay engaged, take ownership of their education, and develop the skills necessary for long-term success.

- **Students**

Students are expected to attend school consistently, arriving each day prepared, engaged, and ready to actively participate in the learning process. In addition to academic responsibility, students will be expected to adhere to the school-wide positive behavior expectations, fostering a safe, respectful, and inclusive learning environment. This includes demonstrating respect for peers, teachers, and staff, following classroom and school rules, and making positive contributions to the school community. Through a combination of academic engagement and positive behavior, students will develop a strong foundation for success, both in school and in future endeavors.

- **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 receive training on how to effectively interpret and analyze reports generated by online learning programs. This knowledge will enable them to guide parents in understanding their child's progress, identifying areas that require improvement, and implementing strategies to support learning at home. By equipping parents with this information, they will be better prepared to monitor their child's academic development and reinforce key concepts outside of the classroom. Additionally, professional development will focus on the impact of Florida Resiliency skills in the classroom. Educators will learn strategies to foster resilience, perseverance, and a positive mindset among students, helping them navigate academic and personal challenges more effectively. Training will also emphasize the importance of creating a welcoming and inclusive school environment for all students and families, ensuring that every learner feels supported and valued. Teachers will be empowered to provide parents with practical resources and strategies tailored to their child's learning needs. These tools will help families actively engage in their child's education, reinforcing skills at home and strengthening the connection between school and home learning. By working collaboratively, teachers and families will implement combined strategies that promote academic success, creating a unified support system that enhances student achievement and overall well-being.

- **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

1. List prioritized needs statements.

The PM2 assessment data indicates that 82% of all students scored at levels 1 and 2, highlighting a significant portion of students who are performing below proficiency. A closer breakdown of the results shows that 51% of students received a level 1 score on the Math PM2 assessment, while 32% scored at level 2. Encouragingly, the percentage of students scoring at level 3 and above has increased by 10 percentage points, demonstrating progress in overall proficiency. However, there remains a critical need to further increase the percentage of students achieving proficiency and to ensure continued academic growth across all subgroups from PM2 to PM3. A positive trend is evident across all subgroups, with each showing an increase in proficiency from PM1 to PM2. Notably, the Students with Disabilities (SWD) subgroup demonstrated a 9% increase in proficiency from PM1 to PM2. Despite this improvement, a significant 85% of students within the SWD subgroup remain at levels 1 and 2, indicating a continued need for targeted interventions and instructional support to further enhance their academic performance.

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

There is a significant gap between home and school in terms of academic support for students, which directly impacts their learning progress. Many students struggle with deficiencies in foundational skills and reading comprehension, making it difficult for them to meet grade-level expectations. Effective communication between school and families remains a challenge, particularly in notifying parents about academic and behavioral concerns in a timely manner. This barrier prevents early intervention and collaborative support for students who may need additional assistance. Teachers face difficulties in several key instructional areas, including reteaching and remediating critical skills, effectively implementing ELL strategies, differentiating instruction to meet diverse student needs, leading small-group instruction with consistency, and student engagement. These challenges can limit the effectiveness of classroom interventions and student progress. Parental involvement in the learning process, both at home and school, is limited due to a range of external factors such as work schedules, lack of transportation, childcare responsibilities, and language barriers. As a result, many students do not receive the necessary reinforcement and academic support outside of school hours. Additionally, frequent teacher and student absences further disrupt learning and have a direct impact on student achievement. These absences create inconsistencies in instruction and hinder students' ability to stay on track academically. Addressing these challenges requires a comprehensive approach that strengthens communication, enhances instructional strategies, and fosters greater collaboration between families and educators.

3. Share possible solutions that address the root causes.

Teachers will continue to receive targeted support in lesson planning and coaching from additional instructional staff to strengthen their instructional practices in Mathematics and enhance overall teaching capacity. This support will include strategies for effective lesson design, data-driven instruction, and differentiated learning approaches to meet the diverse needs of students. Additionally, instructional coaching will focus on the effective implementation of ELL strategies to ensure English language learners receive the necessary language support within the learning process. Teachers will engage in ongoing professional development designed to enhance their ability to plan critical lessons, establish clear learning objectives, utilize questioning techniques, and refine instructional delivery. They will also receive training on providing meaningful feedback, conducting assessments, and adjusting instruction based on student progress. To support student learning, both print and digital resources will be essential for remediation, tutoring, and reteaching state standards to help students meet proficiency goals. Teachers will need additional professional development in key areas such as engaging students effectively, differentiating instruction, and providing supplemental instruction to struggling learners. Furthermore, parents will have the opportunity to attend training sessions designed to familiarize them with various online tutorial programs. These sessions will equip families with the knowledge and tools needed to support their child's learning at home, reinforcing classroom instruction and promoting academic success.

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

- Communication

To strengthen communication and engagement with families, the Parent Link communication system will continue to be utilized to share important information regarding our Title I Program. This includes updates on key events such as the annual Title I meeting, as well as parent and family training opportunities designed to support student learning at home. Ensuring parents are well-informed about available resources and opportunities will help foster stronger school-home partnerships. To further support student achievement, multiple academic intervention programs will be available, including before- and after-school tutoring sessions and targeted Saturday bootcamps. These programs will focus on remediation and skill-building in critical subject areas, including reading, math, civics, and science. The goal is to provide students with additional instructional support outside of regular school hours to address learning gaps and reinforce key concepts necessary for academic success. Parental involvement plays a crucial role in maximizing the effectiveness of these initiatives. Families can support the school's efforts by encouraging their children to participate in tutoring and bootcamp sessions, reinforcing the importance of academic growth and persistence. Additionally, parents can assist by arranging transportation for their children to attend these supplemental learning opportunities, ensuring consistent access to the extra support available. Through collaboration between the school and families, we can create a stronger support system that fosters student success.

- **Parent Training**

The school will host a variety of informative events and training sessions designed to strengthen parental engagement and support student success. These events will include SIS Gateway and Understanding Your Student's Report Card, Curriculum Night, and STEAM Night—each tailored to provide valuable insights and resources to families.

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

- **School**

The school will offer both face-to-face and virtual training sessions to assist parents in navigating the Student Information System (SIS). These sessions will provide guidance on how to monitor their child's academic progress, track attendance, and review grades, ensuring that parents stay informed and actively engaged in their child's education. Additionally, in-person training sessions will be available to support parents in helping their children transition smoothly into middle school. These sessions will focus on key areas such as adjusting to new academic expectations, developing effective study habits, and fostering social-emotional well-being, equipping parents with the tools needed to guide their child through this critical stage. To further encourage parental involvement, conferences with teachers will be scheduled at flexible times to accommodate parents' diverse schedules. This approach ensures that more families can actively participate in discussions regarding their child's academic progress, strengths, and areas needing improvement. Moreover, the school will continue to reinforce high expectations for learning and positive behavior by fostering a supportive and motivating environment. Through ongoing encouragement, recognition of student achievements, and comprehensive support systems, students will be empowered to stay engaged, take ownership of their education, and develop the skills necessary for long-term success.

- **Students**

Students are expected to attend school consistently, arriving each day prepared, engaged, and ready to actively participate in the learning process. In addition to academic responsibility, students will be expected to adhere to the school-wide positive behavior expectations, fostering a safe, respectful, and inclusive learning environment. This includes demonstrating respect for peers, teachers, and staff, following classroom and school rules, and making positive contributions to the school community. Through a combination of academic engagement and positive behavior, students will develop a strong foundation for success, both in school and in future endeavors.

- **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 receive training on how to effectively interpret and analyze reports generated by online learning programs. This knowledge will enable them to guide parents in understanding their child's progress, identifying areas that require improvement, and implementing strategies to support learning at home. By equipping parents with this information, they will be better prepared to monitor their child's academic development and reinforce key concepts outside of the classroom. Additionally, professional development will focus on the impact of Florida Resiliency skills in the classroom. Educators will learn strategies to foster resilience, perseverance, and a positive mindset among students, helping them navigate academic and personal challenges more effectively. Training will also emphasize the importance of creating a welcoming and inclusive school environment for all students and families, ensuring that every learner feels supported and valued. Teachers will be empowered to provide parents with practical resources and strategies tailored to their child's learning needs. These tools will help families actively engage in their child's education, reinforcing skills at home and strengthening the connection between school and home learning. By working collaboratively, teachers and families will implement combined strategies that promote academic success, creating a unified support system that enhances student achievement and overall well-being.

- **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 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

1. List prioritized needs statements.

The FY24 Science state assessment results indicate that 81% of LWMS 8th grade students did not achieve mastery, highlighting a significant need for academic improvement. The goal is to increase the percentage of proficient students from 18% to 38%, ensuring more students meet grade-level expectations in science. Additionally, data from the winter diagnostics underscores the need for targeted supplemental support across all subgroups to address learning gaps and strengthen students' understanding of key scientific concepts. Focused interventions, differentiated instruction, and strategic academic support will be essential in improving overall student performance and achieving proficiency goals.

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

Students face challenges in developing academic vocabulary and struggle with reading and writing complex tasks, which impacts their ability to engage deeply with grade-level content. Additionally, inconsistent scaffolding and support for English Language Learners (ELL) and Students with Disabilities (SWD) further hinder their academic progress. A communication barrier exists in notifying parents about academic and behavioral concerns in a timely manner, limiting opportunities for early intervention and support. Furthermore, teachers encounter difficulties in reteaching and remediating critical skills, effectively implementing ELL strategies, differentiating instruction, leading small-group instruction with consistency, and actively engaging students in the learning process. There remains a significant gap between home and school in terms of academic support, as many parents face obstacles such as work schedules, transportation, childcare responsibilities, and language barriers, preventing them from actively participating in their child's education. Another challenge is that six science teachers are either within their first three years of teaching or new to the school, requiring additional mentoring and professional development to strengthen instructional practices and classroom management. Additionally, student absences continue to have a direct impact on declining achievement, as missed instructional time contributes to learning gaps and hinders academic progress. Addressing these issues will require a comprehensive approach, including targeted professional development, enhanced communication strategies, increased parental engagement efforts, and interventions to improve student attendance and achievement.

3. Share possible solutions that address the root causes.

Teachers will continue to receive support in lesson planning and instructional coaching from additional science support staff to enhance teaching capacity. Additionally, they will receive targeted guidance on effectively implementing ELL strategies to better support English Language Learners in the learning process. Ongoing professional development will focus on vertical lesson planning, ensuring alignment across grade levels while addressing learning objectives, effective questioning techniques, student engagement strategies, instructional refinement, and providing meaningful feedback and assessments to monitor student progress. To address the root causes of learning gaps, it has been determined that supplemental print and digital resources are necessary to support targeted students. Data analysis highlights the need for differentiated instruction and strategies to enhance student engagement in science learning. Supplemental staff will collaborate with science teachers through common planning sessions, fostering consistency in instructional approaches. Additionally, there is a strong need to incorporate real-life connections to science both inside and outside the classroom through hands-on projects and field trips, allowing students to engage in meaningful, experiential learning opportunities.

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

- **Communication**

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- **Parent Training**

Teachers and staff members will receive training on how to effectively interpret and analyze reports generated by online learning programs. This knowledge will enable them to guide parents in understanding their child's progress, identifying areas that require improvement, and implementing strategies to support learning at home. By equipping parents with this information, they will be better prepared to monitor their child's academic development and reinforce key concepts outside of the classroom. Additionally, professional development will focus on the impact of Florida Resiliency skills in the classroom. Educators will learn strategies to foster resilience, perseverance, and a positive mindset among students, helping them navigate academic and personal challenges more effectively. Training will also emphasize the importance of creating a welcoming and inclusive school environment for all students and families, ensuring that every learner feels supported and valued. Teachers will be empowered to provide parents with practical resources and strategies tailored to their child's learning needs. These tools will help families actively engage in their child's education, reinforcing skills at home and strengthening the connection between school and home learning. By working collaboratively, teachers and families will implement combined strategies that promote academic success, creating a unified support system that enhances student achievement and overall well-being.

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

- **School**

The school will offer both face-to-face and virtual training sessions to assist parents in navigating the Student Information System (SIS). These sessions will provide guidance on how to monitor their child's academic progress, track attendance, and review grades, ensuring that parents stay informed and actively engaged in their child's education. Additionally, in-person training sessions will be available to support parents in helping their children transition smoothly into middle school. These sessions will focus on key areas such as adjusting to new academic expectations, developing effective study habits, and fostering social-emotional well-being, equipping parents with the tools needed to guide their child through this critical stage. To further encourage parental involvement, conferences with teachers will be scheduled at flexible times to accommodate parents' diverse schedules. This approach ensures that more families can actively participate in discussions regarding their child's academic progress, strengths, and areas needing improvement. Moreover, the school will continue to reinforce high expectations for learning and positive behavior by fostering a supportive and motivating environment. Through ongoing encouragement, recognition of student achievements, and comprehensive support systems, students will be empowered to stay engaged, take ownership of their education, and develop the skills necessary for long-term success.

- **Students**

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- **Parents**

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- **Staff Training**

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- **Accessibility**

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Social Studies

1. List prioritized needs statements.

Fifty-seven percent (57%) of 7th-grade students scored below Level 3 on the Civics FY24 End-of-Course (EOC) assessment, indicating a need for academic improvement. The goal is to increase the percentage of proficient students from 42% to 57%, ensuring more students achieve mastery in Civics. Additionally, the data highlights a need for targeted supplemental support across all subgroups to address learning gaps and enhance overall student performance. Focused interventions, differentiated instruction, effective student engagement, and strategic academic support will be essential in achieving these proficiency goals.

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

Three Civics teachers are new to the school, with one in their first year of teaching, necessitating additional mentoring and professional development to enhance instructional practices and classroom management. Additional concerns include low student engagement and motivation, the need to strengthen teacher effectiveness and support, and a lack of targeted interventions for struggling learners. Students also face challenges related to limited academic vocabulary and reading comprehension skills, which impact their ability to grasp Civics concepts. Furthermore, there is insufficient support for English Language Learners (ELLs), along with limited parental involvement, which affects student progress. Addressing these issues through structured professional development, instructional coaching, targeted interventions, and increased family engagement efforts will be essential for improving student outcomes.

3. Share possible solutions that address the root causes.

Offer trainings to students and families on content resources to support academic success. This includes providing materials that can enhance learning at home and encourage greater parental involvement in their child's education. Teachers will benefit from receiving additional instructional support to strengthen their ability to provide targeted remediation with a particular focus on assisting English Language Learners (ELL), Students with Disabilities (SWD), and small group instruction. This support will help ensure that all students, regardless of their individual needs, receive the necessary guidance and tailored instruction to succeed academically. In addition, provide additional resources to students for remediation, tutoring, and reteaching to address any learning gaps. Teachers will need additional professional development in key areas such as engaging students effectively, differentiating instruction, and providing supplemental instruction to struggling learners.

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

- **Communication**

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

- **School**

The school will offer both face-to-face and virtual training sessions to assist parents in navigating the Student Information System (SIS). These sessions will provide guidance on how to monitor their child's academic progress, track attendance, and review grades, ensuring that parents stay informed and actively engaged in their child's education. Additionally, in-person training sessions will be available to support parents in helping their children transition smoothly into middle school. These sessions will focus on key areas such as adjusting to new academic expectations, developing effective study habits, and fostering social-emotional well-being, equipping parents with the tools needed to guide their child through this critical stage. To further encourage parental involvement, conferences with teachers will be scheduled at flexible times to accommodate parents' diverse schedules. This approach ensures that more families can actively participate in discussions regarding their child's academic progress, strengths, and areas needing improvement. Moreover, the school will continue to reinforce high expectations for learning and positive behavior by fostering a supportive and motivating environment. Through ongoing encouragement, recognition of student achievements, and comprehensive support systems, students will be empowered to stay engaged, take ownership of their education, and develop the skills necessary for long-term success.

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Acceleration Success

1. List prioritized needs statements.

Approximately 15% of students did not meet the expected performance level on the FY24 Algebra Honors end-of-course exam. For the FY25 PM2 test, 83% of students scored at level 1 or 2, with 55% of students receiving a level 1 score and 28% scoring at level 2.

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

Challenges impacting student achievement include limited teacher instructional capacity and insufficient support, leading to difficulties in meeting diverse student needs. Many students are disengaged or lack motivation, which further hinders their academic progress. Additionally, student truancy remains an issue, disrupting continuity in learning. The demanding pacing calendar and time constraints add further pressure, especially as benchmarks now have higher rigor, requiring more time and focus. Curriculum gaps and instructional challenges exacerbate these issues, while limited parental involvement also plays a role in supporting student success.

3. Share possible solutions that address the root causes.

Teachers will continue to receive targeted support in lesson planning and coaching from additional instructional staff to strengthen their instructional practices in Mathematics and enhance overall teaching capacity. This support will include strategies for effective lesson design and differentiated learning approaches to meet the diverse needs of students. Teachers will engage in ongoing professional development designed to enhance their ability to plan critical lessons, establish clear learning objectives, utilize questioning techniques, and refine instructional delivery. They will also receive training on providing meaningful feedback and adjusting instruction based on student progress. To support student learning, both print and digital resources will be essential for remediation, tutoring, and reteaching state standards to help students meet proficiency goals. Teachers will need additional professional development in key areas such as engaging students effectively, differentiating instruction, and providing supplemental instruction to struggling learners. Provide training sessions for parents designed to familiarize them with various online tutorial programs. These sessions will equip families with the knowledge and tools needed to support their child's learning at home, reinforcing classroom instruction and promoting academic success.

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

- **Communication**

To strengthen communication and engagement with families, the Parent Link communication system will continue to be utilized to share important information regarding our Title I Program. This includes updates on key events such as the annual Title I meeting, as well as parent and family training opportunities designed to support student learning at home. Ensuring parents are well-informed about available resources and opportunities will help foster stronger school-home partnerships. To further support student achievement, multiple academic intervention programs will be available, including before- and after-school tutoring sessions and targeted Saturday bootcamps. These programs will focus on remediation and skill-building in critical subject areas, including reading, math, civics, and science. The goal is to provide students with additional instructional support outside of regular school hours to address learning gaps and reinforce key concepts necessary for academic success. Parental involvement plays a crucial role in maximizing the effectiveness of these initiatives. Families can support the school's efforts by encouraging their children to participate in tutoring and bootcamp sessions, reinforcing the importance of academic growth and persistence. Additionally, parents can assist by arranging transportation for their children to attend these supplemental learning opportunities, ensuring consistent access to the extra support available. Through collaboration between the school and families, we can create a stronger support system that fosters student success.

- **Parent Training**

The school will host a variety of informative events and training sessions designed to strengthen parental engagement and support student success. These events will include SIS Gateway and Understanding Your Student's Report Card, Curriculum Night, and STEAM Night—each tailored to provide valuable insights and resources to families.

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

- **School**

The school will offer both face-to-face and virtual training sessions to assist parents in navigating the Student Information System (SIS). These sessions will provide guidance on how to monitor their child's academic progress, track attendance, and review grades, ensuring that parents stay informed and actively engaged in their child's education. Additionally, in-person training sessions will be available to support parents in helping their children transition smoothly into middle school. These sessions will focus on key areas such as adjusting to new academic expectations, developing effective study habits, and fostering social-emotional well-being, equipping parents with the tools needed to guide their child through this critical stage. To further encourage parental involvement, conferences with teachers will be scheduled at flexible times to accommodate parents' diverse schedules. This approach ensures that more families can actively participate in discussions regarding their child's academic progress, strengths, and areas needing improvement. Moreover, the school will continue to reinforce high expectations for learning and positive behavior by fostering a supportive and motivating environment. Through ongoing encouragement, recognition of student achievements, and comprehensive support systems, students will be empowered to stay engaged, take ownership of their education, and develop the skills necessary for long-term success.

- **Students**

Students are expected to attend school consistently, arriving each day prepared, engaged, and ready to actively participate in the learning process. In addition to academic responsibility, students will be expected to adhere to the school-wide positive behavior expectations, fostering a safe, respectful, and inclusive learning environment. This includes demonstrating respect for peers, teachers, and staff, following classroom and school rules, and making positive contributions to the school community. Through a combination of academic engagement and positive behavior, students will develop a strong foundation for success, both in school and in future endeavors.

- **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 receive training on how to effectively interpret and analyze reports generated by online learning programs. This knowledge will enable them to guide parents in understanding their child's progress, identifying areas that require improvement, and implementing strategies to support learning at home. By equipping parents with this information, they will be better prepared to monitor their child's academic development and reinforce key concepts outside of the classroom. Additionally, professional development will focus on the impact of Florida Resiliency skills in the classroom. Educators will learn strategies to foster resilience, perseverance, and a positive mindset among students, helping them navigate academic and personal challenges more effectively. Training will also emphasize the importance of creating a welcoming and inclusive school environment for all students and families, ensuring that every learner feels supported and valued. Teachers will be empowered to provide parents with practical resources and strategies tailored to their child's learning needs. These tools will help families actively engage in their child's education, reinforcing skills at home and strengthening the connection between school and home learning. By working collaboratively, teachers and families will implement combined strategies that promote academic success, creating a unified support system that enhances student achievement and overall well-being.

- **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 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: \$196,991.78

Acct Description	Description																																				
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="436 215 1430 293">Item</th> <th data-bbox="1430 215 1575 293">Quantity</th> <th data-bbox="1575 215 1757 293">Rate</th> <th data-bbox="1757 215 1887 293">Type</th> <th data-bbox="1887 215 2022 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 293 1430 488">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 engaging and interactive questions, built in support, and immediate feedback. All Core Subjects Grades 6-8</td> <td data-bbox="1430 293 1575 488">1</td> <td data-bbox="1575 293 1757 488">\$29,700.00</td> <td data-bbox="1757 293 1887 488">Original</td> <td data-bbox="1887 293 2022 488">\$29,700.00</td> </tr> <tr> <td data-bbox="436 488 1430 646">Prisms-a spatial learning platform in which students learn core math and science. Students discover abstract concepts tactically and kinesthetically - Math & Science Grades 6-8</td> <td data-bbox="1430 488 1575 646">850</td> <td data-bbox="1575 488 1757 646">\$18.00</td> <td data-bbox="1757 488 1887 646">Original</td> <td data-bbox="1887 488 2022 646">\$15,300.00</td> </tr> <tr> <td data-bbox="436 646 1430 878">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. For Grades 6-8.</td> <td data-bbox="1430 646 1575 878">1</td> <td data-bbox="1575 646 1757 878">\$3,490.00</td> <td data-bbox="1757 646 1887 878">Original</td> <td data-bbox="1887 646 2022 878">\$3,490.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	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 engaging and interactive questions, built in support, and immediate feedback. All Core Subjects Grades 6-8	1	\$29,700.00	Original	\$29,700.00	Prisms-a spatial learning platform in which students learn core math and science. Students discover abstract concepts tactically and kinesthetically - Math & Science Grades 6-8	850	\$18.00	Original	\$15,300.00	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. For Grades 6-8.	1	\$3,490.00	Original	\$3,490.00							
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Extra Periods	4 extra periods to provide students the benefit of smaller class sizes and to help with increased small group instruction in ELA, Math and 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).																																				
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 1131 995 1209">Item</th> <th data-bbox="995 1131 1140 1209">Quantity</th> <th data-bbox="1140 1131 1276 1209">Rate</th> <th data-bbox="1276 1131 1377 1209">Days</th> <th data-bbox="1377 1131 1488 1209">Hours</th> <th data-bbox="1488 1131 1612 1209">Weeks</th> <th data-bbox="1612 1131 1761 1209">Certified</th> <th data-bbox="1761 1131 1892 1209">Type</th> <th data-bbox="1892 1131 2022 1209">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1209 995 1360">Science tutorial before/after school Grades 6-8 beginning September 2024-May 2025</td> <td data-bbox="995 1209 1140 1360">5</td> <td data-bbox="1140 1209 1276 1360">\$37.00</td> <td data-bbox="1276 1209 1377 1360">2</td> <td data-bbox="1377 1209 1488 1360">1</td> <td data-bbox="1488 1209 1612 1360">29</td> <td data-bbox="1612 1209 1761 1360">Certified</td> <td data-bbox="1761 1209 1892 1360">Original</td> <td data-bbox="1892 1209 2022 1360">\$10,730.00</td> </tr> <tr> <td data-bbox="436 1360 995 1471">Industry certification tutoring Grades 6-8 January 2025-May 2025</td> <td data-bbox="995 1360 1140 1471">2</td> <td data-bbox="1140 1360 1276 1471">\$37.00</td> <td data-bbox="1276 1360 1377 1471">2</td> <td data-bbox="1377 1360 1488 1471">1</td> <td data-bbox="1488 1360 1612 1471">18</td> <td data-bbox="1612 1360 1761 1471">Certified</td> <td data-bbox="1761 1360 1892 1471">Original</td> <td data-bbox="1892 1360 2022 1471">\$2,664.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Science tutorial before/after school Grades 6-8 beginning September 2024-May 2025	5	\$37.00	2	1	29	Certified	Original	\$10,730.00	Industry certification tutoring Grades 6-8 January 2025-May 2025	2	\$37.00	2	1	18	Certified	Original	\$2,664.00
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Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Reading tutorial before/after school Grades 6-8 beginning September 2024-May 2025	5	\$37.00	2	1	29	Certified	Original	\$10,730.00
	Math tutorial before/after school Grades 6-8 beginning September 2024-May 2025	6	\$37.00	2	1	29	Certified	Original	\$12,876.00
	ELA tutorial before/after school Grades 6-8 beginning September 2024-May 2025	6	\$37.00	2	1	29	Certified	Original	\$12,876.00
	Social sciences tutorial before/after school Grades 6-8 beginning September 2024-May 2025	6	\$37.00	2	1	29	Certified	Original	\$12,876.00
	JE submitted on 8.11.25 to cover ERA tutorial deficit (\$414.40 plus related benefits)- posted on 8.13.25	-1	\$414.00	1	1	1	Certified	Other	-\$414.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	SOUNDS SENSIBLE WORKBOOK 3RD ED	28	\$6.29	Instructional Materials		Original	\$176.12		
	Cases of Paper	80	\$34.96	General Supplies		Original	\$2,796.80		
	Shipping and handling	1	\$642.86	General Supplies		Original	\$642.86		
	Highlights gel smear block (12/box)	60	\$29.43	General Supplies		Original	\$1,765.80		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Cases of Color Copy Paper	35	\$163.97	General Supplies	Original	\$5,738.9
	Pencils	209	\$2.91	General Supplies	Original	\$608.19
	Post it pop up notes	60	\$8.60	General Supplies	Original	\$516.00
	SPIRE 4E SINGLE LVL TEACHERS SET LVL 1 W/O DIGITAL	1	\$364.29	Instructional Materials	Original	\$364.29
	Expo Markers	80	\$8.06	General Supplies	Original	\$644.80
	Spiral Notebooks	1155	\$2.89	General Supplies	Original	\$3,337.9
	SPIRE Workbooks 4th Ed - Levels 1-6	1	\$7,202.91	Instructional Materials	Original	\$7,202.9
	Oxford 2-Pocket Poly Portfolio w/Prongs, Assorted Colors, Set of 12	96	\$23.91	General Supplies	Original	\$2,295.3
	Adjustment - benefits credit and final allocation	1	\$7,335.75	General Supplies	Other	\$7,335.7
Educational consultants	Item	Quantity	Rate	Type	Total	
	Latinos in Action -To empower youth in grades 6-8 around self-efficacy, self-esteem, and self-identity, and literacy.	1	\$2,500.00	Original	\$2,500.0	

Action Step: Professional Learning

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

Budget Total: \$292,714.00

Acct Description	Description									
Single School Culture Coordinator	The Single School Culture Coordinator will monitor and support data-driven decision making in Math, implement academic coaching, and lead Common Planning meetings.									
Webinar /PL with Purchase	<table border="1"> <thead> <tr> <th data-bbox="428 532 1455 609">Item</th> <th data-bbox="1455 532 1604 609">Quantity</th> <th data-bbox="1604 532 1770 609">Rate</th> <th data-bbox="1770 532 1900 609">Type</th> <th data-bbox="1900 532 2022 609">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	<p>Teacher Institute - Professional learning in understanding Prisms' curriculum, technology, and pedagogical approach is essential for educators to effectively support student learning. This learning involves gaining in-depth knowledge of Prisms' curriculum design, which integrates various subjects in a holistic, student-centered framework. Teachers will need to understand how this curriculum aligns with learning objectives, key standards, and student needs to create meaningful, relevant lessons. Ongoing professional learning should provide opportunities for teachers to explore new resources and best practices, stay informed about updates to the platform, and collaborate with colleagues to share insights and refine their instructional techniques.</p>	3	\$3,200.00	Original	\$9,600.00					
	<p>Site Support - To ensure the successful integration and ongoing use of the platform in enhancing student learning. Prisms, as an advanced curriculum and technology-based system, requires technical expertise and administrative coordination to operate smoothly.</p>	1	\$1,720.00	Original	\$1,720.00					
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="428 1317 1455 1393">Item</th> <th data-bbox="1455 1317 1604 1393">Quantity</th> <th data-bbox="1604 1317 1770 1393">Rate</th> <th data-bbox="1770 1317 1900 1393">Type</th> <th data-bbox="1900 1317 2022 1393">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	<p>NABE-National Association of Bilingual Education, February 11-13, 2026 Chicago IL. Dual Language teachers & ESOL Coordinators will attend to learn best practices for ensuring best practices for non-native speaking students</p>	6	\$3,144.00	Original	\$18,864.00					

Acct Description	Description									
	Item						Quantity	Rate	Type	Total
	and professional learning opportunities for teachers. Registration \$800, Transportation \$800, Lodging \$1,400 and per diem \$144. 6 Attending.									
Stipends	Item			Quantity	Rate	Days	Hours	Weeks	Type	Total
	New Teacher Academy will be conducted for all new hires between July 28-31, 2025.			22	\$25.00	4	8	1	Original	\$17,600.00
	Teacher Ambassador Liaison (Teacher Position) will provide workshop training to new hires between July 28-31, 2025.			1	\$35.00	2	7.5	1	Original	\$525.00
	Marzano Liaison (Teacher Position) will provide workshop training to new hires between July 28-31, 2025.			1	\$35.00	2	7.5	1	Original	\$525.00
Travel out-of-county	Item						Quantity	Rate	Type	Total
	Model Schools June 28-July 1, 2026 Orlando FL - Participation in the Model Schools Conference will provide educators with the opportunity to engage in high-quality professional learning focused on acquiring and implementing evidence-based strategies that enhance resiliency, foster positive behavior support systems, and promote increased academic achievement. The conference offers access to nationally recognized experts, innovative instructional practices, and practical tools that can be directly applied to support student success and improve overall school climate. Registration \$995, Transportation \$180, \$1,200 and Per Diem \$108. 6 Attending						6	\$2,487.00	Original	\$14,922.00
	AVID/Orlando/June 2025 - LWMS will participate in AVID Summer Institute in order to continue use of AVID strategies in classrooms. Registration \$999,						8	\$2,483.00	Original	\$19,864.00

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Out-of-system PL Subs	<table border="1"> <thead> <tr> <th data-bbox="428 878 1022 971">Item</th> <th data-bbox="1022 878 1167 971">Quantity</th> <th data-bbox="1167 878 1287 971">Rate</th> <th data-bbox="1287 878 1386 971">Days</th> <th data-bbox="1386 878 1495 971">Hours</th> <th data-bbox="1495 878 1619 971">Weeks</th> <th data-bbox="1619 878 1772 971">Certified</th> <th data-bbox="1772 878 1892 971">Type</th> <th data-bbox="1892 878 2024 971">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 971 1022 1542">Professional learning for New Teachers: to build the instructional capacity of educators who are new to the profession by providing meaningful opportunities to learn from one another through peer observations. As part of the Florida Educator Accomplished Practices (FEAP) New Teacher Program, the new teachers will participate in structured classroom visits to observe experienced colleagues in action. Through this experience, they will gain valuable insight into effective teaching strategies, classroom management</td> <td data-bbox="1022 971 1167 1542">10</td> <td data-bbox="1167 971 1287 1542">\$21.00</td> <td data-bbox="1287 971 1386 1542">1</td> <td data-bbox="1386 971 1495 1542">6.5</td> <td data-bbox="1495 971 1619 1542">2</td> <td data-bbox="1619 971 1772 1542">Non-Certified</td> <td data-bbox="1772 971 1892 1542">Original</td> <td data-bbox="1892 971 2024 1542">\$2,665.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Professional learning for New Teachers: to build the instructional capacity of educators who are new to the profession by providing meaningful opportunities to learn from one another through peer observations. As part of the Florida Educator Accomplished Practices (FEAP) New Teacher Program, the new teachers will participate in structured classroom visits to observe experienced colleagues in action. Through this experience, they will gain valuable insight into effective teaching strategies, classroom management	10	\$21.00	1	6.5	2	Non-Certified	Original	\$2,665.00								
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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: **\$104,504.97**

Acct Description	Description																																			
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 1115 1033 1193">Item</th> <th data-bbox="1041 1115 1226 1193">Quantity</th> <th data-bbox="1234 1115 1377 1193">Rate</th> <th data-bbox="1386 1115 1713 1193">Supply Type</th> <th data-bbox="1722 1115 1885 1193">Type</th> <th data-bbox="1894 1115 2024 1193">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1200 1033 1268">Pens Pack of 48</td> <td data-bbox="1041 1200 1226 1268">3</td> <td data-bbox="1234 1200 1377 1268">\$37.30</td> <td data-bbox="1386 1200 1713 1268">General Supplies</td> <td data-bbox="1722 1200 1885 1268">Original</td> <td data-bbox="1894 1200 2024 1268">\$111.90</td> </tr> <tr> <td data-bbox="432 1274 1033 1343">Manila File Folders</td> <td data-bbox="1041 1274 1226 1343">20</td> <td data-bbox="1234 1274 1377 1343">\$7.71</td> <td data-bbox="1386 1274 1713 1343">General Supplies</td> <td data-bbox="1722 1274 1885 1343">Original</td> <td data-bbox="1894 1274 2024 1343">\$154.20</td> </tr> <tr> <td data-bbox="432 1349 1033 1417">Colored File Folders</td> <td data-bbox="1041 1349 1226 1417">15</td> <td data-bbox="1234 1349 1377 1417">\$17.67</td> <td data-bbox="1386 1349 1713 1417">General Supplies</td> <td data-bbox="1722 1349 1885 1417">Original</td> <td data-bbox="1894 1349 2024 1417">\$265.05</td> </tr> <tr> <td data-bbox="432 1424 1033 1492">Refreshments for Parent Trainings</td> <td data-bbox="1041 1424 1226 1492">250</td> <td data-bbox="1234 1424 1377 1492">\$3.00</td> <td data-bbox="1386 1424 1713 1492">Program Supplies</td> <td data-bbox="1722 1424 1885 1492">Original</td> <td data-bbox="1894 1424 2024 1492">\$750.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Pens Pack of 48	3	\$37.30	General Supplies	Original	\$111.90	Manila File Folders	20	\$7.71	General Supplies	Original	\$154.20	Colored File Folders	15	\$17.67	General Supplies	Original	\$265.05	Refreshments for Parent Trainings	250	\$3.00	Program Supplies	Original	\$750.00					
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Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Shipping	1	\$5.82	General Supplies			Original	\$5.82		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	CLFS - to provide translation services during training sessions.	2	\$27.00	1	2	16	Non-Certified	Original	\$1,696.00	
	Community Resource Person -will provide support to the Haitian community during parent training sessions.	1	\$27.00	1	2	16	Non-Certified	Original	\$848.00	
Parent Liaison - Para Level	The parent liaison will 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; keep records of their involvement with parents and families; help cultivate parental interest in their children's school and activities and ultimately develop the relationship between families and school.									
Computer HW; cap	Item				Quantity	Rate	Type		Total	
	Computer Cart - Chromebook charging cart for FE Chromebooks				1	\$1,500.00	Original		\$1,500.00	
Community Resource Person	The Community Resource Person will assist with improving attendance through outreach and re-engagement strategies, as well as ensuring services are provided for the increasing number of homeless students.									
Mobile devices	Item				Quantity	Rate	Type		Total	
	Chromebook Computers - Used for parent engagement workshops and modeling use of school-based tools.				30	\$550.00	Original		\$16,500.00	

Mission Statement

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

Name	Title
Ana Pascual	Educational Support Employee
Edwin Tobar	Education Support Employee
Hachenide Alexis	Education Support Employee
April Leach	Teacher
Caelethia Taylor	Principal Director
Jaelynn Duke	Student
Lawrence Gordon	Parent 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 20, 2025. 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 19, 2025 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 18, 2025 at 6:30 P.M. During the stakeholders meeting on February 18, 2025, 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 18, 2025 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 involved in student learning at home. Per our CNA, our stakeholders have expressed a need for someone to translate in Spanish and Haitian Creole and CLFs were hired to address this need.

Name	Title
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

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

The annual parent meeting will be held September 11, 2025 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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Welcome & Resource Center for Students and Families

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

Staff will take part in hands-on training that prepares them to set up and manage Family Resource Centers (FRCs) right on campus. The training will cover practical topics like how to reach and connect with families, offer culturally responsive support, navigate available resources, maintain confidentiality, and build strong community partnerships. They'll also learn how to track family needs and measure the impact of the support they provide. The goal is to make sure the FRCs aren't just well-run, but also feel welcoming, inclusive, and truly helpful to families. With this kind of preparation, staff will be better equipped to strengthen the connection between home and school, increase family involvement in student success, and make it easier for families to access the support they need.

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

Through the establishment of these Family Resource Centers, staff can foster an 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, presentations

- Month of Training

September, 2025

- Responsible Person(s)

Community Resource Person

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 core SEL Signature Practices include: (1) initiating a welcoming activity or routine; (2) incorporating engaging instructional strategies; and (3) closing with an optimistic conclusion. Teachers often remain unaware of the personal challenges or emotional struggles students may face before entering the classroom. For this reason, welcoming strategies at the start of a lesson are critical, as they help students transition from any prior stressors and create a positive, focused tone for learning. Similarly, students can establish morning routines at home with their families to set a positive foundation for the day. Concluding lessons on an optimistic note involves acknowledging student accomplishments, revisiting key concepts, and connecting the day's learning to broader goals. This not only reinforces understanding but can also inspire students to discuss what they've learned with their families, fostering continued engagement beyond the classroom.

- 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, Evaluations

- Month of Training

October 2025

- Responsible Person(s)

SLL Liaison

Parent Trainings

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 2025

- Responsible Person(s)

Administrative Team

- Resources and Materials

Agenda, Invitation, Sign-in Sheet

- Amount (e.g. \$10.00)

\$150.00

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 2025

- Responsible Person(s)

Guidance Team

- Resources and Materials

Sign-in Sheets, handouts, Evaluations

- Amount (e.g. \$10.00)

\$150.00

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.

STEAM Night at Lake Worth Community Middle School is designed to celebrate and promote the dynamic fields of Science, Technology, Engineering, Arts, and Mathematics by actively involving both students and their families in an evening of discovery and hands-on learning. Throughout the event, parents and students will rotate through 20 interactive, hands-on learning stations, each carefully crafted to demonstrate the real-world relevance and exciting possibilities of STEAM education. Participants will engage in thought-provoking experiments that bring STEM concepts to life—exploring everything from coding and robotics to physics and engineering challenges. In addition, the Arts component will feature innovative, creative stations that inspire self-expression while encouraging critical thinking and problem-solving. The event not only fosters curiosity and innovation, but also strengthens the connection between school, home, and the broader learning community by providing an inclusive and collaborative experience for all.

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

The purpose of the STEAM event with interactive centers is to create an engaging, hands-on learning environment that fosters collaboration and connection among students, their families, and school staff. By incorporating interactive stations across Science, Technology, Engineering, Arts, and Mathematics, the event aims to stimulate curiosity, creativity, and problem-solving through shared experiences. These centers are designed to encourage meaningful conversations, teamwork, and active participation, ultimately strengthening the home-school partnership and promoting a community-wide culture of exploration and lifelong learning.

- Date of Training

April 2026

- Responsible Person(s)

Peter Drolet

- Resources and Materials

Invitation, Sign-in Sheets, Photos

- Amount (e.g. \$10.00)

\$450.00

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

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

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, parent training sessions on 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

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

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

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 Youth Services Department counseling. Our co-located D.A.T.A. counselor provide counseling to students who have been identified as struggling with substance abuse. C.A.P.E., Chrysalis, YSD 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. Girl Talk is a part of our ICAN program that provides female students the opportunity to discuss and develop skills in dealing with bullying and conflicts, solving problems, and developing healthy peer relationships. 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 for this elective 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

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

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

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, Pre-AICE Spanish 1 and 2, Physical Science Honors, Journalism, Digital Discoveries, and Advanced IT. 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, all 8th grade students participate 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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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 Read 180 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 45% on the Federal Index (SWD, Native American, and ELLs). 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. This program is enhanced with our own New Warrior Academy which takes place during the week before preschool and is open to all teachers within their first and second year at Lake Worth Middle School. Professional development during the New Warrior Academy is centered around onboarding teachers to the single school culture practices of our school and district and is delivered through subject matter experts at the school and district level (classroom management, etc.). 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

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.