Title I Comprehensive Schoolwide Plan

LAKE WORTH COMMUNITY MIDDLE (2131)

ELA

1. List prioritized needs statements.

The PM2 data indicates that 72.12% of all students scored at levels 1 and 2 on the assessment. Specifically, 51.45% of students received a level 1 score on the ELA PM2 assessment, while 20% scored at level 2. Although there was an overall increase in proficiency by 3%, increase in Level 5s by 2%, Level 4s by 1% and Level 2s by 2%, 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 5% increase in proficiency from PM1 to PM2. Additionally, learning gains from FY25 were flat across all students and students in the Lowest 25% so learning gains continues to be a target of the school with goals to improve learning gains across subgroups by 5%.

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. Students need school wide test taking strategies and strategies to increase intrinsic motivation. 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. This includes "mini lessons" for standards in need of remediation and co-teaching opportunities for new teachers. 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. Teacher professional development will also focus on test taking strategies for students. 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 77.74% 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 49.69% of students received a level 1 score on the Math PM2 assessment, while 28% scored at level 2. Encouragingly, there was an overall increase in proficiency of 7% from PM2 FY25 to PM2 FY26 and subsequently a decline of Level 1s by 7%, 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. Additionally, learning gains from FY25 were flat across all students and students in the Lowest 25% so learning gains continues to be a target of the school with goals to improve learning gains across subgroups by 5%. 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 5.8% increase in proficiency from PM1 to PM2. Despite this improvement, a significant 91.85% 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 FY25 Science state assessment results indicate that 80% 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 20% to 38%, ensuring more students meet grade-level expectations in science. Additionally, while data from the winter diagnostics demonstrates an increase in performance in every reporting category, students demonstrating mastery was at 4% which underscores the need for targeted supplemental support across all subgroups to address learning gaps and strengthen students' understanding of key scientific concepts. Focused interventions such as tutoring, professional development for science teachers, and standards-based and topic-based learning 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. Students are in need of test taking strategies, reading strategies, and vocabulary strategies. 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. 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. One strategy will be cross curriculum note cards. Additionally time will be built into the Instructional Focus Calendar to allow for remediation days on standards. 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

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

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

- School

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- Students

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- Parents

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- Staff Training

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- 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.

Social Studies

1. List prioritized needs statements.

Forty-five percent (45%) of 7th-grade students scored below Level 3 on the Civics FY25 End-of-Course (EOC) assessment, indicating a need for academic improvement. The goal is to increase the percentage of proficient students from 55% to 60%, ensuring more students achieve mastery in Civics. While 21% of students showed proficiency on the Winter Civics Diagnostic among 28 standards, the data highlights a need for targeted supplemental support across all subgroups to address learning gaps and enhance overall student performance. An increase in academic vocabulary usage, focus on comprehension skills, and rigor in precursory coursework will be essential in achieving these proficiency goals.

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

One Civics teacher is new to the school and within their first year of teaching and other is within their second 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. Teachers will consider high engagement activities such as a "Vocabulary Bee" for students and include more practice time for students.

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

- 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 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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• Accessibility

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Acceleration Success

1. List prioritized needs statements.

Although student proficiency on the district Algebra 1 Midterms was 9% higher than FY25, approximately 30% of Geometry and Algebra 1 students are not on track to pass their End of Course (EOC) exam.

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. Students struggle with AR and NSO standards, critical thinking, and multi-step problems. These 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. Tutoring and extra support will also be provided in Industry certification courses. 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. Teaching strategies need to be embedded across courses and curriculum to make connections in content. Teachers need to analyze data to determine strategic small group instruction. 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: **$333,784.10**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Educational consultants</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Latinos in Action will serve approximately 100 students for one class period, providing access to elective curriculum, digital resources, and implementation support to promote graduation and postsecondary readiness.</td><td>1</td><td>$2,500.00</td><td>Original</td><td>$2,500.0</td></tr>
<tr><td>Amend 14/BT 542138 COLLAPSE Latinos In Action</td><td>-1</td><td>$2,500.00</td><td>Amendment</td><td>-$2,500.0</td></tr>
</table>
</td></tr>
<tr><td>Resource Teacher</td><td>Math Resource Teacher will provide push-in and pull-out support for remediation to students in grades 6–8.</td></tr>
<tr><td>Resource Teacher</td><td>Literacy Resource Teacher will provide push-in and pull-out support for remediation to students in grades 6-8</td></tr>
<tr><td>Computer HW; non-cap</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Headphones will be provided for student use with adaptive technology platforms such as IXL, NoRedInk, and Kesler Science to support instruction and student learning.</td><td>300</td><td>$5.50</td><td>Original</td><td>$1,650.0</td></tr>
<tr><td>Adapt4 USB-C coiled cable sets will be provided for student use with 1:1 devices and existing power banks to ensure continuous classroom learning when device batteries do not last the full day.</td><td>80</td><td>$25.00</td><td>Original</td><td>$2,000.0</td></tr>
<tr><td>Headphones with microphones will be provided for student use with adaptive technology platforms such as Achieve3000 and Read 180 to support speaking practice and student learning.</td><td>150</td><td>$27.22</td><td>Original</td><td>$4,083.0</td></tr>
</table>
</td></tr>
<tr><td>Extra Periods</td><td>(Intermittent) Certified teachers will provide in-school tutorial services during an extra class period for studen in grades 6–8 in Math, ELA, Social Science, and Science from September 2026 through May 2027 (5 tutors pe</td></tr>
</table>

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td></td><td>subject; 20 total), scheduled for 3 periods per week (1 period per day) over 10 weeks.</td></tr>
<tr><td>Online subscription</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>IXL Math grades 6-8 will provide students (approximately 1,000) with standards-aligned practice and real-time progress monitoring to support skill mastery at an individualized pace.</td><td>1</td><td>$15,400.00</td><td>Original</td><td>$15,400.0</td></tr>
<tr><td>Kesler Science (Grades 6-8, approximately 1000 students) online subscription will provide a research-based 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) to support inquiry-based science learning and build student skills.</td><td>1</td><td>$3,490.00</td><td>Original</td><td>$3,490.0</td></tr>
</table>
</td></tr>
<tr><td>Community Language Facilitator</td><td>(Amend 14/BT 542138) The CLF will conduct home visits and parent contact for students grades 6-8 in Spanis and/or Mayan dialect to connect families with resources to bridge gaps resulting from outside barriers . The C will work closely with the Community Resource Person to support reengagment efforts.</td></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Color Printer Ink - Magenta</td><td>15</td><td>$100.00</td><td>Technology</td><td>Original</td><td>$1,500.0</td></tr>
<tr><td>Color Printer Ink - Cyan</td><td>15</td><td>$65.00</td><td>Technology</td><td>Original</td><td>$975.00</td></tr>
<tr><td>Post it pop up notes</td><td>58</td><td>$8.60</td><td>General Supplies</td><td>Original</td><td>$498.80</td></tr>
<tr><td>Color Printer Ink - Black</td><td>15</td><td>$60.00</td><td>Technology</td><td>Original</td><td>$900.00</td></tr>
<tr><td>Poster maker film rolls</td><td>20</td><td>$132.71</td><td>General Supplies</td><td>Original</td><td>$2,654.2</td></tr>
</table>
</td></tr>
</table>

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Spiral Notebooks	900	$2.89	General Supplies	Original	$2,601.0
Poster Maker Ink - Magenta	20	$45.13	Technology	Original	$902.60
Laminate film Rolls	20	$58.69	General Supplies	Original	$1,173.8
Oxford 2-Pocket Poly Portfolio w/Prongs, Assorted Colors, Set of 12	100	$23.91	General Supplies	Original	$2,391.0
Color Printer Ink - Yellow	15	$100.00	Technology	Original	$1,500.0
Cases of color copy paper	19	$34.96	General Supplies	Original	$664.24
Expo Markers	58	$8.06	General Supplies	Original	$467.48
Poster Maker Ink - Cyan	20	$45.13	Technology	Original	$902.60
Pencils	176	$2.90	General Supplies	Original	$510.40
Poster Maker Ink- Yellow	20	$45.13	Technology	Original	$902.60
Poster Maker Ink - Black	20	$58.15	Technology	Original	$1,163.0
Cases of paper	17	$34.96	General Supplies	Original	$594.32

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Highlights gel smear block (12/box)	60	$29.43	General Supplies	Original	$1,765.8
Shipping	1	$29.26	General Supplies	Original	$29.26
Final Allocation Differential	1	$527.00	General Supplies	Original	$527.00
(Amend 14/BT 542138) Bulk ink pens	1	$21.92	General Supplies	Amendment	$21.92
(Amend 14/BT 542138) Poster maker film rolls	10	$132.71	General Supplies	Amendment	$1,327.1
(Amend 14/BT 542138) Set Of 12 Staplers	2	$62.49	General Supplies	Amendment	$124.98

Extra Periods

(Daily)Two certified teachers will provide in-school credit recovery for at-risk students in grades 6–8 through the Edgenuity program to support students who are unable to attend after-school sessions.

Certified Tutorial

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Certified Math tutors will provide before- and after-school tutorial services for students in grades 6–8 from September 2024 through May 2025.	5	$37.00	3	1	10	Certified	Original	$5,550.0
Certified Social Science teachers will provide before- and after-school	5	$37.00	3	1	10	Certified	Original	$5,550.0

Acct Description	Description

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
tutorial services for students in grades 6–8 from September 2024 through May 2025.								
Certified ELA teachers will provide before- and after-school tutorial services for students in grades 6–8 from September 2024 through May 2025.	5	$37.00	3	1	10	Certified	Original	$5,550.0
Certified teachers will provide Saturday tutorial services in Math, ELA, Civics, Science, Industry Certification, Algebra, and Geometry from March through May.	11	$37.00	1	4	6	Certified	Original	$9,768.0
Certified Science teachers will provide before- and after-school tutorial services for students in grades 6–8 from September 2024 through May 2025.	5	$37.00	3	1	10	Certified	Original	$5,550.0
(Amend 14/BT 542138)- INCREASED Literacy tutorial before/after school Grades 6-8 beginning September 2024-May 2025	3	$37.00	3	1	10	Certified	Amendment	$3,330.0

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: **$52,899.00**

Acct Description	Description
Travel out-of-county	**Item** / **Quantity** / **Rate** / **Type** / **Total** Four staff members will attend the National Association of Bilingual Education (NABE) Conference in Orlando (February 2027) to support professional learning related to bilingual education (registration: $999.00; transportation: $180.00; lodging: $1,200.00; per diem: $108.00). / 4 / $2,487.00 / Original / $9,948.0
Stipends	**Item** / **Quantity** / **Rate** / **Days** / **Hours** / **Weeks** / **Type** / **Total** New Teacher Academy will provide training for 12 staff from July 27–30, 2026 / 12 / $25.00 / 4 / 7.5 / 1 / Original / $9,000.0 (Amend 14/BT 542138) INCREASE Original New Teacher Academy Allocation / 8 / $25.00 / 4 / 7.5 / 1 / Amendment / $6,000.0
Travel out-of-state	**Item** / **Quantity** / **Rate** / **Type** / **Total** Six staff members will attend the Model Schools Conference in June 2027 to engage in professional learning on evidence-based strategies to improve student achievement and school climate (registration: $995.00; transportation: $800.00; lodging: $1,400.00; per diem: $144.00 per person; total cost: $20,034.00). / 6 / $3,339.00 / Original / $20,034.0
Single School Culture	The Single School Culture Coordinator will provide schoolwide professional development and support pedagogy through instructional best practices across all content areas, while supporting the implementation

Acct Description	Description
Coordinator	Positive Behavioral Interventions and Supports (PBIS) and promoting a positive, data-driven school culture.
Teacher Collaboration	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teacher Ambassador Liaison will provide workshop training to new hires from July 28–31, 2025	1	$25.00	2	7.5	1	Certified	Original	$375.0
Marzano Liaison will provide workshop training to new hires during pre-school week	1	$25.00	2	7.5	1	Certified	Original	$375.0
(Amend 14/BT 542138) INCREASE Original Teacher Ambassador Liason days allocation	1	$25.00	2	7.5	1	Certified	Amendment	$375.0
(Amend 14/BT 542138) INCREASE Original Marzano Liason days allocation	1	$25.00	2	7.5	1	Certified	Amendment	$375.0
(Amend 14/BT 542138) Teacher Trainer -Teacher Position; July 28 -31, 2025	1	$25.00	4	7.5	1	Certified	Amendment	$750.0

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: **$107,115.90**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Colored File Folders</td><td>10</td><td>$17.67</td><td>General Supplies</td><td>Original</td><td>$176.70</td></tr>
<tr><td>Manila File Folders</td><td>20</td><td>$7.71</td><td>General Supplies</td><td>Original</td><td>$154.20</td></tr>
</table>
</td></tr>
<tr><td>Community Language Facilitator</td><td>(Amend 14/BT 542138) The CLF will conduct home visits and parent contact for students grades 6-8 in Spanish and/or Mayan dialect to connect families with resources to bridge gaps resulting from outside barriers . The CLF will work closely with the Community Resource Person to support reengagment efforts.</td></tr>
<tr><td>Parent Liaison - Para Level</td><td>(Amend 14/BT 542138) The parent liaison will strive to bridge the communication between school and hom by helping parents get the information, help, and support they need to ensure their child's academic and social success in school. This individual will keep records of their involvement with parents and families. Th will help cultivate parental interest in their children's schools and activities and ultimately develop the relationship between families and school. keep records of their involvement with parents and families. They help cultivate parental interest in their children's schools and activities.</td></tr>
<tr><td>Postage</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Parents will be informed of parent engagement events throughout the year - Postage Stamp - Rolls of 100</td><td>40</td><td>$78.00</td><td>Original</td><td>$3,120.0</td></tr>
</table>
</td></tr>
<tr><td>Community Resource Person</td><td>The Community Resource Person will assist with improving attendance through outreach and re-engageme strategies, as well as ensuring services are provided for the increasing number of homeless students.</td></tr>
<tr><td>Online subscription</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Smore subscription will be used to send updates and newsletters to families to support engagement in school events and activities.</td><td>1</td><td>$179.00</td><td>Original</td><td>$179.0</td></tr>
</table>
</td></tr>
</table>

Acct Description	Description
Teacher Parent Liaison	(Amend 14/BT 542138) The parent liaison will strive to bridge the communication between school and hom by helping parents get the information, help, and support they need to ensure their child's academic and social success in school. This individual will keep records of their involvement with parents and families. Th will help cultivate parental interest in their children's schools and activities and ultimately develop the relationship between families and school. keep records of their involvement with parents and families. They help cultivate parental interest in their children's schools and activities.

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
Marta Pascual	Educational Support Employee
Edwin Tobar	Education Support Employee
Wajeane Theus	Education Support Employee
April Leach	Teacher
Caelethia Taylor	Principal Director
Siew Wong	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 18, 2027. 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 18, 2027 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 meetings held throughout the school year will include Title I Parent Trainings, monthly SAC Meetings, Open House, parent surveys, and other family engagement activities. Stakeholders will participate in the Comprehensive Needs Assessment (CNA) process during the Spring SAC Meeting scheduled for February 16, 2027, at 6:30 p.m. During the stakeholder meeting on February 16, 2027, there will be an open discussion regarding the school's identified needs, barriers, root causes, and potential solutions. Stakeholders will also provide input on family engagement trainings they would like to attend and identify ways families and the school can partner through the School-Parent Compact to support optimal student achievement. The school will use F.A.S.T. Progress Monitoring 2 (PM2) assessment data to guide the discussion. During the SAC meeting, stakeholders will review school climate and PM2 assessment data as part of the school improvement process to identify areas of strength and opportunities for 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 17, 2026 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
Laquandra Golf	Assistant Principal
Shannon Makowski	Assistant Principal
Peter Drolet	Assistant Principal
Chimere Brown	Literacy Coach
Veneshia Williams	Resource Teacher
Delvin Scott	Math Coach

Annual Parent Meeting

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

The annual parent meeting will be held September 15, 2026 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 2026

• 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 2026

- Responsible Person(s)

Parent 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 2026

- 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 2026

• 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 2027

- 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 Learning, 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

Choice Application Night

• Brief Description

Parents of 8th grade students will be invited to attend Choice Application Night where they can learn about available high school choice options in the district and receive support with completing a choice application in their native language. This event will be supported with partnerships from the district's Multicultural Department and Choice Department and the school's Counseling Department, CLFs, and staff.

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 five 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 provides 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 that target building students' academic skills. This research-based program is 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 based on criteria related to 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 through 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 guidelines to best accomplish the behaviors that promote the Warrior Way. The effectiveness of these student support and behavioral programs is monitored through discipline referral data, attendance trends, SwPBS points and recognition data, and student participation in support services. The school leadership team and SwPBS committee review these data regularly to identify trends, measure progress, and adjust interventions and supports as needed.

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 committed to providing all students with a well-rounded education and meaningful enrichment opportunities. The school offers a comprehensive curriculum aligned to the B.E.S.T. Standards, with instruction differentiated and informed by student data. Teachers use common planning and data analysis to address individual needs and strengthen student achievement. Classroom instruction also develops employability skills such as critical thinking, problem-solving, collaboration, communication, creativity, adaptability, and responsible decision-making. Students engage in real-world problem solving, group projects, inquiry-based learning, research, presentations, and activities that require them to communicate effectively, meet deadlines, apply evidence, and work as a team. The school offers Choice programs including Biomedical Sciences, Pre-Engineering, Pre-Information Technology, Pre-Culinary, and Spanish Dual Language. These programs provide rigorous academic and career-focused experiences while developing teamwork, communication, problem-solving, and critical-thinking skills. Accelerated courses also provide opportunities for students to earn high school credits. Students have access to electives, including band, chorus, art, and physical education, as well as athletics and extracurricular activities such as Dance, Cheer, First Priority, and intramural sports. These opportunities promote creativity, leadership, teamwork, goal-setting, accountability, perseverance, conflict resolution, and time management. Following each F.A.S.T. Progress Monitoring assessment, administrators and teachers analyze student performance to determine appropriate tutorials, remediation, or enrichment. Assessment results, course grades, participation, and progress-monitoring data are used to adjust instruction and identify students needing additional support or enrichment. Program success is monitored through F.A.S.T. results, learning gains, course grades, high school credit completion, attendance, participation, and successful completion of Choice and accelerated courses. Student, teacher, and program feedback is also reviewed to evaluate engagement and program effectiveness. Additionally, academies, AVID, and the Science Department provide real-world experiences through field trips to local colleges, the Solid Waste Authority, John D. MacArthur Beach State Park, and other educational sites. These experiences allow students to apply academic knowledge while strengthening critical thinking, collaboration, communication, problem-solving, and career awareness.

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 administers personality assessments to help students identify potential career paths. The results from these assessments and surveys guide students in selecting suitable career pathways and help them make informed decisions about their academic and career goals. Employability skills, including critical thinking, problem-solving, communication, collaboration, creativity, adaptability, and professionalism, are intentionally embedded throughout classroom instruction. Teachers provide students with opportunities to work collaboratively, participate in project-based learning, analyze real-world problems, communicate their ideas through presentations and discussions, and apply content-area knowledge to authentic situations. Programs such as AVID, Career and Technical Education (CTE), Journalism, Digital Discoveries, Advanced IT, the Medical Academy, and the Engineering Academy provide additional opportunities for students to develop these skills while exploring career interests. Students are expected to demonstrate teamwork, responsible decision-making, effective communication, and persistence as they complete academic and career-focused tasks. 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, allowing students to begin building a strong foundation for post-secondary success while still in middle school. Students have numerous opportunities to participate in field trips and experiences that expose them to real-world learning environments. 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. These experiences require students to apply critical thinking, observation, collaboration, and problem-solving skills to authentic environmental issues. 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 mathematics learning activities. These experiences reinforce the importance of collaboration, innovation, communication, and problem-solving in STEM-related careers. Additionally, all 8th grade students participate in the JA Inspire Career Exploration Fair sponsored by Junior Achievement of South Florida. JA Inspire allows learners to explore careers of the future and develop critical career-readiness skills, ultimately preparing them for success in high school, post-secondary education, and the workforce. Program success is monitored through multiple measures, including student participation and completion in accelerated and career-focused courses, high school credit attainment, course completion and promotion rates, student performance data, career and interest assessments, participation in college and career exploration activities, and feedback from students and teachers. The school will also monitor the number and percentage of students successfully completing high school credit-bearing courses while enrolled at Lake Worth Middle School and use this information to identify areas for additional academic and career support. These data points allow the school to evaluate whether students are developing the academic knowledge, employability skills, and post-secondary readiness needed for successful transitions to high school, college, career, and beyond.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

Lake Worth Community Middle has three resource teachers supporting Mathematics, Social Studies, Science, and English Language Arts. They assist teachers through weekly PLCs, content-specific coaching, modeling, and professional development, including training on the Talk Read Talk Write Framework to support English Language Learners (ELL). Paraprofessionals and tutors receive clear guidance from classroom teachers, resource teachers, and instructional leaders to ensure their support aligns with classroom instruction and Tier 2 and Tier 3 intervention plans. They receive intervention goals, lesson objectives, student accommodations, instructional resources, and guidance on scaffolding, questioning, vocabulary development, differentiation, and progress monitoring. Tutors and paraprofessionals use student data and teacher direction to provide targeted small-group or individual support and communicate student progress to classroom teachers. ELL support includes strategies such as sentence frames, cognates, word/picture banks, peer collaboration, and opportunities to develop reading, writing, speaking, and listening skills. Administrators monitor implementation through lesson plan reviews, classroom walks, student work, data analysis, observations, data chats, and common planning. Teachers participate in professional development, PLCs, and data analysis focused on standards-based instruction and the needs of ESSA subgroups, including SWD, Native American, and ELL students. Multicultural specialists, District Specialists, resource teachers, and administrators provide modeling, coaching, and instructional guidance. New teachers participate in the District's Educator Support Program (ESP), which provides mentors, professional development, and support with instructional practices and the Marzano evaluation process. The school's New Warrior Academy provides additional onboarding and training in school culture, classroom management, and instructional practices. AVID staff receive training through the AVID Summer Institute and implement WICOR strategies—Writing, Inquiry, Collaboration, Organization, and Reading. ESE staff also have access to professional learning through Professional Development Alternatives and district content-area trainings. The effectiveness of professional learning and instructional support is monitored through student progress data, intervention logs, student work samples, classroom observations, assessment results, and teacher feedback. These measures help determine whether interventions are implemented effectively and whether additional support is needed.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Lake Worth Middle School uses multiple strategies to recruit and retain highly qualified teachers, particularly in high-need areas such as Math, Science, ESE, and ESOL. Vacancies are posted through the School District of Palm Beach County and external sites such as Indeed. Administrators participate in district and community job fairs and use professional networks, staff referrals, and direct outreach to identify qualified candidates. Recruitment efforts prioritize educators with appropriate certifications and experience serving diverse learners. The school partners with District Human Resources, educator preparation programs, and teacher support programs to strengthen the teacher pipeline. Administrators highlight opportunities for professional growth, specialized programs, tutoring, clubs, and supplemental compensation during the recruitment process. Once hired, new teachers participate in the District's Education Support Program (ESP) and are assigned a Clinical Education Trained mentor who provides coaching, modeling, and feedback. The New Teacher Ambassador, mentors, Single School Culture Coordinators, District Specialists, and administrators provide ongoing support through professional development, PLCs, collaborative planning, and instructional coaching. Teachers in high-need areas receive targeted support. Math and Science teachers receive assistance with standards-based planning, assessment analysis, and intervention strategies. ESE and ESOL teachers receive support with differentiation, accommodations, scaffolding, and language development. Teachers collaborate with experienced colleagues and instructional specialists to address student and instructional needs. Retention efforts include additional hourly pay for afterschool tutoring and extended learning opportunities, as well as stipends for club sponsorships. The principal maintains an open-door policy, and administrators conduct ongoing check-ins with new teachers to identify needs and provide support. The school monitors vacancies, retention, certification needs, and staffing trends in high-need areas. These data, along with teacher feedback, are used to adjust recruitment and retention strategies and ensure the school maintains a qualified and supported instructional team.