
Title I Comprehensive Schoolwide Plan
BOCA RATON COMMUNITY MIDDLE SCHOOL (1491)

ELA

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

1. List prioritized needs statements.

(FY23) PM3 FAST ELA data indicates that there is a 31% difference between the proficiency of Black Males (26%) and White Males (57%) on the ELA test. (FY 22) FSA ELA data indicates that 49% of the lowest 25 percentile of students did not make a gain/they stayed in the lowest 25% in ELA. (FY23) 71% of Level ½ students are with teachers who have 3 or less years of teaching experience.

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

Teachers struggle to implement effective strategies for differentiating instruction for ELL and ESE student who are challenged with reading Struggling students need supplemental learning and support in word work, vocabulary, and comprehension. Struggling students need additional out of class learning support to fill in gaps in reading.

3. Share possible solutions that address the root causes.

Facilitated Support for teachers during PLCs with a Single School Culture LTF that will provide strategies, data analysis, and resources. Professional development for teachers on how to differentiate the curriculum and reteach skills for struggling readers. Supplemental ELA programs and subscriptions such as Flocabulary and IXL. Summer boot camp and/or tutorial AM or PM sessions.

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

• Communication

All communication is translated and distributed in English, Spanish, Portuguese, Russian. Bi-monthly Parent Newsletters translated in various languages which will include detailed school news, volunteer opportunities, school-wide programs and events; and ways to help their children succeed in school "Reading Corner." Regular school call outs/email outs through the family portal system will occur for upcoming deadlines, parent 'tool time' opportunities, open houses, and other calendar dates.

- **Parent Training**

As a new Title I school we will be implementing (4) "Year Long Parent Tool Times" in the content areas that will include for ELA: Data analysis and tracking of the F.A.S.T. of PM1, PM2 and core grades. Parents will learn a review of ELA standards and Item types, along with how to navigate through the portal and SIS Gateway system. Each parent "Tool Time" will have an aspect of the latest "cyber-watch" parent learning tool for parents to understand how to monitor what students are doing on phones and apps.

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

- **School**

Provide high-quality ELA/reading curriculum that meets standards Be inclusive with a wide variety of cultures and representation in the ELA reading curriculum Create parent "boot camps" where ELA/reading data is explained in order for parents to understand testing and grading and what to do at home to help. Have a system for requesting broken chromebooks to be fixed (through the media center).

- **Students**

Frequently check SIS/Gateway grades and data for ELA/reading Come to school with a charged, working chromebook Read for pleasure at home Complete assignments in ELA/reading Ask for help with ELA/reading assignments

- **Parents**

Monitor SIS/Gateway grades and data to analyze ELA/reading work Talk to students about their reading Visit and communicate with the teacher/school on a regular basis and on parent boot camp nights Monitor Chromebook usage, charging, and care at home and contact us if chromebook needs repair

- **Staff Training**

Professional Development for staff 2X per year will include teacher-parent communication, and ideas on what reading activities to do with their child to strengthen the love of reading.

- Accessibility

Communication will be available by reading (newsletter), audio (call out) and in multiple languages. Parents who do not have access to a computers will get texts and or audio. Announcements on parent nights will be added to our marquee, and backpack flyers We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) School staff will provide support needed for all families to be able to participate and be engaged in their child's education.

Math

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

1. List prioritized needs statements.

(FY23) PM3 FAST MATH data indicates that there is a 43% gap difference between the proficiency of Female SWD (29%) and Female white SWD (72%) on the ELA test. (FY 22) FSA MATH data indicates that 46% of the lowest 25 percentile of students continue to remain in Level 1. (FY23) PM3 FAST MATH data indicates that 7th grade math proficiency is 35%. 71% of Level ½ students are with teachers who have 3 or less years of teaching experience.

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

Teachers struggle to implement effective strategies for differentiating instruction for ELL and ESE student who are lack basic skills in Math. Students on the path of regular math (Lv1/2) struggle as they need more support and additional remediation small group setting (push-in/pull out). Struggling students need supplemental learning and support in number sense and algebraic thinking. Struggling students need additional out of class learning support to fill in gaps in math.

3. Share possible solutions that address the root causes.

Facilitated Support for teachers during PLCs with a Single School Culture Coordinator that will provide strategies, data analysis, and resources. Professional development for teachers on how to differentiate the curriculum and reteach skills for struggling readers. Teacher resource to assist with 7th grade regular math students targeting those who need additional instruction. Supplemental MATH programs and subscriptions such like IXL. Summer boot camp and/or tutorial AM or PM sessions.

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

- Communication

All communication is translated and distributed in English, Spanish, Portuguese, Russian. Bi-monthly Parent Newsletters translated in various languages which will include detailed school news, volunteer opportunities, school-wide programs and events; and ways to help their children succeed in school "Math Corner." Regular school call outs/email outs through the family portal system will occur for upcoming deadlines, parent 'tool time' opportunities, open houses, and other calendar dates.

- Parent Training

As a new Title I school we will be implementing (4) "Year Long Parent Tool Times" in the content areas that will include for MATH: Data analysis and tracking of the F.A.S.T. of PM1, PM2 and core grades. Parents will learn a review of MATH standards and Item types, along with how to navigate through the portal and SIS Gateway system.

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

- School

Provide high-quality Math curriculum that meets standards Provide communication to parents with ideas to assist in the learning of ELL and SWD students in math. Create parent "boot camps" where Math data is explained in order for parents to understand testing and grading and what to do at home to help.

- Students

Frequently check SIS/Gateway grades and data for Math classes Complete assignments in math in a timely manner Ask for help with Math assignments when needed

- Parents

Monitor SIS/Gateway grades and data to analyze Math work Use math strategies at home to practice real world math thinking Visit and communicate with the teacher/school on a regular basis and on parent boot camp nights

- **Staff Training**

Professional Development for staff 2X per year will include teacher-parent communication, and ideas on what math activities to do with their child to strengthen skills at home.

- **Accessibility**

Communication will be available by reading (newsletter), audio (call out) and in multiple languages. Parents who do not have access to a computers will get texts and or audio. Announcements on parent nights will be added to our marquee, and backpack flyers We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) School staff will provide support needed for all families to be able to participate and be engaged in their child's education.

Science

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

1. List prioritized needs statements.

21% of students have been absent 10+ days of school NGSS FY23 SCIENCE data indicates 40% of 8th grade students are not proficient in Science.

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

School lacks incentive programs for student attendance Teachers are struggling with reteaching the three-year spiraled curriculum in science especially when students are absent.

3. Share possible solutions that address the root causes.

Student Incentives for 9 weeks attendance/during Honor Roll each Quarter Facilitated Support for teachers during PLCs with a Single School Culture Coordinator that will provide strategies, data analysis, and resources.

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

- Communication

All communication is translated and distributed in English, Spanish, Portuguese, Russian. Bi-monthly Parent Newsletters translated in various languages which will include detailed school news, volunteer opportunities, school-wide programs and events; and ways to help their children succeed in school "Science Center." Regular school call outs/email outs through the family portal system will occur for upcoming deadlines, parent 'tool time' opportunities, open houses, and other calendar dates.

- Parent Training

As a new Title I school we will be implementing (4) "Year Long Parent Tool Time" in the content areas that will include for Science: Data analysis and tracking of the USAs in 8th grade Science. Parents will learn a review of the standards in science, item types, along with how to navigate through the portal and SIS Gateway system. Communication regarding our new "attendance incentives" will be shared in the newsletters and at Tool Times.

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

- School

Provide high-quality Science curriculum that meets standards Provide for High School level Science to accelerate others with a diverse group of students Create parent "boot camps" where Science standards and data is explained in order for parents to understand testing and grading and what to do at home to help. Highlight students who are excelling in science in a "science stars program" Provide for incentives for great student attendance

- Students

Frequently check SIS/Gateway grades and data for science grades Complete assignments in Science in a timely manner Ask for help with Science assignments when needed Follow directions in class in order to participate in science hands-on labs

- Parents

Ensure students are in school and class everyday without interruption with the exception of sickness/emergencies Monitor SIS/Gateway grades and data to analyze science work Talk to students about their hands-on science labs Check students' science notebooks frequently Visit and communicate with the teacher/school on a regular basis and on parent boot camp nights

- **Staff Training**

Professional Development for staff 2X per year will include teacher-parent communication, and ideas on what science activities to do with their child to strengthen basic skills for learning science.

- **Accessibility**

Communication will be available by reading (newsletter), audio (call out) and in multiple languages. Parents who do not have access to a computers will get texts and or audio. Announcements on parent nights will be added to our marquee, and backpack flyers We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff; School staff will provide support needed for all families to be able to participate and be engaged in their child's education.

Social Studies

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

1. List prioritized needs statements.

STATE EOC FY23 Civics data indicates 26% of 7th grade students are not proficient in Civics. Black Male students are (OSS) suspended at a 15% higher than white Male students.

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

Civics team struggles with new state standards and providing student engagement activities/opportunities. Teachers struggle to maintain the school wide positive behavior support plan due to lack of training and follow through with students with repetitive behavior.

3. Share possible solutions that address the root causes.

Facilitated time planning during PLCs to look at new Civics standards, data, and engaging Civics activities. Professional Development (through PLC or on PDD days) opportunities in School-wide Positive Behavioral support, relationship building, and engagement in the classroom that teach confidence/responsibility.

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

- **Communication**

All communication is translated and distributed in English, Spanish, Portuguese, Russian. Bi-monthly Parent Newsletters translated in various languages which will include detailed school news, volunteer opportunities, school-wide programs and events; and ways to help their children succeed in school "Reading Corner." Regular school call outs/email outs through the family portal system will occur for upcoming deadlines, parent 'tool time' opportunities, open houses, and other calendar dates.

- **Parent Training**

As a new Title I school we will be implementing (4) "Year Long Parent Tool Time" in the content areas that will include for CIVICS: Data analysis and tracking of the USAs in Civics and core grades. Parents will learn a review of CIVICS standards and Item types, along with how to navigate through the portal and SIS Gateway system.

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

- **School**

Provide high-quality Civics curriculum that meets standards Provide for accelerated Debate class with a diverse set of students Create parent "boot camps" where Civics standards and data is explained and what to do at home to help. Have safety procedures in place in order to provide a safe nurturing environment conducive to learning Communicate the Student Code of Conduct to parents and students to be partners in school behaviors and learning.

- **Students**

Frequently check SIS/Gateway grades and data for science grades Complete assignments in Civics in a timely manner Ask for help with Civics assignments when needed Follow directions in class in order to participate in science hands-on labs

- Parents

Monitor SIS/Gateway grades and data to analyze Civics work Check students' Civics notebooks frequently Visit and communicate with the teacher/school on a regular basis and on parent boot camp nights

- Staff Training

Professional Development for staff 2X per year will include teacher-parent communication, and ideas on what Civics activities to do with their child to strengthen basic skills for learning Civics.

- Accessibility

Communication will be available by reading (newsletter), audio (call out) and in multiple languages. Parents who do not have access to a computers will get texts and or audio. Announcements on parent nights will be added to our marquee, and backpack flyers We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff; School staff will provide support needed for all families to be able to participate and be engaged in their child's education.

Acceleration Success

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

1. List prioritized needs statements.

STATE EOC ALGEBRA DATA indicates a 45% Achievement/Proficiency GAP between ELL Females (40%) and White Females (85%).

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

Teachers struggle with the fast pace of ALG and differentiation the material in a hands on/engaging way for ELL learners.

3. Share possible solutions that address the root causes.

Professional Development (through PLC or on PDD days) opportunities in pre- Cambridge strategies, Advanced coursework, and High School classes that include collaboration and student engagement and student confidence/responsibility.

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

- Communication

All communication is translated and distributed in English, Spanish, Portuguese, Russian. Bi-monthly Parent Newsletters translated in various languages which will include detailed school news, volunteer opportunities, school-wide programs and events; and ways to help their children succeed in school "Acceleration Corner." Regular school call outs/email outs through the family portal system will occur for upcoming deadlines, parent 'tool time' opportunities, open houses, and other calendar dates.

- Parent Training

As a new Title I school we will be implementing (4) "Year Long Parent Tool Time" in the content areas that will include for Acceleration: Parents will learn a review of our accelerated, Pre-Cambridge, and High School coursework available for all students and the paths they can take in order to be college and career ready and competitive with others.

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

- School

Provide for accelerated coursework in each core area that is inclusive and representative of all cultures and diversity in the school.

- Students

Understand the impact of accelerated coursework and grading in accelerated classes

- Parents

Visit and communicate with teachers of accelerated classes to ensure student success.

- Staff Training

Professional Development for staff 2X per year will include teacher-parent communication regarding acceleration, Cambridge and advanced classes and sharing examples of what it is.

- Accessibility

Communication will be available by reading (newsletter), audio (call out) and in multiple languages. Parents who do not have access to a computers will get texts and or audio. Announcements on parent nights will be added to our marquee, and backpack flyers

Action Step: Classroom Instruction

Build a robust system of supports for students that ensures students have an equitable opportunity to succeed.

Budget Total: **\$114,364.25**

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers to provide before- and after-school small group instructional support for students in sixth (6th) through eighth (8th) grades, not mastering	2	\$37.00	2	1.5	14	Certified	Original	\$3,108.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	mathematics content-area standards; start date in October 2024.								
	Certified teachers to provide before- and after-school small group instructional support for students in sixth (6th) through eighth (8th) grades, not mastering Reading / English Language Arts content-area standards; start date in October 2024.	2	\$37.00	2	1.5	14	Certified	Original	\$3,108.00
	Certified teachers to provide before- and after-school small group instructional support for students in sixth (6th) through eighth (8th) grades, not mastering science content-area standards; start date in February 2025.	2	\$37.00	2	1.5	14	Certified	Original	\$3,108.00
	Certified teachers to provide before- and after-school small group instructional support for students in sixth (6th) through eighth (8th) grades, not mastering Civics content-area standards; start date in February 2025.	2	\$37.00	2	1.5	14	Certified	Original	\$3,108.00
Resource Teacher	Math Resource Teacher to provide push-in and pull-out academic support and intervention in sixth (6th) through eighth (8th) grades in the area of mathematics, providing differentiated instruction for students performing below grade level expectations.								

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Lg Post-it anchor chart paper	55	\$12.00	General Supplies	Original	\$660.00
	Student White boards	200	\$4.00	General Supplies	Original	\$800.00
	Dry Erase Markers (student use)	65	\$5.00	General Supplies	Original	\$325.00
	Blk/white comp notebooks for student use (interactive journals, etc.)	600	\$1.00	General Supplies	Original	\$600.00
	student pencils, pens, erasers, copy paper, math manipulatives, cardstock, binders	1	\$3,194.25	General Supplies	Original	\$3,194.25
Online subscription	Item	Quantity	Rate	Type	Total	
	IXL- (site license) Online program to provide standards-based supplemental content area intervention in the area of mathematics for approximately 1, 200 students in sixth (6th) through eighth (8th) grades	1	\$8,300.00	Other	Other	\$8,300.00

Action Step: Parent and Family 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: \$6,239.00

Acct Description	Description									
Overtime	Overtime for Parent Support by Comm Language Facilitator (3)- to provide translation support during parent trainings (4 parent trainings) 2hrs, 1 day, 4 wks (calculated at \$26.50 hrly rate)									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers to provide training for parents at parent training events (teachers are conducting braekout sessions in their content areas).	10	\$37.00	2	4	1	Certified	Original	\$2,960.00	
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Childcare by Non-Certified staff to allow parents to attend parent trainings without interruption (4 trainings)	2	\$17.00	1	2	4	Non-Certified	Original	\$265.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Calculators for parent night lessons to go home to provide parents with the tools for instructional support and how to properly reinforce the use of calculator strategies.	150	\$3.00	Manipulatives			Original	\$450.00		
	Refreshments for parent trainings	150	\$3.00	General Supplies			Original	\$450.00		
	Paper (case)	5	\$28.00	General Supplies			Original	\$140.00		

Action Step: Professional Development

Implement a comprehensive professional development plan to support teachers' growth in planning for and delivering differentiated Math instruction.

Budget Total: \$94,715.00

Acct Description	Description												
Extra Duty Days	Learning Team Facilitator to lead Professional Learning Communities (PLCs) for teachers of core area class in sixth (6th) through eighth (8th) grades, also providing data analysis and coaching for both behavior and academics for 26 extra duty days.												
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Book Study "Mathematical Mindsets" by Jo Boaler and Carol Dweck to increase mathematical mindsets of mathematics among grade levels to increase student learning outcomes</td> <td>12</td> <td>\$15.00</td> <td>Program Supplies</td> <td>Original</td> <td>\$180.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Book Study "Mathematical Mindsets" by Jo Boaler and Carol Dweck to increase mathematical mindsets of mathematics among grade levels to increase student learning outcomes	12	\$15.00	Program Supplies	Original	\$180.00
Item	Quantity	Rate	Supply Type	Type	Total								
Book Study "Mathematical Mindsets" by Jo Boaler and Carol Dweck to increase mathematical mindsets of mathematics among grade levels to increase student learning outcomes	12	\$15.00	Program Supplies	Original	\$180.00								
LTF	Learning Team Facilitator to lead Professional Learning Communities (PLCs) for teachers of core area class in sixth (6th) through eighth (8th) grades, also providing data analysis and coaching for both behavior and academics.												

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and

- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Family engagement is an intentional, equitable and mutually beneficial relationship among caregivers, communities, and schools that embraces the diversity, culture and values of families to promote positive student outcomes.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Lisa Lee	Principal
Joanna Benjamin	Learning Team Facilitator
Emily Greene	Assistant Principal
Jude Hodgens	Assistant Principal
Mayra Renteria	ELL Coordinator/teacher
John Ehrlin	Teacher/Crisis Intervention
Joyce Pribell	Assistant Principal
Elisa Towbis	Parent
Amanda Roy	Parent
Breanna Kone	SAC Chair
Arianna Zachary	ESE Coordinator

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

The procedure for selecting members to represent all include inviting (through a full faculty meeting) members of ANY group to attend our development meetings. We announced the dates March 4th 2024, and then held meetings. Everyone who asked to be a part of the development was selected.

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

All stakeholders were invited ahead of time (announced March 4th) for the following meetings: March 6, Faculty Meeting 7:45am March 13, SAC Meeting 5:30pm During the meetings, we presented information and then had discussion and Q & A and took notes on all input.

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

Faculty members, during the meeting, expressed they wanted parents to understand how important attendance is, as well as high school coursework. They wanted to provide parents with needed information as well as possibly some resources for testing such as a calculator. During the SAC meeting, the parents gave ideas that included their child's attendance in school and its' importance. The outcome is that we will be conducting 3 parent engagement sessions throughout the year and include an explanation of attendance importance, and testing importance with resources included.

Name	Title
Lisa Lee	Principal
Joanna Benjamin	Learning Team Facilitator
Mayra Renteria	ELL Coordinator
Emily Greene	Assistant Principal
Joyce Pribell	Assistant Principal
Breanna Kone	SAC Chair
Elisa Towbis	Parent
Amanda Roy	Parent
Dan Guerrero	PTA President

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

August 29th is our Title I Annual Meeting at 5:30pm in the Cafeteria at Boca Raton Middle.

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

Parents will be notified through the multi-translated school newsletter (smore) and flyers in backpack (translated) and call out/email out.

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

We will prepare hand outs that summarize our Title I purpose and procedures, our culture and safety, and suggestions for parents to start the school year with success with Student and Parent Routines for Success.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to,

communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Book Study Part 1: "Mathematical Mindsets" by Jo Boaler and Carol Dweck to increase mathematical mindsets of students among grade levels to increase learning outcomes.

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

Growth Mindset in Math; particular strategies to implement such as "accountable positive talk" Data folders and growth Capitalizing on small wins through positive data wall programs Communicating with families for collective strategies to encourage mathematical mindsets

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

Expected impact on Families: Mathematical Mindsets provides also practical strategies and activities to help parents show their child that all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math.

- What will teachers submit as evidence of implementation?

Teachers will submit a picture of what they implemented in the classroom along with a reflection of how the strategy worked.

- Month of Training

September

- Responsible Person(s)

Joanna Benjamin

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Book Study Part 2: "Mathematical Mindsets" by Jo Boaler and Carol Dweck to increase mathematical mindsets of students among grade levels to create GOALS

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

Growth Mindset in Math; particular strategies to implement such as "goal setting" Data tracking / data chat sheets Capitalizing on small wins through positive data wall programs "star walls" Communicating with families for collective strategies to encourage mathematical mindsets

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

The expected impact is that teachers will believe that students can grow and have a mindset for achievement in math, even if it is advanced, accelerated, or at the high school level where students will show achievement on incremental levels to be celebrated. Parents of students who are struggling in math will be able to help and support their children by building positive mathematical mindsets and goal setting. Parents will learn practical strategies and the importance of mindset and how it relates to math.

- What will teachers submit as evidence of implementation?

Teachers will submit a picture of what they implemented in the classroom, copies of data chat sheets, and data "star" walls.

- Month of Training

February

- Responsible Person(s)

Joana Benjamin

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Tool Time Series: PreTeen and Teen Routines for success

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

This training will include routines and skills for success in core classes such as: learning to TRACK their students DATA through SIS Gateway system of past F.A.S.T. of PM1, PM2 and core grades. They will learn to calendar item when to update, when to respond to emails, and what is in the bi-weekly newsletter from the principal that is important. They will also be introduced to our Behavioral Specialist who will go over "anti stress" skills for homework completion. Last, admin will announce some safety and culture "Parent Corner News" including the latest "cyber-watch" parent learning tool for parents to understand how to monitor what students are doing on phones and apps, including Ai, and what it means for learning in the classroom and at home.

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

Parents will be marking on calendars and going onto SIS Gateway to see in real time their child's information and mark when to track certain data. Parents will be practicing SEL/Anti Stress Behavioral techniques Parents will be practicing AI/student apps for learning to learn more about them.

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

Students and parents will understand their previous data and future goals. Students and parents will have a reduced stress level for homework and tests. Students and parents will understand the numerous apps out there to help students with work, yet will encourage them that learning in the classroom will be key to success.

- Date of Training

September 19, 2024 @ 6:00pm

- Responsible Person(s)

Lisa Lee and Joana Benjamin

- Resources and Materials

Parent Calendar with handouts Laptops for each parent

- Amount (e.g. \$10.00)

100.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Tool Time Series 2: ELA and MATH Data Tracking and Strategies

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

This training will include positive and accountable talk while tracking ELA and MATH data. They will learn how to go into the FL Parent Portal and navigate it for ELA and MATH to better understand scores and benchmarks, Then they will go home with a listing of 3 benchmarks which have been discussed as challenges and how they can support those benchmarks at home with take-aways.

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

Parents will have chromebooks to walk through the FLDOE parent portal website. Parents will have copies of top benchmarks and be able to practice strategies in ELA and Math that match that benchmark (such as Prefixes and Suffixes matching and working with a calculator for math).

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

Students and parents will understand the FL portal and child's scores. Students and parents will have understanding of major benchmarks and how they can help at home, making the students practice more, and increasing their scores.

- Date of Training

November

- Responsible Person(s)

Joana Benjamin and Joyce Pribell

- Resources and Materials

Chromebooks, copies of directions, copies of benchmarks, make and take materials, calculators

- Amount (e.g. \$10.00)

100.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Tool Time Series 3: Growth between PM1 and 2 and Goal Setting for ELA, MATH, CIVICS and SCIENCE

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

This training will include data tracking and goal setting for the 4 core areas of FAST PM3 and EOCs.

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

They will learn how to go into the FL Parent Portal and navigate it for ELA and MATH, CIVICS and SCIENCE and create a "GOAL SHEET" that they will place at home and continue positive accountable talk including a list of positive reinforcements that are not monetary related.

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

Parents will have chromebooks to walk through the FLDOE parent portal website. Parents will have copies of "projected" GOAL SHEETS to complete. Students and parents will understand why we make goals that are attainable and in which areas are important for making goals and they will understand that positive talk and positive reinforcements work!

- Date of Training

FEBRUARY

- Responsible Person(s)

Joana Benjamin and Joyce Pribell

- Resources and Materials

Chromebooks, copies of directions, copies of benchmarks, make and take materials

- Amount (e.g. \$10.00)

100.00

Coordination and Integration

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

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

- Name of Agency

ESOL/ELL Department

- Describe how agency/organization supports families.

ELL Coordinator will be at parent nights to give critical information for families who speak another language, including having translators there to assist parents.

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

Agendas at parent meetings, parent conference notes, email, photos

- Frequency

3 X year - At each Parent Tool Time

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Safe Schools has opportunity to support families by explaining the attendance/truancy processes and procedures. They also support our code of conduct and safety. They can assist families in learning about our code of conduct and safety procedures.

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

Agendas, flyers, evaluations, email, photos

- Frequency

3X a year at Parent Tool Time Series

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

Boca Helping Hands supports our families each week with a weekend food box for students and families who are recommended or sign up for this resource.

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

List of students selected, email, photos

- Frequency

Once per week

Communication

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

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

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

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

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

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

- **Description**

All communication is translated and distributed in English, Spanish, Portuguese, Russian. Bi-monthly Parent Newsletters translated in various languages which will include detailed school news, volunteer opportunities, school-wide programs and events; and ways to help their children succeed in school "Reading Corner." Regular school call outs/email outs through the family portal system will occur for upcoming deadlines, parent 'tool time' opportunities, open houses, and other calendar dates.

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

School-Parent Compact in different languages, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights, extended learning opportunities

- **Description**

Parents will be informed about the curriculum and academic expectations for their child(ren) during Curriculum Night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, and IEP/LEP meetings.

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

We will upload some of the listed evidence(s): open house/curriculum night presentation, handouts, grade level goals per content area, parent-teacher conference notes, invitation, advertisement of events, sign-in sheets

- **Description**

Parents will be informed of academic assessments and student achievement during our Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, curriculum nights, and SAC meetings.

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

Some of the evidence will include progress reports, report cards, SAC agendas and sign-in sheets, LEP/IEP meeting sign-in sheets, parent-teacher conference notes, and assessment results (FSA, Diagnostic, iReady, etc.),

- **Description**

Parents will be informed and expected to participate, and have discussions during our Title I Annual Meeting, SAC meetings, parent-teacher conferences, IEP/LEP meetings

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes

- **Description**

We will offer flexible meeting dates and times for training, activities, and events in the afternoon or evenings; parent-teacher conferences at times convenient to families, IEP/LEP meetings at times convenient to families, home visits

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

Sign-up sheets asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), flyers offering child care, home visit notes/log

Accessibility

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

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

- Description

Our school will translate all communication. We will have interpreters during parent-teacher conferences, SAC meetings, parent trainings, and IEP/LEP meetings

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

translated compacts, PFEP summaries, academic reports, invitations, flyers, newsletters, letters, calendars, parent-teacher conference notes when translator attended, translated parent link messages, translated letters, agendas, flyers, CLF/sign language facilitator sign-in sheets

- Description

ADA compliant building/ramp/rails, availability of disabled parking, special seating during meetings, scheduling of home visits

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

sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets

- **Description**

Share information about available services through Migrant Education Program, distribution of uniforms and free school supplies

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

home visit notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, transportation logs, CLF/sign language facilitator timesheets

- **Description**

Brochure for McKenny-Vento packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support

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

completed needs survey, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, flyers, distribution logs for donated uniforms, school supplies, food and transportation logs

Other Activities

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

1. **Activity #1**

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Student assemblies twice a year will include positive culture, positive growth mindset, and character expectations. During these assemblies, students will hear from clubs and groups outside of academics that they can join in order to be a part of a positive culture outside of school. Additionally we will work to foster a growth mindset as well as organizational skills that will benefit students in high-school and beyond. Our administration provides tools for teachers to be able to support positive behavior and staff meets once a month to discuss strategies on how to improve. The SWPBs systems promotes a successful, respectful and safe environment. School Guidance Counselors meet with every student throughout the year to make sure they are on target for promotion and to discuss grade level. All teachers will hold data chats with their students, and then with administration to account for all students academic status. This process is repeated after PM 2 to check for growth and identify critical areas that can be addressed prior to PM 3 requirements. Students are able to schedule an appointment with school counselors as needed throughout the year.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

Each Wednesday, SBT/MTSS team meets (one grade level per week) to discuss students in tier support and or with new/or mandated referrals. Team assigns a case liaison who follows up with the teachers and parents to track progress. Tier 1 Implementation: All students participate in Reading Plus and Small Group Differentiated Instruction. In conjunction with Tier 1 problem solving, the SBT Team members will meet weekly to monitor and review infrastructure and implementation of building level MTSS. Teachers develop effective multidisciplinary teams in place to problem solve and create action plans for all students. The Multi-Tier Support System (MTSS) Team sets Tier 1 goals, monitor academic and behavioral data and to evaluate progress towards goals at least three times per year by: 1. Holding regular team meetings where problem solving is the sole focus. 2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. 3. Team will determine the evidence that will demonstrate if progress was made towards proficiency. 4. Team will respond when grades, subject areas, classes, or individual students have not shown a positive response (reteach/reassessment component will be implemented across all disciplines). 5. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each Ongoing Progress Monitoring (OPM). Tier 2 implementation: The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to: 1. Review Ongoing Progress Monitoring (OPM) data for intervention groups to evaluate group and individual student response. 2. Support intervention where there is not an overall positive group response. 3. Select students for Tier 3 intervention. The School Improvement Plan (SIP) summarizes Boca Middle's academic and behavioral goals for the year and describes the school's plan to meet the specific, identified goals. Interventions used for Tier 2 students are to scheduled students for an Intensive Reading or math support class. Student progress is monitored every week. The Tier 3 Implementation; Tier 3 interventions are planned for the students who continue to struggle. The School based Team (SBT), the instructional faculty and the parents/guardians is a critical part of the Multi-Tier Support System (MTSS) program. Interventions in the school, home and community are all geared to assist and correct or modify academic and behavioral issues before they interact or combine to interfere with the instructional delivery of content. Interventions include: • Behavior Contract • Behavior Intervention Plan (BIP) • Check In • Functional Behavior Assessment (FBA) • Mentoring At-Risk Students • Support Facilitation personnel pull individual students to provide intensive remediation and reassess students as needed. Lesson is based on the teacher's lesson plan and the individual need of the student. Student progress on Tier 3 intervention is monitored daily if necessary for behavior and academics every 5-6 weeks.

Provision of a Well-Rounded Education

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

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

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Teachers will provide rigorous tasks encompassing the full intent of the standards. Students will actively engage in complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. The students will be actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards, while giving them as many real word experiences as possible. Students who are below grade level will be provided with supplemental tutoring before or after school by highly trained Instructional staff. These lessons will consist of differentiated instruction using manipulatives and in content specific small group rotations. Data is used from Common Assessment, FSQs and USAs, Grade level assessments to determine instructional needs and to monitor student progress in reading, math, science, and civics. Florida State Assessment (FSA) scores and teacher recommendations are used to help place students in high school credit classes and advanced classes. During Common Planning, Weekly Leadership Meetings and Faculty Meetings, teachers and administrators analyze and discuss data in order to create Focus Calendars and to address item specifications which align with District and State Curriculum. Ongoing Progress Monitoring and subsequent Performance Assessments/ tasks provide a sketch of the effectiveness of the instruction based upon data outcomes. Khanmigo, Blooket, Kahoot, Khan Academy and Google classroom are used by all students to remediate particular skills based on data during instructional time. Elective classes include Band, Computer Fundamentals, Exploration IT, Digital Discoveries, Robotics tech, Art, Debate, Journalism, Spanish, Pre-AICE Photography, PE, Orientation to Health Science, Global Perspectives and Student Government. Most elective classes focus on foundational skills/knowledge of future careers. Team sports like Baseball, Softball, Volleyball, Basketball, and Science, Engineering, Communication, Mathematics, and Enrichment (SECME) help enrich student education are extracurricular opportunities that we offer for our students. The participation in team sports build characters, cooperation, relationship building, and build future interests in science and team sports.

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Boca Raton Middle offers a variety of opportunities for acceleration including Pre-Cambridge coursework in order to prepare students for high school. We also offer High School Credit courses such as Algebra and Geometry. In our Choice Career Program we offer job skill development in pre-medical industry which includes a career day each year at a local high school, as well as a visit to neighborhood hospital. Medical specialists are invited on campus to discuss career in their areas of specialty. We build students' pathways and ensure they are ready for high school by providing students with Algebra 1 Honors, Geometry Honors and Spanish. Many of these courses allow students to earn high school credit and ensure students are ready for postsecondary opportunities. The purpose is to give students an opportunity to enter the dual enrollment programs in high school. The students will learn research methods, communication skills (speaking, listening, writing, and telecommunication, multimedia presentation skills) and other areas affecting the work environment. Furthermore, after taking the Computer Fundamental class students can earn an Industry Certification and it will make them marketable to receive Information Technology (IT) jobs. We offer the Preliminary Scholastic Aptitude Test (PSAT) to all of our 8th grade students every year. The PSAT is a prep for the Scholastic Aptitude Test (SAT), which is usually taken in high school, and our students take this test at the beginning of the year without preparation in order to get a true depiction of where they are in Math and Reading. PSAT scores are used to identify National Merit Scholars and award merit scholarships. The PSAT measures college and career readiness and gives students tools for planning their future. Also, in the 8th grade, US History and Career Placement class, students are exposed to career options unit presented by Guidance Counselors. 8th grade students are invited to participate in a High School Fair. These schools allow students to learn more about career choice options offered at their campuses.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants

- Multicultural and ESE trainings

1. Professional Development

Well prepared teachers provide more effective instruction, as a result BRCMS actively conducts PLCs for all teachers weekly. Regional and District supports our teachers by offering core-standards driven trainings to increase the knowledge of the standards to our teachers. Data Analysis training is offered so that teachers can be proficient in looking at data through Performance Matters/EDW platform. We have conferences and updates each year through CAMBRIDGE training for accelerating students which is also supported in the summer and throughout the year through the district office. Professional development is provided through weekly departmental common planning meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. PLC's are lead by our in-house LTF and Grade level APs. Topics for professional development opportunities through common planning meetings are: * Backward planning which includes all support facilitation teachers to ensure that students are well prepared to meet the rigor of the standards in the core content areas. *Data Analysis - to drive the instruction and to monitor student progress * Marzano - Best practices for instruction * BEST Standards - review standards to understand the depth of instruction needed and develop lesson collaboratively. Acclimating teachers to not only the standards but also to focus on the misconceptions which commonly lower a student chance for success. * Best strategies/practices - model strategy or practice *Supporting ESE students *Supporting ELL students Education Support Program (ESP) provides support for beginning teachers or teachers new to the District. New teachers are paired with a mentor teacher to help build their capacity. We provide time for them to observe other classrooms (behavior and academics) to build their capacity. Teachers will meet monthly with the ESP Coordinator and Voluntary Lead Mentor to discuss: * Classroom management * Knowledge of content related curriculum * Learn culture of school (who to go to for help/support) for procedures Teachers also receive professional development and support by participating in team common planning. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences and written & oral feedback. • Collaboratively schedule periodic visits to mentee's classroom. • Mentors will meet with mentees bi-weekly to discuss instructional improvement and concerns. • Mentors will model lessons for mentees and share best practices. • Mentors will conduct monthly meetings to review school-wide evaluation feedback. • Providing training to understand the new Marzano Evaluation tool alignment to the Florida Educators Accomplished Practices. • Attend Professional Learning Communities and Monthly ESP meetings. Teachers that are a part of the ESP program are monitored for up to 3 years before completion. The goal is to help groom teachers to become masters of their subject area and effective educators. We also provide after school team building activities for all staff members to reinforce the school culture.

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

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

1. Recruitment and Retention

Teachers are recruited by word of mouth and job fairs. Increasing the reputation and social media image of the school and our successes will aid in the influx of new teachers wanting to come to Boca Raton Middle School. Administration attends job fairs as needed and we collaborate with HR and Region office to recruit teachers. We are able to retain our teachers by setting up a good mentoring program. Education Support Program (ESP) provides support for beginning teachers or teachers new to District. New teachers are paired with a veteran teacher to help build their capacity. We provide time for them to observe other classrooms (behavior and academics) to build their capacity. Best practices are shared and modeled with coaching support by mentors and administration. Teachers will meet monthly with administration to discuss: * Classroom management * Knowledge of content related curriculum * Learn culture of the school (who to go to for help/support) New teachers also receive professional development and support by participating in team common planning. Furthermore, To retain our superstar teachers, we have a "collaborative" theme approach where each teacher is supported in a team and celebrated with their wins and successes. Monthly, we have our cobra Kudos that are voted on by fellow colleagues for a free lunch. The principal gives Kudos weekly on our "week at a glance". Admin has a yearly "ducked" program where teachers are given "rubber duckies" when we see them doing something great for their students or fellow staff members. PTSA is involved with us to honor teachers with snacks during faculty meetings and especially during Teacher Appreciation Month. We have coaching support from the Department Leads, as well as our Learning Team Facilitator. Our administration has an open door policy to ensure if teachers need anything, they can always come to admin for support. There are numerous opportunities for teachers to do extra curricular activities to feel more of a family here at Boca Middle such as clubs, athletic, and music as well a tutorial opportunities.