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**Title I Comprehensive Schoolwide Plan**  
**CARVER MIDDLE SCHOOL (2041)**

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# ELA

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

## 1. List prioritized needs statements.

2023 overall ELA proficiency: 30.9% 2023 ELA SWD proficiency: Gr 6 at 4.8%, Gr 7 at 15.5%, Gr 8 at 14.3%. 2023 ELA ELL proficiency: Gr 6 at 6.1%, Gr 7 at 11.9%, Gr 8 at 4.5%. Overall ELA achievement for PM2 SY24: 49% of students scored at Level 1, 24% of students scored at Level 2 - 26% of students were proficient (levels 3,4,5).

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

Basic skills for reading comprehension and vocabulary are lacking. Basic skills for the academic writing process are lacking. Many students are reading multiple levels below grade level. L25, SWD, ELL students indicate need for foundational reading skills development - also listening, speaking, writing. Increased behavior issues are a factor leading to lower academic performance. High absence and tardy rates impact learning negatively for multiple students - particularly ELL students. Teacher capacity and content area knowledge is low for new teachers. Teacher capacity in organizational skills to support and create structure in the learning environment is low for multiple teachers. Teacher struggle with delivering Differentiated Instruction for small groups. Support staff not trained on the new standards and lack of content knowledge. Daily access to technology is needed. Reading stamina is limited for many students. Missing strategies to teach students with minimal foundational skills and a lack of exposure to grade-level, rigorous texts. Students coming from other countries as potential ESE and ELL need identification and support. No technology access at home to follow up on assignments that may require review and creating a study habit for success. Insufficient implementation of school wide plan to support delivery of reading and writing strategies across content areas. Parents are unaware of their student's current reading levels and teacher expectations for assignments. Low parental participation and involvement in the educational process. Students lack organizational skills.

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

Provide students with extra practice and tutorial opportunities before/after school. Provide students with resources for remediation. Support implementation of a comprehensive plan to support literacy instruction across content areas. Classroom libraries with audio books for leveled readers. Provide PD/training for teachers to build capacity with instruction and test prep strategies. Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Provide materials necessary that can assist with after school tutorials-premade lessons or mini-lessons for easy and time saving for instructors after school and before school or during the summer. Provide instructional and human resources to teachers to better address academic issues with ESE/ELLs. Ensure students have access to technology and adaptive programs on campus and at home. Supplemental resources for enhancement, exposure, and organization. Develop a proactive plan to enforce attendance/tardy policies with students and parents. Expose students to high-interest, grade appropriate texts through library events/awareness nights with Delray Beach Library. Develop comprehensive instructional units that are designed to differentiate lessons for all students. Project based learning materials in all content area classrooms. Phonics Instruction/Materials to teach the basic foundational reading skills Reading A-Z LEVELED BOOKS (SUBSCRIPTION) Printable easy made ready for guided reading-small groups reading to supplement lack of classroom libraries. Leveled books to meet the needs of low readers who are behind 5-6 grade levels. Ready Materials (Beginning of School Year) highlighters, index cards, composition notebooks, folders to support organization skills/AVID, manipulatives that can support vocabulary/academic word walls. Sentence Strips, Anchor chart posters, Roll of paper for ELA to enlarge reference guides, create classroom posters, laminating paper). ELL online resources or speech-to-text app. Pointers for slideshows. Collegial Planning with Reading Coach (ELA/Reading) Planning Days. After school and before school working computer/labs. Academic tutors/Bilingual position. Program that can be downloaded to a device to practice Language Skills (ELL) that may not require internet access-this program can be one that can be downloaded for access and practice skills daily at home. Inside-classroom support to help with crowded Reading classrooms w/multiple needs. Offer a summer camp that can be used to frontload students with the new standards. Provide a summer Reading opportunity to read books that will assist and help with reading comprehension. More Student Incentives.

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

- **Communication**

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream. Report student progress using standards-based reporting practices and sharing student data. Schedule SAC/Parent Meetings at varied times throughout the year. Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments.

- **Parent Training**

Train parents to access/navigate Reading Plus, Study Island, SIS and Google classroom. Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) in Reading Plus, Phonics Skills (Phonics program), Reading Strategies that support the new standards, Comprehension Skills. Teachers share at-home activities to support reading practice outside school hours (Open House/Meet the Teacher Night). Provide resources based on the needs of the content. Test Prep Night/Test Anxiety: editing skills for reading and writing. Social Media Hazards, SLL strategies.

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

- **School**

Provide updates to parents at SAC meetings on current data: Reading Plus, USA, FSQ, PM, PBPA, and Reading Counts initiatives. Provide parent tips and resources to support learning at home. Offer quarterly parent trainings/Open House meetings to improve reading comprehension skills and tips on how to encourage learning to continue at home.

- **Students**

Login to Reading Plus every week to complete assigned lessons/share progress with parents. Check Google classrooms and grades in SIS weekly to monitor progress and make up missing assignments. Engage in effective data chats with teachers/share with parents. Use daily agenda to track assignments/homework.

- **Parents**

Attend training events on campus to support Reading and ELA content and strategies. Monitor student participation on Reading Plus and track grades/progress on SIS. Participate in school events (Literacy Night/parent trainings/celebrations). Create Carver PTO.

- **Staff Training**

Train staff to communicate via Google classroom stream, ParentLink, SIS progress reports and sharing FAST student data. Train teachers to better engage/support families to support ELA content at home. Literacy PD trainings for all staff - cross content. Paid PD for staff to learn/develop ELL support strategies. Regularly scheduled Writing PD/Training. Tier II Reading assistance. Professional development to familiarize with the overall purpose and key features of CPALMS Understand how to navigate and operate CPALMS resources and features: Understand how CPALMS supports the implementation of the Florida Standards, Explore how CPALMS resources can support standards-driven instruction in the classroom. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA): Standard Based Instruction, AVID training philosophy, Identifying Critical Content, Making Data Driven Decisions, Writing Workshops which focus on the new rubrics and Real World projects (Project Based Learning). Reporting standards-based progress as a companion to traditional grades. Analyzing student data to help drive targeted, small-group instruction. Best practices for including parents in students' educational decisions (SIS platform, ParentLink, Parent Conferences, SEL strategies for teacher-parent relationships). Summer Planning opportunities on IB units.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Make sure all meetings in accessible rooms.

## **Math**

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

1. List prioritized needs statements.

2023 FSA MATH achievement: 27.37% 2023 MATH SWD proficiency: Gr 6 at 5%, Gr 7 at 12.3%, Gr 8 at 22.9%. 2023 MATH ELL proficiency: Gr 6 at 6.3%, Gr 7 at 7.6%, Gr 8 at 21.6%. Overall MATH achievement for PM2 SY24: 62% of students scored at Level 1, 27% of students scored at Level 2, 11% of students are proficient (levels 3,4,5). FY24 63% of students were proficient in Geometry on mid-term. FY24 43% of students were proficient in Algebra on mid-term.

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

Teachers are not very familiar with BEST standards. Some teachers struggle with classroom management. Students lack math fluency skills and foundational skills. Lack of support for ESE and ELL students. There is a lack of number sense and basic mathematics computations. Current knowledge and strategies of mathematics are missing in student home supports. Limited reading levels prohibit students from being successful on word problems. Small group targeted instruction is inconsistent and/or lacking in classrooms.

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

Provide additional instructional resources to provide extra practice and remediate to promote student growth. Provide professional development to support a specific focus on basic mathematics computations to build mathematical fluency. Ensure students readily have access to technology and adaptive programs during the school day while on campus and at home. Regularly scheduled Math PD for teachers and support facilitators. Provide additional PD with ELL and ESE coordinators and their co-teachers to improve facilitation for student subgroups. Provide opportunities for teachers to plan collaboratively and analyze data. Provide opportunities for common planning with support facilitators. Summer Planning opportunities on IB units. Professional development is ongoing throughout the year which includes standards-based instruction, content knowledge in the subject they are supporting. K-12 BEST aligned resources workbook/resources. Technology programs for remediation and extra practice.. Manipulatives to enhance learning experience. Students do not have Calculators. Academic tutors/Bilingual position. Tutorials after school and before school Working computer/labs. More Student Incentives

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

### • Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream. Report student progress using standards-based reporting practices. Share student assessment data regularly with parents. Schedule SAC/Parent Meetings at varied times throughout the year. Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments.

### • Parent Training

Parent Trainings: Standards Based Instruction, Department Grading Practices, Use of digital platforms (IXL) to monitor at home, Progress Monitoring Assessments (FSQs, USAs, PM1 and PM2). STEM/Math/Science Fair Night: hands-on activities that can be conducted at home. Test Prep Night/Test Anxiety, Data Night. Share resources for multiplication tables, foundational skills practice from home.

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

### • School

Provide updates to parents at SAC meetings on current data: FSQ, PM. Schedule Open House style meetings for parents to learn about content, academic expectations in classrooms and assessment question types/expectations. Provide parent tips and resources to support learning at home. Ensure teachers are trained on the new state standards and curriculum for mathematics. Provide math digital platform (IXL/Savvas Realize) training to parents to provide assistance at home.

### • Students

Log in to IXL at least twice a week to complete a weekly practice assignment. Check SIS and Google Classroom weekly to monitor grades/progress. Practice standards based instruction that will be supported through the use of digital platforms to increase math proficiency. Assist parents with navigation of the different platforms used in the school. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework.

### • Parents

Will support and monitor the use of math digital platforms at home to ensure consistency in skills based practice. Parents will regularly monitor grades and progress on SIS and Google Classrooms. Attend training events on campus to support math content and strategies. Parents will participate in quarterly parent trainings to improve foundational math skills and tips on how to encourage learning to continue at home.

### • Staff Training

Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Provide opportunities for common planning with support facilitators. Summer Planning opportunities on IB units Professional development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings.

## **Science**

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

### **1. List prioritized needs statements.**

2023 FAST GR 8 SCIENCE achievement: 32.8% 2023 GR 8 SCIENCE SWD proficiency: at 8.5%. 2023 GR 8 SCIENCE ELL proficiency: at 9.5%. Only 14% of students were proficient in physical science on the Winter Diagnostics. Only 18% of students were proficient in Earth Science on the Winter Diagnostics.

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

Students need more exposure to hands on science activities. Students need more exposure to reading in science. Students need more assistance with reading strategies. Students need more exposure to standard based questions. Inadequate knowledge of test taking strategies, test features, science vocabulary and study skills. Insufficient use of human and instructional resources to support targeted, small-group instruction. Missing a deliberate plan to support Science teachers in their attempts to engage students in Science content. Home support for Science projects and activities is lacking.



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

Using Gizmo- Simulation platform that contains over 400 simulation Study Island- reading in science and standard based questions Kesler labs for differentiated instructions ( Rotation) Generation Genius- Video lessons made in partnership with National Science Teacher Association anchor charts for small group processing activities word wall and vocabulary building activities Folders for Data tracker/chat Reading Teacher ( Teach Reading Strategies) Prepared slides for plant and animal cells for microscope 2 Science night for parents to support at home Attend PD on engagement strategies specifically designed for Science classrooms. Curate STEM-themed, classroom libraries that are high interest and grade appropriate. Increase parent involvement by ensuring they make contact at least once each quarter. Attend interdisciplinary team meetings to focus on cross-curricular planning. Provide reading strategy training for Science teachers. Ensure students have access to necessary technology on a daily basis. Provide additional instructional and human resources to support targeted, small-group instruction. Ensure students readily have access to technology and adaptive programs during the school day while on campus and home Provide extra practice and hands on activities. Provide pull out and push in support for remediation. Provide STEM activities. Provide organizational skills and build science vocabulary through word walls. Provide materials necessary that can assist with after school tutorials-premade lessons or mini-lessons for easy and time saving for instructors after school and before school or during the summer. Offer a summer camp that can be used to frontload students with the new standards.

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

- Communication

Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments/due dates. Communicate to parents through the various platforms to attend STEM night. Students need agendas to track assignments, communicate between parents/teachers. Publish information specific to Science through ParentLink, newsletter, school website and social media outlets. Schedule SAC/Parent Meetings at varied times throughout the year.

- Parent Training

STEM night, Science Fair Night - hands-on activities that can be conducted at home to build science knowledge - teaching about hands on experience to build science knowledge. Science Fair Night- Inform parents and students on how to approach and conquer science fair. TEST Night/Test Anxiety: reading support (Reading Plus), and Study Island. Parent University: SIS Parent Gateway, Google Platforms, Reading Plus, Online Textbooks and Curriculum, Paper Tutorial, adaptive technologies, SEL strategies.

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

- **School**

Offer incentives for students and parents to attend STEM nights. Communicate to parents through the various platforms to attend STEM night ( Callouts and Email). Ensure teachers are trained on the new state standards and curriculum for Science. Increase communications with parents that are positive in nature.

- **Students**

Participate during STEM activities and encourage their parents to participate. Log in to Study Island at least twice a week to complete a weekly practice assignment. Check SIS and Google Classroom weekly to monitor grades/progress. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework.

- **Parents**

Attend school functions and be a continuous support system to their students and the school. Attend special events at the school site supporting Science academics. Openly and frequently communicate with Science teachers and administrators. Monitor weekly student participation in Study Island.

- **Staff Training**

Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Encourage teachers to attend PDDs that encourage engagement. Science Fair project requirements must be communicated clearly to parents. Also streamline communication re assignments (Google classroom) so parents/students know when assignments are due. Best practices for SIS gradebook to create fair and equitable grades as well as reporting standards-based progress as a companion to traditional grades. Best practices to increase student engagement in Science. Provide opportunities for common planning with support facilitators. Summer Planning opportunities on IB units Professional development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: ParentLink email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Utilizing SIS and Google classroom.

# Social Studies

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

## 1. List prioritized needs statements.

2023 FAST CIVICS achievement: 45.2% 2023 CIVICS SWD proficiency: at 23.7%. 2023 CIVICS ELL proficiency: at 17.9%. Winter diagnostic for FY24 shows 42% proficiency

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

Students struggle with concepts of ancient civilizations and geographical information/concepts. The needs of diverse learners must be addressed more fully in the mainstream classroom. Students do not have prior knowledge of subject. Educators require support to conduct instruction as well as implement curriculum following the Florida Department of Education. Reading levels for many students are below grade level preventing thorough comprehension of content. Adequate knowledge of academic vocabulary is lacking. Students need support in making real-world connections to Social Studies content. Organizational skills to support and create structure in the journey to learning. Attendance, Skipping classes, Tardiness Supplemental Materials for tutorial and morning care. Underperforming students level 2-3 levels below in reading. Lack of parent participation & involvement.

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

Provide PD on using reading strategies to help build comprehension skills. Use technology and its accompanying platforms to build more interactive, cooperative activities in the classroom. Increase collaboration to develop lessons that incorporate reading strategies into their daily practices. Gale In Context: Middle School Kami (Full Access) promotes personalized learning, adaptability and accessibility, and nurtures collaboration. Scholastic News is a cross-curricular nonfiction digital magazine that brings the world to the social studies classroom. Discovery Education's Social Studies Techbook: standards-aligned, core-curricular resource, inquiry-based approach to enhance literacy and critical thinking skills. Study Island Civics for all grade levels. Materials for Project-Based Learning. Posters, displays, models, maps and globes to support social studies content. Desktop computers to create small stations for Rotation Instructional Model work in class - Small group instruction. Additional resources for test prep and remediation. Provide materials necessary that can assist with after school tutorials-premade lessons or mini-lessons for easy and time saving for instructors after school and before school or during the summer.

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

- **Communication**

Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations/procedures for assignments/support Social Studies content at home. Students need agendas to track assignments, communicate between parents/teachers. Publish information specific to Social Studies through ParentLink, Google classroom stream, newsletter and social media outlets. Schedule SAC/Parent Meetings at varied times throughout the year.

- **Parent Training**

EOC Night/Test Anxiety: vocabulary practices (flash cards). Parent University, SIS Parent Gateway, Google Platforms, Study Island, Online Textbooks and Curriculum, Paper Tutorial, adaptive technologies, SEL strategies.

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

- **School**

School will provide resources for teachers such as trainings to effectively communicate with parents. Communicate positive information/updates and celebrate student success and participation in events such as Moot Court presentation with local judges. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Students**

Log in to Study Island at least twice a week to complete a weekly practice assignment. Students will use resources focused on the demographic of the school community. ensuring that homes of varied socioeconomic status are fairly supported. Notify parents when events are taking place. Keep in contact with teachers when absent. Seek help from teachers when needed. Come to school prepared with a learning mindset. Check SIS and Google Classroom weekly to monitor grades/progress. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework.

- **Parents**

Attend special events at the school site supporting Reading and Social Studies academics. Openly and frequently communicate with Civics teachers and administrators. Monitor student grades and assignments on SIS. Monitor student use of online platforms such as Reading Plus/Study Island. Keep contact information updated in SIS. Communicate with teachers regarding questions/concerns. Attend school functions and be a continuous support system to their students and the school.

- **Staff Training**

Best practices for SIS gradebook to create fair and equitable grades as well as reporting standards-based progress as a companion to traditional grades. Best practices for including parents in students' educational decisions (SIS training, Google Classroom training, Curricular involvement). Analyzing student data to help drive targeted, small-group instruction. Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Provide opportunities for common planning with support facilitators. Summer Planning opportunities on IB units Professional development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Utilizing SIS and Google classroom.

## **Acceleration Success**

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

1. List prioritized needs statements.

2023 FAST ALGEBRA achievement: 87.1% FY24 has 43% proficiency on the mid-term in Algebra. 2023 SWD ALGEBRA proficiency: at 100%. 2023 ELL ALGEBRA proficiency: at 80%. 2023 FAST GEOMETRY achievement: 100% FY24 has a 63% proficiency,- in Geometry 2023 SWD GEOMETRY proficiency: at 0%. 2023 ELL GEOMETRY proficiency: at 0%.

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

Students needs help with activating prior knowledge in math. Behavior issues in classroom. World Languages - 50% of students are struggling with grammar concepts. Little grammar reinforcement since elementary school. First language for many students is not English. Digital Discoveries - Lack of access to technology at home. DD, IT, ICT, Robotics - student placement. DD, IT, ICT, Robotics - Student population has a wide range of needs in Math/Reading. DD, IT, ICT, Robotics - ELL students need increased support and "self-paced" activities. ESOL: large class sizes, lack of bilingual teachers and support facilitators, teachers without ESOL certification or endorsement. ESOL: lack of support facilitation, many students do not read on grade level, ESOL Coordinator lacks time to fully support DLAR, ELD and ELA, lack of technology support. ESOL: many teachers are inexperienced in providing differentiated instruction for ELLS. ESE: Fewer than 50% of ESE support teachers are ESE certified, also not trained in academic and behavioral needs.

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

Academic tutors during school day, in addition to after school. Calculators. 12 × 18 white boards. Posters with basic math operations. World Languages - ELA teachers could reinforce grammar across grade 6-8. WL teachers teach grammar concepts in English, transfer grammar to target language. Digital Discoveries - Need peripheral equipment: cameras, Macs, dual monitors. DD, IT, ICT, Robotics - Upgrade current computers in classroom. DD, IT, ICT, Robotics - Add equipment to supplemental instructional material. DD, IT, ICT, Robotics - Adhere to student progression plan in Pre IT department. DD, IT, ICT, Robotics - Software with Assistive Technology such as CoderZ, Code.org ESOL: More student workbooks, ESOL Coordinator will share strategies during PLCs and model effective practices. ESOL: Teachers acquire ESOL certification, increase Vocabulary Enrichment program and Phonics Instruction (System 44), Collaborative Planning/Training days, more student incentives, tools/resources to educate students new to the country. ESE: Offer competitive salaries/benefits to other counties, more training. Provide opportunities for common planning with support facilitators. Summer Planning opportunities on IB units. Professional development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting.

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

- **Communication**

Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments/due dates. Communicate to parents through the various platforms to attend all Parent Nights/Trainings. Students need agendas to track assignments, communicate between parents/teachers. Publish information specific to Accelerated courses, ESE, ESOL through ParentLink, newsletter, school website and social media outlets. Schedule SAC/Parent Meetings at varied times throughout the year.



- **Parent Training**

Provide parents with strategies to assist at home. DD, IT, ICT, Robotics - Parent Trainings offered to support parents/families as they work with students at home. ESOL: Parent Training in Phonics, Reading Plus, Imagine Learning, Achieve 3000.

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

- **School**

WL - Host a parent "shadowing" of student daily routine to highlight expectations. DD, IT, ICT, Robotics - Celebrate certification with "Wall of Fame." DD, IT, ICT, Robotics - Create a survey to determine individual needs. ESOL - Host ESOL Parent Night twice yearly, Parent Training in Phonics, Reading Plus, Imagine Learning, Achieve 3000, Language Acquisition Enrichment Camp, Traits of Writing, extra classroom support - 2 facilitators per class, professional communication with bilingual families. ESE - Provide literature/resources, plan culturally diverse parent nights/trainings. College tours. Exposure to community events/organizations/trips (museums, courthouse).

- **Students**

Be responsible for their learning and seek help from teachers and parents. DD, IT, ICT, Robotics - Share updates of student progress toward industry certification on a weekly basis. ESOL - Students will receive Phonics/Vocabulary/Fluency strategies to increase language achievement. ESE - Share school activities with parents, participate and bring home correspondence/invitations.

- **Parents**

Communicate with teachers, check SIS, Google classrooms and be involved in their learning. Parents will participate in quarterly parent trainings to improve reading comprehension skills and tips on how to encourage learning to continue at home. DD, IT, ICT, Robotics - Communicate and provide feedback for individual student needs. ESOL: Parents attend ESOL nights, read at home with their students. ESE: Engage students by being active participants in childrens' education. Engage in school and community partnerships.

- **Staff Training**

Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year.

- Accessibility

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Utilizing SIS and Google classroom.

## Action Step: Classroom Instruction

Utilize standards-aligned curricular resources necessary to ensure student engagement and promote effective small-group and individualized instruction.

Budget Total: **\$113,735.00**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pencils	1	\$13.25	General Supplies	Original	\$13.25
	Paper for classroom instruction	50	\$45.00	General Supplies	Original	\$2,250.00
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$482.25	General Supplies	Original	-\$482.25
	Amend 20- Allocated funds to purchase additional classroom supplies already listed (BT 490886)	1	\$860.50	General Supplies	Amendment	\$860.50



Acct Description	Description																	
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="436 220 1470 295">Item</th> <th data-bbox="1478 220 1612 295">Quantity</th> <th data-bbox="1621 220 1722 295">Rate</th> <th data-bbox="1730 220 1906 295">Type</th> <th data-bbox="1915 220 2016 295">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total													
	Amend 20- Added Study Island for in class use and homework use for skill development and remediation, as well as extra practice. 230- 8th Grade Science (BT 490886)									230	\$4.85	Amendment	\$1,115.50					
Amend 20- Added Study Island for in class use and homework use for skill development and remediation, as well as extra practice. 220- 7th Grade Civics (BT 490886)									220	\$4.85	Amendment	\$1,067.00						
Resource Teacher	Amend 20- (1.0) Math Resource teacher to conduct small group targeted instruction for remediation through pull out and push in for grades 6-8.(BT 490886)																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="436 763 999 837">Item</th> <th data-bbox="1008 763 1142 837">Quantity</th> <th data-bbox="1150 763 1260 837">Rate</th> <th data-bbox="1268 763 1360 837">Days</th> <th data-bbox="1369 763 1478 837">Hours</th> <th data-bbox="1486 763 1596 837">Weeks</th> <th data-bbox="1604 763 1764 837">Certified</th> <th data-bbox="1772 763 1906 837">Type</th> <th data-bbox="1915 763 2024 837">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Out of System Non-Certified Tutor for Math and Reading for grades 6-8 working with lowest 35% doing push-in groups.									1	\$15.00	5	6.5	36	Non-Certified	Original	\$17,550.00		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 1029 970 1104">Item</th> <th data-bbox="978 1029 1113 1104">Quantity</th> <th data-bbox="1121 1029 1230 1104">Rate</th> <th data-bbox="1239 1029 1331 1104">Days</th> <th data-bbox="1339 1029 1449 1104">Hours</th> <th data-bbox="1457 1029 1566 1104">Weeks</th> <th data-bbox="1575 1029 1734 1104">Certified</th> <th data-bbox="1743 1029 1902 1104">Type</th> <th data-bbox="1911 1029 2020 1104">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Amend 20- Added - Before and Afterschool tutorial for all grades for all tested content areas (BT 490866)									5	\$37.00	2	1.25	5	Certified	Amendment	\$2,313.00		

## Action Step: Parent and Family Engagement

Engage all parents to become informed, active participants in their child's learning community to support students' emotional, academic, career, and college goals.

Budget Total: \$39,138.00

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers to provide trainings for parents to provide academic skills that can transfer from school to home.	2	\$25.00	1	1.5	10	Certified	Original	\$750.00
Parent Liaison - Para Level	Liaison Parent/Fam Invmt I- will collaborate with the parents providing resources for students and families; will focus on Parent and Community communication and monitor training for parents.								

## Action Step: Professional Development

Provide ongoing professional development to build teachers' capacity to provide rigorous instruction aligned to state standards through a variety of means.

Budget Total: \$199,505.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Develop and implement lessons for professional growth across grade levels and content areas. Analyzing and grading assessments and data trends.	4	\$25.00	1	2	4	Certified	Original	\$800.00

Acct Description	Description									
	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Amend 20- Increased 20 hrs of teacher collaboration for all Core academic areas to disaggregate data and plan strategically using data and benchmarks. (BT 490886)		10	\$25.00	1	1	2	Certified	Amendment	\$500.00
Tch Res Staff Development	Resource Staff Development Teacher will work with all grade levels, in all content areas to assist teachers in targeted instruction in the classroom; will model lessons, and provide PD as needed.									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Paper	10	\$45.00	General Supplies			Original	\$450.00		
Single School Culture Coordinator	(260DD) Single School Culture Coordinator will be a PLC Facilitator to assist teachers with strengthening instructional focus; School Based Team Lead; and Data Disaggregation for All Contents and all grades.									
Teacher Collaboration	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Develop and implement lessons for professional growth across grade levels and content areas. Analyzing and grading assessments and data trends.		4	\$25.00	1	2	4	Certified	Original	\$800.00
	Amend 20- Increased 20 hours of tch collaboration for all core academic areas (BT 490886)		10	\$25.00	1	1	2	Certified	Amendment	\$500.00
Single School Culture	This 206 day Single School Culture Coordinator will focus on building teacher capacity for Math instruction, School-Wide Positive Behavior Support Lead; Positive Behavior Support System Lead; Focus on all grade									

Acct Description	Description
Coordinator	levels.

## 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

Carver Middle School's purpose, through IB, Pre-IT, and AVID, is to serve the educational needs of its students and provide ongoing support for its families. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

## Involvement of Stakeholders

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

<b>Name</b>	<b>Title</b>
Lisa Havell	Assistant Principal
Kendrah Ingraham	SSCC and SBT Coordinator
Drew Dawson	SSCC and Math Coach
Nadia Stewart	IB and Pre-IT Magnet Coordinator, SAC Chair
Shannon Grice	Principal
Tanaya Anand	SWPBS Contact and PD Contact
Hawanya Render	Guidance Counselor and AVID Coordinator
Donna Charles	Employee/SAC member
Ashleigh Bouchard	Parent/SAC member
Jacqueline Botting	Community Business SAC member
Laura Bonzil	Assistant Principal
Gregory Kirkwood	Assistant Principal
Nazareth Montoya	Literacy Coach

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

Staff members selected for this process are chosen for their unique roles and responsibilities in the functioning of our campus. They each are integral leaders involved in the various programs and/or areas of focus for our students. Other members involved in this development are key members of our SAC. These long-time SAC members are parents who regularly attend and actively participate in activities and functions of our campus. Their regular involvement in campus activities during and beyond school hours gives them a well-informed view of why and how decisions are made for our students and their families. These members offer thoughtful suggestions for improving our school, and are always open to share their thoughts in meeting discussions.

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

Stakeholders begin their involvement in developing the Schoolwide Plan during the Winter and Spring SAC meetings of the previous year when the CNA is written and the Actions Steps are decided upon. At these meetings, January 29 and January 30, 2024, discussions were held centering around the SY24 budget, Winter Diagnostic Data, and the CNA process. Stakeholders reviewed the previous Parent-School Compact and offered input for the next.

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

Input was taken from stakeholders throughout SY24. Stakeholders reviewed the SY24 PFEP summary and began making suggestions as to what changes they would like to see for SY25. Those suggestions were taken into account when developing the Title I budget for SY25. Parents stated that they would like Carver to continue hosting the STEM parent trainings. They also enjoy the opportunities to attend trainings that specifically provide them with tools to assist their students at home or for academic success and test preparation. Title I funds will be used to purchase family engagement personnel, as well as supplies and necessities to grow parental participation with students at home.

Name	Title
Lisa Havell	Assistant Principal and Title I Contact
Shannon Grice	Principal

## 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?

October 10, 2024, Carver Community Middle School 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.).

Notification of the meeting will be provided through the school's website, marquee, September newsletter, ParentLink (email and callout), as well as our various social media pages.

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

Invitation, Agenda, Sign-in sheets, slide presentation, parent evaluation, Verification of Title I Annual Meeting, Copies of: Title I Schoolwide Plan, FY25 Parent and Family Engagement Plan, FY25 School-Parent Compact, Parents' Right to Know, Important Dates for Families, Information about Parent Liaison and Parent Resource Center, Translators for Spanish and Creole speaking families.

## 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

Carver Staff Training for Parent and Family Engagement Through Communication

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

Teachers will learn strategies to communicate with parents which focus on increasing parent engagement in the learning process and also include an awareness of diverse cultures. Teachers will learn to use the multiple languages available on ParentLink to provide updates for their classes to all families.

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

Improved communication, as well as an increase in family engagement with all families is expected.

- What will teachers submit as evidence of implementation?

Teachers will submit copies of ParentLink email messages in multiple languages which include resources shared with families (i.e course syllabi, Google classroom codes, project information).

- Month of Training

September, 2024

- Responsible Person(s)

Lisa Havell



## 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

Carver Staff Training for Parent and Family Engagement - Using Data to Build Home-School Connection

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

Teachers will be able share information with families regarding SIS Progress Reports, ParentLink notifications of assessment score availability on Performance Matters. Teachers can share strategies to help support students in specific content areas from home via Google classroom postings.

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

It is expected that teachers will provide parents with information, tools and strategies to understand and also support their student's learning from home.

- What will teachers submit as evidence of implementation?

Teachers will submit examples of resources shared with parents.

- Month of Training

February 2025

- Responsible Person(s)

Lisa Havell

#### 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

Navigating Online Learning Platforms

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

Parents will learn about navigating Google classroom, the Reading Plus and IXL platforms to support student success with these programs from home.

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

Parents will have the opportunity to login with their students on student dashboards for Google classroom, Reading Plus and IXL to view assignments and progress.

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

It is expected that parents will have a greater understanding of what their students' assignments entail and how to monitor and support their students' progress on these platforms.

- Date of Training

September 2024

- Responsible Person(s)

Lisa Havell

- Resources and Materials

SmartBoard, slide presentation, individual computers for hands on practice, handouts.

- Amount (e.g. \$10.00)

0.00

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

- **Name of Training**

Understanding Pupil Progression

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

Parents will learn about district requirements for successful completion of grades 6-8, understanding state testing data and calculating quality points. They will also learn how state assessment scores impact the opportunity for future student course selections.

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

Parents will have the opportunity to login to SIS to view their student's grades and assessment scores on individual computers. If parents do not have a current SIS account, staff will assist them in accessing SIS PIN and creating a parent account.

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

It is expected that parents will have a greater understanding of how to access SIS and what information is available for them regarding their student's progress in their courses. It is also expected that parents will use this information to support their student's academic success from home.

- **Date of Training**

November, 2024

- **Responsible Person(s)**

Lisa Havell

- **Resources and Materials**

SmartBoard, slide presentation, individual computers, handouts.

- Amount (e.g. \$10.00)

0.00

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

- Name of Training

Carver Data Night

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

Parents will learn how to access their student's data on SIS and Performance Matters.

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

Parents will be guided through hands on experience navigating the SIS and PM platforms.

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

It is expected that parents will have a greater understanding of how to access SIS and what information is available for them regarding their student's progress on district and state assessments. It is also expected that parents will use this information to support their student's academic success from home.

- Date of Training

February 2025

- Responsible Person(s)

Lisa Havell

- Resources and Materials

SmartBoard, slide presentation, individual computers, handouts.

- Amount (e.g. \$10.00)

0.00

## Coordination and Integration

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

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

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

Students who qualify will be identified and provided necessary services in order to be successful in school. Resources will also be provided, possibly in the form of referrals to community agencies for families in need of wrap around services.

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

Proof of communication (emails, logs) to district personnel, identification of specific items of support provided to families.

- Frequency

As needed

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

- Name of Agency

Boys and Girls Club of Delray Beach

- Describe how agency/organization supports families.

In partnership with Carver, The Boys and Girls Club of Delray Beach offers joint parental educational programs covering topics on social media health, parenting skills, financial wellbeing.

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

Flyers, postings of workshop to our social media pages: Facebook, Twitter, Instagram, YouTube, emails, text messages and callouts.

- Frequency

1-2 times per year

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

- Name of Agency

Emily Slossberg-King and District 5 County Commissioner Maria Sachs - Farm Share



- Describe how agency/organization supports families.

This agency provided support for our families that are struggling with food shortages. They provided a drive through food distribution in September 2023.

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

Flyer for the event/food give away.

- Frequency

1 time

## 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

Carver Middle School will provide parents timely information about TITLE I programs through frequent and varied communications, such as the school website, newsletter, our social media outlets, ParentLink emails and callouts. The school offers many opportunities to families to be involved in the school's educational and social environments, as well as access to programs that provide instructional and community assistance. Through the publication of school flyers, monthly newsletters, emails and social media postings, we are able to keep our families in touch with the relevant events taking place at Carver. For every TITLE I program, as it rolls out, and as it proceeds, we regularly send communications out to families. Opportunities for families and students include: morning tutorial, community services forums, daytime tutorial push in/pullout sessions, IB/STEM and state testing information nights for parents, as well as SAC meetings, our Annual Parent meeting, our Parent Input meeting, and our parent/student orientation prior to school starting. All the above mentioned events are advertised to parents and families through the methods listed below. \*Parent Resource Center: our parents liaison provides easy, daily access to all information regarding TITLE I programs. \*Call-out System: voice recorded messages are sent out the days before and the day of events to remind parents they are occurring. \*Informational flyers are sent via ParentLink and included in the school newsletter, as well as posted on the school's website and social media (Facebook, Twitter) accounts prior to an event as reminders to parents. \*Parent Link is used to email parents about important dates and events, including flyer attachments when appropriate. \*Parents participating in School Advisory Council meetings (SAC) are reminded of upcoming events and important dates. \*Both the School Marquee and Portable outdoor Marquee are utilized days prior to an event to invite parents to participate.

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

Copies of flyers for evening events: SAC meetings, FAST night, STEM night, Parent Trainings. Parent RSVPs for community services forum and STEM/Testing night. Sign in sheets for SAC, Annual meeting, and Parent Input Meeting. Social media postings.

- Description

There are many ways the school will inform parents about curriculum, types of assessments, and proficiency levels. For example, student diagnostic data tracking sheets are shared with parents during parent conferences. Teachers share curriculum models and overarching goals with parents during Curriculum Night/Open House. By sending out mid-term progress reports and then quarterly report cards, parents are kept abreast of their child's progress throughout the year. Parents are also invited to Parent Training Nights to help them understand and gain access to SIS, Google classroom, Performance Matters, Reading Plus and IXL.

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

Flyers for all parent events, i.e. Curriculum Night/Open House, SAC meetings, FAST (TESTIING) Night, Parent Training Nights, ParentLink notifications, progress reports. Students sign that they received progress reports. Parent sign in sheets for Curriculum Night/Open House parent meetings.

- Description

Another way we keep our parents informed is through our FAST parent night where we spend time showing our parents what the FSA and End-of-Course exams look like as well as explain what expectations (testing climate, proficiency levels, question types) students are to meet when taking these assessments. We also host a Pupil Progression night to inform parents.

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

Flyers for parent events: Pupil Progression PowerPoint Presentation, Parent sign-in sheets for parent meeting. Parent Link invites in multiple languages

- Description

Information about parent opportunities to participate in decision making (Annual Parent Meeting, CNA) for their children is disseminated in a variety of ways. Carver sends out flyers, paper, electronic, and social media, for all events occurring for parents. We also conduct phone call-outs, send emails, and text messages to try to ensure that all parents are reached and know about the invitation to participate in our decision making meetings.

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

We will provide pictures of social media posts, emails/callouts, as well as any flyers and correspondence that go out to parents.

- Description

We survey parents for preferred meeting times and days. One example of how we are flexible with scheduling is that we offer parent conferences in the mornings before school or later in the day and arrange for teacher coverage to meet with parents when necessary. We invite not just parents, but the entire family to attend evening meetings. We can offer child care services for parents who might not attend evening meetings due to childcare needs. We schedule meetings and conferences at the most convenient time for parents and double up on meetings. Parent Input meetings are held the same night as one of our SAC meetings, as much as possible to reduce the number of times parents must drive to campus. For parents who cannot attend, we record the meetings and post them to our school website and send the link out via email and/or text message. Student mental health counselors who support our school often conduct home visits to reach out to otherwise unreachable parents. During the pandemic, we found that virtual meetings have proportionally high attendance rates, so we continue to use this option in conjunction with face-to-face meetings when possible or otherwise conduct trainings/meetings virtually.

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

Flyers/invitations will show various times, locations, and types of meetings, sign-in sheets, attendance rosters, parent-teacher conference notes, calendar invites

## 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**

Carver Middle is able to provide translators in Spanish and Creole for parents who are limited in English proficiency. Spanish and Creole interpreters are made available during parent-teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings, among others. Written communication is sent home in multiple languages.

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

Parent-School Compact and PFEP in English, Spanish, Creole. Sample communications that go out to parents via email, texts, website, social media outlets in Spanish, Creole and English: invitations, flyers, calendars, parent-teacher conference notes when translator attended, translated parent link messages, translated letters, agendas and the monthly newsletter.

- **Description**

Parents and families with disabilities can actively participate in their children's learning. Our ESE coordinator invites parents to ESE meetings and provides them with procedural safeguards. ESE parents are a part of the decision making process for their children. We hold meetings and events in large, open rooms such as the media center, to allow ease of access to and within the spaces. We provide accommodations for our families who need them such as offering home visits for conferences, the use of sound enhancement devices, and provide paper copies of all presentations, for hearing and visually impaired participants. Our campus building is ADA compliant with access ramps for handicap parking spaces and low or no door thresholds for ease of access to buildings and meeting rooms. All meetings are held in single-story buildings with ample space to allow for preferred seating or or additional space for those who may need it.

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

Evidences will include conference meeting notes, links to information. Presentations will be recorded and posted to the school website for viewing. Pictures of meeting spaces and presenters presenting, photos of handicapped parking, and elevators.

- **Description**

Through our Parent Liaison, Carver addresses the needs of migrant parents by providing information about available services within the community that they may benefit from in the form of pamphlets and flyers. We also utilize translators in Spanish and Creole when needed. Carver partners with the District Migrant Program to ensure that migrant families have all the assistance and access to resources as they need.

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

Supporting evidence will include: log of family/parent assistance provided, log of use of interpreters, copies of flyers/pamphlets available for families, communications with District Migrant Program.

- Description

Students experiencing homelessness are identified through the Student Information System (SIS). Students are put in contact with a Guidance Counselor who oversees our homeless students, as well as with one of our behavioral support counselors, as well as with our Parent Liaison who can help get homeless families personal items they may need. We regularly check-in with each student to ensure they have proper items needed. If not, we maintain a large closet filled with things such as clothing, shoes, undergarments, school supplies, personal hygiene items and jackets that we can offer to not only the student, but to family members as well. We contact the family to inform them of available items, and allow them to visit the closet to acquire what is needed. Occasionally, local organizations will donate grocery bags of food to distribute to our families in need. Student Housing Questionnaire (SHQ) form (2479) is sent to families. The McKinney-Vento program flyer of services is offered to families.

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

Supporting evidence will include: pictures of the donated items, log of students serviced and services provided, copies of informational fliers for families, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services.

## 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

Our school integrates Single School Culture by teaching and monitoring our School Wide Positive Behavior System (SwPBS) to students and parents. The school community follows our behavioral matrix - SOAR - All students and staff are: Safe, Organized, Accountable, Respectful. Staff models and reinforces expected behaviors, and regularly communicates with parents. Action plans are updated as needed during Administrative, Department and Common Planning Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs and initiatives. Our students are provided information that pertains to their mental health. We have a Behavioral Health Professional, a Co-located Counselor, and a Behavior Coach located on our campus. These staff members meet with students to address their mental health, behavioral and academic needs. Carver Middle School's Guidance Department curriculum is designed to be preventive and developmental. In addition to seeing students individually and during classroom guidance activities, we teach skills and provide information in small group settings. We have partnered with various community agencies to provide an array of group counseling as well as activities. It is our goal to service the whole student by addressing the three domains: academic, career and personal/social. AVID is implemented on campus which targets students who would be first generation college students. A focus for AVID is to teach students how to be better organized and promote positive study skills. Positive Behavior Intervention System is also implemented. Students are rewarded through our SIS system and have the ability to earn points if they exhibit our IB learner profiles which aim to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Our Guidance Counselors make themselves available throughout the day for students, teachers and parents. ReThink lessons have been implemented to re-teach positive behavior to students when they receive consequences for behavior transgressions.

## 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

Students are identified for School Based Team through various avenues and for various reasons. These reasons may include but not be limited to: academic concerns, behavior concerns, absenteeism/tardiness, or meeting one or more of the early warning sign indicators. At the start of each school year, the SBT Coordinator provides training to staff on the referral process as well as reasons for a referral. In addition, teachers are made aware of students currently being tiered to ensure there is not a lapse in service. One way students are identified is through communication between Admin and classroom teachers throughout the year. If, through these conversations, the teacher feels that the CORE instruction /FBS Functional Basic Skills is not meeting the needs of the child, the student may be referred to SBT. In addition, absenteeism and tardiness are monitored by the Attendance clerk and grade level administrators. Students who continue to experience excessive absences/tardies are referred to the SBT. Mandatory referrals may also be made due to events that occur on campus and are governed under the Student Code of Conduct. The team meets monthly and on an as-needed basis, and consists of the Guidance Counselor, ESE Contact, Behavior Mental Health Therapist, School Psychologist, teacher, SRO and Administrator. If additional staff are required they are also invited. Monthly, monitoring logs (academic and behavior) are collected, and the SBT members (Guidance Counselor, ESE Contact and Administrator) meet to review the logs, new referrals and create an agenda. This ensures that the tiers are being monitored with fidelity and the documentation is accurate. If feedback needs to be provided to the interventionist, it can be done immediately and not after incorrectly implementing the intervention 6-8 weeks later when the team reconvenes. Tier 1 implementation: Students in grades 6-8 receive CORE instruction daily based on grade level standards for all subject areas. During whole group in ELA, Math, Civics and Science students receive on-grade level instruction. There is a focus on the three CORE ACTIONS: complex text, tasks, and talk. During small group instruction, the teacher provides targeted instruction on the child's level or the lesson may be scaffolded to meet the needs of the student to get them to proficiency in the standard. ELA students complete learning activities on the NoRedInk platform as part of the regular cycle of instruction to support Reading and Writing skills development. Tier 2: Students receiving Tier 2 academic services are enrolled in Intensive Reading where they receive additional instructional support focusing on the target set forth through SBT. This includes lessons from Wilson Just Words, Small Group collaborative work with Wilson Just Words Student Kits, Reading Plus Rotations and small groups. Students receiving Tier 2 Behavior support receive guidance, mentoring, an individualized behavior plan, and are often referred to Mental Health and/or Co-located support services. Tier 3 Students receiving Tier 3 academic services receive additional instruction focusing on the target set forth through SBT. This may include lessons from Reading Plus Differentiated Lessons, Small Group Just Words lessons, and small group push in support with Resource Teachers and the Academic Tutor. This provides the child additional, targeted instruction which focuses on his/her individual needs. Students receiving Tier 3 Behavior support will have had a Functional Behavioral Assessment implemented from which the Tier 3 target will be created.

## 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).
- Opportunities to extend learning time.

- 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.
- 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

Carver ensures that its core instructional programs and materials are aligned to the Florida Standards beginning with planning in the summer to map out proper alignment. Summer mapping includes, but is not limited to, a review of new materials, technologies, and pedagogies that will allow students to benefit from a variety of instructional vehicles directly impacting their F.A.S.T performances. This practice allows for the SIP to align with the district's five (5) year plan for increased student achievement. Each of the subject areas tested for the F.A.S.T, has a goal to increase at least five percentage points in the coming year. Core instructional needs are determined through data analysis and regular use of PLC time. The SSCC and Instructional Coach run data reports with teachers (FSQs, USAs, NGSQs, PM Assessments) and work to develop instructional practices that will best address targeted subgroups within each classroom. We offer face-to-face tutorial in Reading and Math. Student groups are specifically targeted using formative assessment data from Language Arts, Math, Civics and Science. In an effort to promote collegiality and to share best practices, Leadership includes teachers peer to peer observations. Administration conducts regular walk-throughs to ensure continuity among grade levels and subject areas. Teachers plan together and follow commonly written lesson plans and post standards and guiding questions on their Common Board Configurations in their physical and virtual classrooms. Carver has multiple curricular themes directly designed to address increasing diversity and rigor and to increase student achievement. Those systems are Advancement Via Individual Determination (AVID), the Pre-Informational Technology Academy, and the International Baccalaureate Programme (IB). Providing access to these varied opportunities caters to differentiated learning strategies for instruction and gives students options to use their knowledge and skills effectively. Electives offered: Exploring Information Technology Careers and Career Planning - understanding of information support and services career pathway; Computer Applications in Business 1 - to identify and understand computer hardware; Information and Communications Technology - Demonstrate an understanding of computer networks; Physical Education to promote health and wellness for all students; Jazz Band and Guitar - promotes confidence, team building through performing arts; World Languages - Spanish & French, students study other languages and cultures; Band - promotes confidence, and discipline through performing with an instrument; Holocaust Studies, African American History; Criminal Justice - promotes civics and political sciences. Carver Middle will also use differentiation in our implementation of our summative assessments. Teachers are encouraged to develop more concept-based, student-centered instruction that allows for more opportunities for knowledge and understanding of a concept to be assessed. Now tests can be given orally or as a small project. This method allows more children to become successful in relaying what they know. All students are encouraged to participate in extra-curricular activities. We offer a variety of personal interest clubs, sports, and academic programs: Extra-curricular Clubs: Girls and Boys Mentoring Jazz Band Tennis Golf Swimming Academic Games Robotics National Junior Honor Society SECME Yearbook Newspaper The following are athletics at Carver: Baseball Softball Soccer Basketball Volleyball Track Intramurals Volleyball Co-ed Soccer Co-ed Girls Basketball Boys Basketball Weight Lifting Flag Football Co-ed Drill Team Cheerleading

## 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

Carver Middle has three curriculum themes designed to address the need for diversity and rigor and to increase student achievement. They are: 1. Advancement Via Individual Determination (AVID) - a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. 2. The Pre-informational Technology Academy - allows students to build real-world skills centered around the core themes of STEM and gives students the opportunity to gain valuable career certifications in technology. 3. The International Baccalaureate (IB) program is a student-centered, project-based program that cultivates independence and grows children's' natural curiosities while differentiated learning strategies provide students opportunities to use their cognitive knowledge effectively. Students are offered accelerated course work in Algebra I Honors, Geometry Honors, Spanish I, French I, INFO and Communication TECH, Advanced IT. At Carver, we elicit college awareness by hosting themed activities: College Shirt days, Decorate school doors and offices with College Spirit. We have AVID field trips to local universities planned each semester. Students who participate in our Pre-IT academy learn to write code, can earn industry certification in Microsoft Technology Associate (MTA), and how to plan for business. Our IB students are on a predetermined academic track that feeds into Atlantic Community High School's IB program where students can continue their progress toward college and career readiness. We also have our feeder school, Atlantic High School, visit and speak with our students to promote all of their career academies: Army JROTC, Construction, Culinary, Early Childhood Development, Photography, and Medical.

## 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
- On-site school tours for new kindergarten families

- 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
- Early school year start/summer program for incoming Kindergartners
- 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

n/a

## 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

Teachers are invited to attend Summer Curriculum Planning. The purpose of the planning is to facilitate a dialogue between instructional leaders and administration to ensure Carver's continued focus on instructional growth. During those days, faculty gain a clear understanding of what the main instructional focus should be for the school year. Additionally, staff will attend IB Global and AVID conferences throughout the year. Supplemental Professional Development Days (8:15 am - 9:00am) are offered to teachers regularly which will target topics such as: Using Reading Plus, Writing Scoring, Understanding IEPs; Go To Strategies used in ESOL classrooms; CHAMPS best practices; how to implement a Positive Behavior Incentive plan in the classroom; Technology; IB Implementation; Engagement Routines; Marzano Training; School Wide Literacy Initiative; and Data Disaggregation. During the year, Carver faculty meet with Atlantic's IB faculty to vertically align curriculum and assessments in all 8 subject areas. They also address the required Approaches to Learning skill sets and articulate an appropriate progression of learning for them. Monthly meetings are held for new and developing teachers (ESP) to support them and their growth as educators. At least one teacher will attend a formal IB workshop in their subject area each year. Over the course of 5 years, at least one teacher from all 8 IB subject areas must be trained. Leadership Team meetings are held weekly to discuss ongoing changes to curriculum. Leadership Team meetings also contribute to ensure strategies that are discussed during PLC and common planning are implemented consistently. AVID and IB site teams meet regularly to discuss the new objectives that need to be met during the school year. The meeting also encourages AVID staff to collaborate on effective strategies to help students adjust to rigorous curriculum. Professional development takes place for both formal and embedded PD every 6 day rotation with IB-infused Professional Learning embedded. PLCs will focus on unit plans and aligning state standards to instructional activities and IB criteria. The SSCC and Instructional Coaches work with the teachers to strengthen instructional practices and data analysis. The IB coordinator will push into classrooms and PLCs to help with implementation of strategies used and discussed during PLCs. Strategies for Professional Development implementation Administration, SSCC, and Leadership Team members will provide a collaborative venue for teachers to conduct academic conversations regarding student data and best teaching practices. Weekly meetings will assist in growing the capacity of teachers through professional development resources and opportunities to increase student achievement. Ensure teachers are provided professional development in the implementation of the AVID College Readiness System. Items of implementation: Cornell Notes initiative. Carver Community Middle School is a yearly participant in the AVID December Conference. Carver's PLCs will develop the capacity to deliver effective instruction through a comprehensive professional development plan that embeds cultural competence, equity and access within instructional practices customized to the individual strengths, needs, interests and aspirations of the learner.

## Recruitment and Retention of Effective Educators

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

Recruitment:

Retention:

- 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
- 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

The Administrative team reaches out to the District HR department to solicit qualified applicants to hire. The administrative team attends all district job fairs for recruitment purposes. Carver also posts job openings on online recruiting services to expand exposure to the job force. A team of administrators and department heads screen teacher applications and resumes. The prerequisites for a highly qualified teacher includes past teaching/work experiences, college affiliations, advanced degrees, and experience working with a diverse student population. Retaining talent is a top priority. Carver's teacher mentoring program (Educator Support Program) uses the knowledge of administration and coordinators to develop relationships which support new teacher acclimation to Carver's culture for academic success. Administration also ensures that all incoming and present teachers are heavily involved in professional development, which often involves relevant trainings that are out of state as well as within the school district. These trainings may be attended either in person or virtually. Carver Middle School's teacher mentoring program (ESP) uses classroom management and effective teaching methods as solid foundations for mentoring activities. New teachers are strongly encouraged to attend CHAMPS training at least twice a year. Monthly meetings between the prospective teacher and mentor are used to discuss observations and to review best practices. Professional Learning Communities (PLCs) and professional development activities help to promote effective pedagogical skills and instructional strategies within the classroom environment. When these actions culminate, the prospective teacher understands the requirements for team planning and its purpose to create lessons that address the needs of students at various instructional levels. More importantly, the prospective teacher is well adjusted to the rigors of the classroom environment. New teachers' classrooms are situated near an experienced teacher in their content area to promote collegiality and common planning practices. The AVID program utilizes academic tutors to pull small groups and also to help support the students with academic achievement and homework help. Our school uses substitutes in long term positions as interim if need be. Each department has department chairs who assist new and veteran teachers in their respective departments. Department chairs share district news and administrative initiatives. They work hand-in-hand with our SSCC and Instructional Coaches to bolster PD efforts within our PLCs, as well as to strengthen teacher buy-in with the Eagle Way and making sure that faculty are following directives and initiatives. The Administrative team, as well as all Team Leaders, have an open-door policy welcoming open communication in an effort to continue to create a culture of trust and collegiality. The administration has a partnership with Florida Atlantic University and Palm Beach State University to receive teachers from their Education Department as interns and student teachers to help build capacity in new teachers and hopefully reduce vacancies. Each month, faculty and staff are encouraged to recognize their own as Life-Long Learners to celebrate their hard work. Recipients are chosen based on how they exhibit one of the ten IB Learner Profile attributes: Knowledgeable, Inquirers, Caring, Thinkers, Communicators, Principled, Open-Minded, Risk takers, Balanced, and Reflective.