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**Title I Comprehensive Schoolwide Plan**  
**CONGRESS COMMUNITY MIDDLE SCHOOL (1581)**

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# ELA

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

## 1. List prioritized needs statements.

Improve the proficiency rate of L25 by 10% 56% of students are lower than 3 or higher on FY 23 PM3 15.6 % of our Black, 13.9 % Hispanic, 3.7 % ELL, 15.2 of our FRL and 5.0 of our SWD scored 3 or Higher on FY24 PM1

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

Low reading levels, many students do not have decoding skills (phonics) and struggle with recognizing grade level vocabulary District curriculum does not have Creole translated resources. Number of students enrolled in higher level courses is low - few students in Cambridge/advanced classes. Students level of interest, prior knowledge and transferable skills limits comprehension of content Students inability to read and write in their native language Teacher capacity for incorporating Instructional strategies for literacy and higher order thinking Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact reading deficiencies. Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

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

Provide additional resources to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff if there is a surge in enrollment ese ell Ability to purchase resources to support classroom learning. Ability to provide opportunity for students to attend field trips aligned to curriculum to gain real world experience of topics discussed within the curriculum Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Acquire additional support for small group instruction in ELA

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

- Communication

The school has utilized parent link, the school website and newsletter in the past to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, we have revamped our social media sites and added Pawcast (student produced announcements) to our social media platforms.

- Parent Training

Parents will participate in trainings that focus on the skills needed to assist students in being proficient readers and writers, be knowledgeable of the technological reading programs being used in the school to assist struggling readers and promotion of positive home school relationships

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

- School

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity to support reading in the home and the technology programs that support and strengthen student reading skills.

- Students

Practice personal accountability to complete their Ela classwork, homework and computer based assignments. Take care to ensure they read books at home. Work to take care of their devices and the proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- Parents

Help support the school by being actively engaged in their children's learning by reading at home with them, utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work on strengthening reading skills with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

## **Math**

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

1. **List prioritized needs statements.**

7% of students in Math were at level 3 or higher on PM2. Improve L25 by 10% Based on the PM 2 data, our 6th grade ESE subgroup is performing at 15%, 7th grade at 17%, and 8th grade at 23%. 2.6% of our Black, 6.7% of our Hispanic, 2.2% of our ELL, 4.0 of our FRL and 1.7 % of our SWD scored 3 or higher on the FY24 PM1

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

Students level of interest, foundational knowledge and transferable skills limits mastery of skills Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact deficiencies. Students inability to read and complete basic computation skills in their native language Teacher capacity for incorporating effective instructional strategies for higher order thinking and remediation Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

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

Acquire additional resources to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff to account for surge in enrollment of students in ese and ell subgroups Ability to purchase resources to support classroom learning. Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Acquire additional support for small group instruction in Math

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

- **Communication**

The school has utilized parent link, the school website and newsletter in the past to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, we have revamped our social media sites and added Pawcast (student produced announcements) to our social media platforms.

- **Parent Training**

Parents will participate in trainings that focus on the skills needed to be knowledgeable of math, the and promotion of positive home school relationships

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for math and the technology programs that support student learning.

- **Students**

Practice personal accountability to complete their math classwork, homework and computer based assignments. Take care to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, assist with homework and educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

## **Science**

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

1. List prioritized needs statements.

27% of the 8th grade students were proficient on the Winter Science Diagnostics. 23% of the ESE students were proficient on the 8th grade Winter Diagnostics Science Assessment. 22.3% of our Black, 12.1% of our Hispanic, 3.8 of our ELL, 19.5 % of our FRL and 13.2 % of our SWD scored 3 or higher on the Fy23 PM3

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

Lack of students real world experience of science concepts due to low number of hands on labs. Need to increase reading proficiency while incorporating ELA strategies in Science. Need to reinforce 6th and 7th grade standards prior to students reaching 8th grade More teacher led instruction than student led instruction Students lack of exposure to science in action outside of the classroom experience Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

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

Provide additional resources to conduct small group instructional support for students within our struggling sub groups Ability to purchase resources to support classroom learning. Ability to provide opportunity for students to attend field trips aligned to curriculum to gain real world experience of topics discussed within the curriculum Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Conduct parent trainings that focus on the skills needed to be knowledgeable of the content and transfer the skills to their children. Provide tutorial services and home subscriptions to computer based programs that allow parents to assist with reinforcement of skills taught in school. Acquire additional support for small group instruction in Science

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

• **Communication**

The school has utilized parent link, the school website and newsletter in the past to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, we have revamped our social media sites and added Pawcast (student produced announcements) to our social media platforms.

• **Parent Training**

Parents will participate in cougar university, Steam Night, and other trainings that focus on the skills needed to be knowledgeable of topics to transfer the skills in Science and promotion of positive home school relationships.

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for school based content and technology.

- **Students**

Practice personal accountability to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

## **Social Studies**

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

### 1. List prioritized needs statements.

59% of students are reading comprehension is below proficiency 51% of our Black, 55.7% of our Hispanic, 35.5% of our ELL, 49.6% of our FRL and 40.6% of our SWD scored 3 or higher on the FY23 Civics EOC

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

Students level of interest, prior knowledge and transferable skills limits comprehension of content Students inability to read and write in their native language Teacher capacity for incorporating Instructional strategies for literacy and higher order thinking Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact reading deficiencies. Students have limited background knowledge of the concepts introduced in world history, US history and civics. Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

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

Provide additional resources to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff if there is a surge in enrollment ese ell Ability to purchase resources to support classroom learning. Ability to provide opportunity for students to attend field trips aligned to curriculum to gain real world experience of topics discussed within the curriculum. Conduct parent trainings that focus on the skills needed to be knowledgeable of the content and transfer the skills to their children. Provide tutorial services and home subscriptions to computer based programs that allow parents to assist with reinforcement of skills taught in school

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

#### • Communication

The school has utilized parent link, the school website and newsletter in the past to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, we have revamped our social media sites and added Pawcast (student produced announcements) to our social media platforms.

- **Parent Training**

Parents will participate in Cougar university, Steam Night, and other trainings that focus on the skills needed to be knowledgeable of topics to transfer the skills in Social Studies and promotion of positive home school relationships.

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for school based content and technology.

- **Students**

Practice personal accountability to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

# Acceleration Success

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

## 1. List prioritized needs statements.

25% of students enrolled in accelerated courses are on track to pass the EOC 15.6 % of our Black, 13.9 % Hispanic, 3.7 % ELL, 15.2 of our FRL and 5.0 of our SWD scored 3 or Higher on FY24 PM1

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

ELL students have limited access to these courses due to the required enrollment in intensive courses. Low enrollment in accelerated courses due to prerequisites at the elementary level (no AMP courses offered at feeder schools) Students level of interest, prior knowledge and transferable skills limits comprehension of content. Students have limited background knowledge of the concepts introduced in the accelerated/magnet courses Teacher capacity for incorporating instructional strategies for literacy and higher order thinking in their content area Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

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

Teacher capacity for incorporating instructional strategies for literacy and higher order thinking in their content area Ability to provide opportunity for students to attend field trips aligned to curriculum to gain knowledge and real world experience of topics discussed within the curriculum Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Conduct parent trainings that focus on the skills needed to be knowledgeable of the content and transfer the skills to their children. Provide tutorial services and home subscriptions to computer based programs that allow parents to assist with reinforcement of skills taught in school Conduct Parent nights and open house to provide parents with the knowledge of the courses we offer, the acceleration possibilities and as well as the choice options available.

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

- **Communication**

The school has utilized parent link, the school website and newsletter in the past to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, we have revamped our social media sites and added Pawcast (student produced announcements) to our social media platforms. We will host Cougar Invasion, a program for our incoming 6th grade students to get them acclimated to the school and provide academic and social skill development. Increased visits to our feeder schools to provide exposure to our school and the programs we offer.

- **Parent Training**

Parents will participate in Cougar University, Steam Night, Magnet Night and other trainings that focus on the skills needed to be knowledgeable of topics to transfer the skills needed for their children success and promotion of positive home school relationships.

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for school based content and technology.

- **Students**

Practice personal accountability to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- Staff Training

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- Accessibility

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

## Action Step: Classroom Instruction

Utilize small-group instructional time to build foundational skills in students and develop digital literacy to prepare them for accelerated coursework, and to individualize their learning for higher learning gains.

**Budget Total: \$175,637.80**

Acct Description	Description									
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will tutor on Saturday, Morning and Afsterschool Tutorial for ELA & Math Grades 6-8	10	\$37.00	2	2	10	Certified	Original	\$14,800.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Student portfolio - Assessment tracking & data Chats in ELA, Math, Science & Social Studies	100	\$43.55	General Supplies		Original	\$4,355.00			

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="441 215 1224 267">Item</th> <th data-bbox="1245 215 1381 267">Quantity</th> <th data-bbox="1392 215 1535 267">Rate</th> <th data-bbox="1545 215 1770 267">Supply Type</th> <th data-bbox="1780 215 1900 267">Type</th> <th data-bbox="1911 215 2026 267">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Copy Paper	80	\$40.00	General Supplies	Original	\$3,200.00						
	Chart Paper	84	\$46.66	General Supplies	Original	\$3,919.44						
	Shipping	1	\$0.59	General Supplies	Original	\$0.59						
	Dry Erase Markers	80	\$6.52	General Supplies	Original	\$521.60						
	Scientific Calculators	80	\$11.68	Manipulatives	Original	\$934.40						
	Highlighters/ 2021399 assorted, package of 6	79	\$4.88	General Supplies	Original	\$385.52						
	Composition Notebook per semester- AVID WICOR Stragies in ELA, Math, Science and Socicial Studies	4000	\$1.50	Program Supplies	Original	\$6,000.00						
	Allocation differential per survey 3 data - school may reallocate funds	1	\$1,163.25	General Supplies	Original	\$1,163.25						
Classroom Teacher	English/Language Arts Teacher will support our targeted subgroups per the federal index. Grades 6-8.											

<b>Acct Description</b>	<b>Description</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
Field trip admissions	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	YesterYear Village Fieldtrip Grades 6-8 January 120 The Yesteryear village trip will provide our students with the opportunity to engage in real-life experiences of the content studied in our social studies classrooms.						120	\$7.00	Original	\$840.00		
Classroom Teacher	Math Teacher will support our targeted subgroups per the federal index. Grades 6-8.											
Charter bus	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	Charter Bus for Yesteryear Field Trip					3	\$700.00	Original	\$2,100.00			
Out-of-system Subs	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Subs for 20004433					1	\$19.00	7	3.25	1	Original	\$432.00
	Subs for Math Classroom Teacher - 20004433					1	\$19.00	7	3.25	1	Original	\$432.00
Trans Compound; tutorial	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Tutorial Bus - for Saturday Tutorial - Compound Buses						1	\$3,000.00	Original	\$3,000.00		
Online subscription	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Nearpod- for grade 6-8 will provide teachers with a tool that will allow them to monitor students' level of engagement on classroom activities.						1	\$5,904.00	Original	\$5,904.00		
	Brainpop science- for grades 6-8 will provide students the opportunity to practice the standards that are assessed. This program will allow teachers to						1	\$1,995.00	Original	\$1,995.00		

Acct Description	Description										
	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	provide/assign skill specific practice to students based on their performance on assessments.										
Out-of-system Tutors	<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>	
	Out-of-System Non-Cert ELA Tutor - grades 6-8 - Push in support for targeted instruction starting August		1	\$15.00	5	6.5	30	Non-Certified	Original	\$14,625.00	
	Out-of-System Non-Cert Math Tutor - grades 6-8 - Push in support for targeted instruction starting August		1	\$15.00	5	6.5	30	Non-Certified	Original	\$14,625.00	

## Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

**Budget Total: \$342,308.50**

Acct Description	Description
Coach	Math Coach to work to build capacity of teachers through providing PD and modeling lessons and leading PLCs.

Acct Description	Description																																				
Single School Culture Coordinator	Single School Culture Coordinator to provide ongoing professional development and data analysis for all teachers, but holding primary responsibility for new teachers and teachers of special areas by: observing instruction, providing routine feedback and support, and implementing an ongoing coaching model; coordinating and leading professional learning communities; using student outcomes data to coordinate instructional planning initiatives and to drive curricular mapping; and, assessing instructional staff professional development needs and providing responsive resources, strategies, and training opportunities to meet those needs.																																				
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="432 570 1005 651">Item</th> <th data-bbox="1010 570 1152 651">Quantity</th> <th data-bbox="1157 570 1276 651">Rate</th> <th data-bbox="1281 570 1375 651">Days</th> <th data-bbox="1379 570 1486 651">Hours</th> <th data-bbox="1491 570 1610 651">Weeks</th> <th data-bbox="1614 570 1759 651">Certified</th> <th data-bbox="1764 570 1890 651">Type</th> <th data-bbox="1894 570 2024 651">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 654 1005 805">Teachers will plan small group lessons to include hands on activities and labs. Science/Social Studies/ELL/ESE</td> <td data-bbox="1010 654 1152 805">30</td> <td data-bbox="1157 654 1276 805">\$25.00</td> <td data-bbox="1281 654 1375 805">1</td> <td data-bbox="1379 654 1486 805">1</td> <td data-bbox="1491 654 1610 805">20</td> <td data-bbox="1614 654 1759 805">Certified</td> <td data-bbox="1764 654 1890 805">Original</td> <td data-bbox="1894 654 2024 805">\$15,000.00</td> </tr> <tr> <td data-bbox="432 808 1005 1003">Teachers will plan interactive lesson for whole group and small group that are aligned with the BEST Standards. ELA/Math/ESE/ELL</td> <td data-bbox="1010 808 1152 1003">30</td> <td data-bbox="1157 808 1276 1003">\$25.00</td> <td data-bbox="1281 808 1375 1003">1</td> <td data-bbox="1379 808 1486 1003">1</td> <td data-bbox="1491 808 1610 1003">20</td> <td data-bbox="1614 808 1759 1003">Certified</td> <td data-bbox="1764 808 1890 1003">Original</td> <td data-bbox="1894 808 2024 1003">\$15,000.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Teachers will plan small group lessons to include hands on activities and labs. Science/Social Studies/ELL/ESE	30	\$25.00	1	1	20	Certified	Original	\$15,000.00	Teachers will plan interactive lesson for whole group and small group that are aligned with the BEST Standards. ELA/Math/ESE/ELL	30	\$25.00	1	1	20	Certified	Original	\$15,000.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																													
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Teachers will plan interactive lesson for whole group and small group that are aligned with the BEST Standards. ELA/Math/ESE/ELL	30	\$25.00	1	1	20	Certified	Original	\$15,000.00																													
Tch Res Staff Development	PD Resource teacher will meet with teachers to provide PD and assist with best instructional practices in the classroom. They will also host and manage PLCs.																																				
Stipends	<table border="1"> <thead> <tr> <th data-bbox="432 1157 1163 1239">Item</th> <th data-bbox="1167 1157 1312 1239">Quantity</th> <th data-bbox="1316 1157 1436 1239">Rate</th> <th data-bbox="1440 1157 1535 1239">Days</th> <th data-bbox="1539 1157 1646 1239">Hours</th> <th data-bbox="1650 1157 1770 1239">Weeks</th> <th data-bbox="1774 1157 1900 1239">Type</th> <th data-bbox="1904 1157 2024 1239">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1242 1163 1503">Morning &amp; Afterschool - Trainings for all content areas, Technology, classroom engagement, classroom management common assessments, grading, parent conferences, ELL strategies, ESE support facilitation strategies (training to be delivered by district personnel)</td> <td data-bbox="1167 1242 1312 1503">20</td> <td data-bbox="1316 1242 1436 1503">\$25.00</td> <td data-bbox="1440 1242 1535 1503">1</td> <td data-bbox="1539 1242 1646 1503">1</td> <td data-bbox="1650 1242 1770 1503">10</td> <td data-bbox="1774 1242 1900 1503">Original</td> <td data-bbox="1904 1242 2024 1503">\$5,000.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Morning & Afterschool - Trainings for all content areas, Technology, classroom engagement, classroom management common assessments, grading, parent conferences, ELL strategies, ESE support facilitation strategies (training to be delivered by district personnel)	20	\$25.00	1	1	10	Original	\$5,000.00											
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total																														
Morning & Afterschool - Trainings for all content areas, Technology, classroom engagement, classroom management common assessments, grading, parent conferences, ELL strategies, ESE support facilitation strategies (training to be delivered by district personnel)	20	\$25.00	1	1	10	Original	\$5,000.00																														

<b>Acct Description</b>	<b>Description</b>					
Coach	Reading Coach to work to build capacity of teachers through providing PD and modeling lessons and leading PLCs.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink -Data Analysis	15	\$207.30	Technology	Original	\$3,109.50

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$6,773.95**

<b>Acct Description</b>	<b>Description</b>					
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Stamp for Newsletter/fliers monthly for about 500	2000	\$0.68	Original	\$1,360.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart Paper	5	\$46.66	General Supplies	Original	\$233.3
	Legal Copy Paper (Case) - Parent Newsletter	5	\$45.00	General	Original	\$225.0

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
				Supplies						
	Card Stock Paper	15	\$11.99	General Supplies	Original	\$179.85				
	Agendas for incoming 6th graders - may not have personalization.	300	\$3.75	General Supplies	Original	\$1,125.00				
	Copy Paper (case)	5	\$40.00	General Supplies	Original	\$200.00				
	Pencil 24 pack	100	\$1.61	General Supplies	Original	\$161.00				
	Manila Folders (Box of 100)	10	\$5.08	General Supplies	Original	\$50.80				
	Pens - 12 pack	100	\$1.75	General Supplies	Original	\$175.00				
	Refreshments at parent training (\$3 per parent)	266	\$3.00	Program Supplies	Original	\$798.00				
	Take home pouch for parent toolkits	100	\$6.50	General Supplies	Original	\$650.00				
Parent Support by School Staff	<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>	
	Certified teachers will lend parent support and training during events ( Cougar	12	\$25.00	2	1	2	Certified	Original	\$1,200.00	

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	University, Cougar Jamboree, ESOL & ESE Parent Night)									

## 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

The Parental & Family Involvement Mission of Congress Middle School is to build a bridge. The home and school will work together to support the development of our capable young people with innovative minds and ethical spirits. We are committed to sharing with parents the responsibilities of instilling meaning and value of community and in the joy and importance of lifelong learning. We are dedicated to empowering our students to become productive and responsible citizens. "Together may we give our children the roots to grow and the wings to fly." -Anonymous

## 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>
Bernadette Standish	Principal
Stephanie Hunte	Assistant Principal
Vikaash Moosai	Assistant Principal
Pia Pierre	Assistant Principal
Penni Lee	Assistant Principal
Cameron Simmons	Single School Culture Coordinator
TBD	PTSA-Teacher Liason
TBD	PTSA President
TBD	Business Partner
TBD	SAC Chair

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

The persons in the vacant positions will be expected to be voted on by peers and the participating body of members within each organization. The community members and any other parents will be vital to supporting the plan development. Parents will be invited via send home invitations and also Parent Link, through our social media outlets, and our school specific district website. Interested parties will be asked to be nominated at our first meeting of the school year. They will be put on a ballot, and we will take a paper vote on nameless ballots.

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

The stakeholders will be required to record the minutes. The Meeting will also be recorded on google meets. Rather than the recording form, stakeholders will copy notes on a copy of the slides that were used. This way when we were working on the mission or addressing our top 5 glows - they were written right there for her to note. After the meeting, we will sit down with the liaison and president to put together a summary that addressed all points. All of parent input will be placed in the compact. At an Admin. meeting the following week, the AP's will sit with the principal and discussed the suggestions for parent nights brought up by the parents. Ongoing communication related to the plan and input will be documented by the Title 1 contact in a google doc. Meetings will be monthly.

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

Working session - input on different pieces - also allowed to contact Title I Coordinator after the meeting for any suggestions. After each virtual parent partnership night - evaluations will be discussed at the following virtual PTSA and SAC meeting. This is when we will improve upon the Parent Partnership nights as a group. To increase the parent's knowledge and skills using hands on - capacity building development in order to assist the school in developing OUR students. We want all the parents to have take-aways from the Parent participation night as well as students being show cased. Rather than have specific nights for specific content areas.

Name	Title
Penni Lee	Assistant Principal
Denise O'Connor	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?

Thursday, September 13, 2024 @6:00 p.m. during our SAC meeting. The meeting will take place in the Media Center and virtually through google meet.

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

Stakeholders will be notified multiple different ways, school website, marquee, Parent Link call outs, information will be also placed on schools social media platforms, and will be mentioned in the digital daily announcements.

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

District video, agenda, sign in sheets; dates of yearly parent capacity training meetings; Parent evaluation forms; Review family-school compact and PFEP

## 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**

Parent Communication 101

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

This training will provide staff with the foundation of school culture that embodies how Congress Middle presents itself inside and outside of the building. Teachers will learn how to utilize Parentlink to communicate with parents.

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

Teachers learned about the Cougar Way, how the school is organized with custom beliefs and goals that are promoted to encourage positive relationships with all stakeholders. The importance of school culture as it relates to the values, norms, routines, traditions, systems, and expectations of the school and how they are communicated to all stakeholders. Constant communication with stakeholders to ensure everyone knows what is happening and has a voice.

- **What will teachers submit as evidence of implementation?**

Parent Link transcripts of communication sent, teacher comments in logs in SIS, print out/transcripts from communications sent.

- **Month of Training**

September

- **Responsible Person(s)**

TBD

## 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

What Can I Do to assist?

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

Questioning leads to demonstration of understanding. This training will provide teachers a variety of questioning strategies to utilize with students in their classrooms and share with our parents. Tools will be provided

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

Teachers will be able to plan for lessons that target benchmark specific questions that will impact student understanding of content. Teachers will share strategies in school communications to all staff members as well as at SAC meetings and via parent communications.

- What will teachers submit as evidence of implementation?

Scripts of lesson sequences to include samples specific questions utilized in lessons. PLC meeting notes. Lesson PowerPoints. Paw print newsletter to share information regarding the curricular activities occurring on campus.

- Month of Training

November

- Responsible Person(s)

TBD

#### 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

Tools for School

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

Parents will learn the different pathways of the SIS Parent Gateway to see their students grades, attendance, assessment scores and ways to communicate with teachers.

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

Parents will utilize computers to navigate the SIS Parent Gateway to access students grades, attendance, assessment scores and communicate with teachers.

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

Parents will be able to utilize their computer and or cell phone to accessing their assignments and ability to communicate to teachers for assistance.

- Date of Training

October

- Responsible Person(s)

TBD

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

500

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

- **Name of Training**

Cougar University

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

Parents will learn how to; navigate the SIS Parent gateway, identify the standards for Math, Science, ELA, and Civics that they can assist with and how to help students with mastering taught concepts through homework checks.

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

Parents will be assigned groups to rotate through classrooms to learn how to; navigate the SIS Parent gateway, identify the standards for Math, Science, ELA, and Civics that they can assist with and how to help students with mastering taught concepts through homework checks.

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

Parents gaining knowledge regarding how to assist at home with their student progress on mastering the standards that are assessed.

- **Date of Training**

December

- **Responsible Person(s)**

TBD

- **Resources and Materials**

TBD

- Amount (e.g. \$10.00)

500.00

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

- Name of Training

Parent Data Night

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

Parents will utilize the SIS Parent Gateway to access their students scores on PM assessments. They will also be provided with information on the assessed standards in Math & ELA. Additionally, they will be provided strategies for assisting their students at home to increase their proficiency levels.

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

Parents will rotate through groups/rooms to learn how to; navigate the SIS Parent gateway, differentiate the standards for Math & ELA, strategies to assist with math and reading.

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

Parents gaining knowledge regarding the test format, platform and how assist with their student progress on mastering the standards that are assessed.

- Date of Training

February

- Responsible Person(s)

TBD

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

500.00

## 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

- Describe how agency/organization supports families.

The partnership with McKinney-Vento will provide resources and support for students and families who maybe classified as homeless. This will allow Congress to support Parents and students by providing them with resources to support the growth and education of The Whole Child.

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

2024-2025 MVP Case manager assignments, flyers in all languages, MVP Contact sheets, emails, and residency questionnaires

- Frequency

as needed

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

- Name of Agency

City of Boynton Beach

- Describe how agency/organization supports families.

The city of Boynton Beach provides an opportunity for Congress to host events, meetings and also providing financial support for parent engagement activities.

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

Sign-in sheets with agendas; evaluations, and pictures with captions

- Frequency

as needed

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

- Name of Agency

Genesis Community Health

- Describe how agency/organization supports families.

The partnership will provide our students and families with resources for mental and physical health needs. This partnership will help students and families with health care needs. They also provide no cost healthcare services to families.

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

Flyers, parent link call outs, resource table at school events.

- Frequency

Students will be referred for services as needed.

## 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**

Parent link call outs in multiple languages; marquee notifications; pawprint newsletter; flyers sent home in multiple languages; social media postings (twitter, and facebook), posted on school website, and school AM daily announcements.

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

Parent/ teacher/school emails; copies of items sent. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed. Invitations flyers, screenshots

- **Description**

Information and resources/one pagers/guides will be given out at the workshops so parents can attempt "Try This at Home" activities in order to assist their student in the areas of need. Parents are informed during SAC meetings, parent conferences and any other meetings. The marquee, Edline, Twitter, Facebook, newsletter, school website, flyers sent home in multiple languages, and parent link in multiple languages will inform parents of the virtual workshops in advance. Also teachers will be encouraged to call home to invite parents personally and submit their call out list to administration.

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

Parent/Teacher/school emails; copies of items sent. Flyers of events and invitations to parent/family trainings. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- **Description**

Parent link call outs in multiple languages; marquee; pawprint newsletter (Multiple languages); Flyer Home (Multiple languages); virtual parent conferences and other virtual events like SAC/PTSA. Also teachers will be encouraged to call home parents personally and submit their call list out to administration.

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

Parent/Teacher/school emails; copies of items sent. Flyers of events and invitations to parent/family trainings. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- Description

Parent link call outs (multiple languages); marquee; Pawprint newsletter(Multiple languages); flyer home(multiple languages); virtual handouts during virtual SAC/PTSA; posted on all school social media outlets, and on our school website, and school AM daily announcements.

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

Parent/Teacher/school emails; copies of items sent. Flyers of events and invitations to parent/family trainings. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- Description

Information from meetings, training, events, and activities, that parents/families will be housed with the Title I contact and provided to parents upon request. In understanding that meeting times and locations can be an inconvenience to some families, and a health concern, most if not all meetings will take place virtually this school year due to COVID-19. The Title I contact will make meeting times, and additional information available as needed on file.

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

Parent sign-in with contact; all items will be in the families appropriate languages as needed, Attendance, screenshots, invitations

## 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

Parents and families with limited English proficiency will be invited to participate in all school activities, in person(if allowed) or virtually. Information will be sent home in the family's native language. Parent learning meetings will be scheduled throughout the school year to inform parents about ways to best meet their children's needs. CLF's will be available for parent conferences, and all meetings and school activities. We also have multiple staff members who are fluent in other languages who are willing to assist. Every effort will be made to make parents with LEP to feel welcome to our school. We will coordinate support to both our ESE and Multicultural Department. For instance if an additional language is needed, other than CMS major languages, we may request assistance through the departments.

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

Evidence will be kept on file via Google Drive and/or binder which will include sign in sheets, and other items as appropriate. Flyers in multiple languages, in person/virtual attendance sheets

- Description

Parent and families with disabilities are encouraged to participate in their children's learning. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. We will try to get support from the District's ESE department as needed. For instance, if an interpreter is needed, than they maybe requested through the department.

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

Evidence will be kept on file via Google Drive and/or binder which will include sign in sheets, emails requesting services and other items as appropriate. Photos of accessible modifications in parking lot and building.

- **Description**

School activities and programs are designed to provide migrant parents and families with resources to help their children overcome disruptions in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. The school will request for the migrant list from the data processor and work closely with the district migrant contact for appropriate services to targeted students. Accommodations such a daycare for extended families might be provided during meetings. School supplies as well may be provided through the school and district's Migrant department.

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

Evidence to include pictures of the supplies, thank you notes and sign ins. Flyers showing meeting flexibility and/or emails to migrant department and brochures for services.

- **Description**

Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Transportation is provided so parents can participate in school activities. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified and residency questionnaires will be completed. Most accommodations are provided through the homeless department, however CMS does a great job in supporting our families by providing needed items. School supplies and limited clothing as well may be provided through the school.

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

Evidence to include pictures of the supplies, thank you notes and sign ins. List of students, Flyers, Housing questionnaires and brochures for services offered

## **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

1. Guidance Counselors conduct small groups sessions for students focusing on academic success, attendance, and skills for learning and life.. 2. Parents that identify or report needs for the student and/or family are provided a referral to agencies listed on the District's agency agreement list. 3. A full time Behavior Coach is housed at Congress MS to assist students with academics and skills for learning and life. 4. A Young Ladies Mentoring program is supported by female teachers that assist female students in acquiring the skills, behaviors, and characteristics developed for womanhood. 5. Cougar Lamplighters Mentoring program is established by the SSCC and supported by administration and teachers that assist male students in acquiring the skills, behaviors, and characteristics developed for manhood. 6. Fortify posters are placed all throughout the school with information for any student to anonymously notify authorities about any potentially harmful situation. They are posted in all languages. Congress Middle students meet in the fall and the winter with the administrative team to discuss school-wide expectations and consequences and the school-wide positive incentives. In addition, teachers explicitly teach various parts of the school-wide expectations. The school implemented Arts Integrated Units based around the expectations and students' work was displayed during High Expectation meetings. Student role-play examples and non-examples of positive behaviors. The school's matrix of expectations is posted in every classroom and throughout the school. There is a SWPB support system called "SIS Positive Points" that is in place. All staff members go into SIS and reward students for their positive behavior in class and throughout the school. The students' parents are called via Parentlink and are notified about the students' reward. Students are given a tangible reward, and are featured on our school social media, and website.

## 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

Struggling students are referred to the School Based team (SBT) for academic, behavioral or social and emotional concerns. The SBT, which consists of administration, school counselors, ESE contact, school psychologist, ELL contact, Mental Health counselor(s), co-located therapist, and teachers. The SBT reviews all data related to the student's issue and develops a comprehensive intervention plan. Each student is assigned a Case Manager, who will work with the teacher to progress monitor and assure fidelity of the intervention plan. Congress Middle provides meeting space for various community agencies in order to meet the social and mental health needs of students and families. The SBT follow the following steps to provide student interventions: Tier I –Primary Interventions (in classroom/School-wide) Tier II - Secondary Interventions (Written by SBT) Academic and Behavior Step 1. Teachers or Administrators will make the initial referral (Form 2106) to the SBT for a struggling student. Please provide any documentation that point to the issue Step 2. The SBT Leader will record the referral on SIS screen; create a folder and forward the Grade Level Guidance Counselor Step 3. The School Counselors will receive a folder with the initial referral and a checklist of the needed documentation throughout the process. Step 4. School Counselors will schedule the SBT meeting with all concerned parties Step 5. School Counselors will manage each case and follow up biweekly with teachers on data collection and copy the grade level administrator if documentation is not being provided. The average number of weeks needed for progress monitoring is 6 to 8 weeks. Step 6. After the 6 to 8 week process the SBT will decide if the student has met the goal or will need further intervention. The School Counselors will have the SBT Leader schedule a meeting to either close out the Tier II or move to Tier III. Step 7. The SBT Leader will record the action on SIS screens and schedule a meeting to write a Tier II plan, if needed For Behavior Plans leading to Alternative Education Placement) a. The SBT Leader or CST Leader will schedule a FBA/BIP planning meeting b. The SBT Leader will schedule a meeting that Alternative Ed Liaison Tier III - Intensive Interventions (SBT or CST)

## 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

Congress Middle offers an array of competitive and intramural sports as well as clubs. Sports include softball, baseball, along with male & female basketball, soccer, volleyball and track & field. Intramural sports include soccer, track & field, basketball, and more. Clubs include cheerleading, robotics, SECME. Multicultural, Cougarettes Dance Team, Student Council, National Junior Honor Society, Newspaper Club, Environmental Club & Marching Band. Before & Afterschool Program provides participants a safe after-school environment where adolescents can participate in developmentally appropriate activities that capture and hold their interests. The program will provide opportunities for student enrichment and academic improvements through recreational activities, homework assistance and tutoring, as well as social skills development including conflict resolution and team building. Through meaningful participation in the before/after school activities, students will develop positive relationships with adults and each other and enhance their acclimation to school life to lead them in acquiring lifelong skills. For Enrichment: Math Cougar Calculation is hosted during the summer to assist in front loading and reinforcing skills for students taking Advance 6, 7 Math and Algebra Five amazing choice (magnet) programs are offered in the area of Pre-Engineering, Pre-Medical Sciences, Digital Video Design, Digital Media Design, and STEAM (Science, Technology, Engineering, Arts, and Math). The Pre-Medical Program at Congress Middle School is a signature program. It introduces students to the vast variety of medical professions that are available. The students begin with an understanding and awareness of health careers; identify life stages and health care needs and principles of wellness. Year two is a further in-depth look into health careers and an understanding of legal and ethical issues related to health care. Students also become CPR certified. The program culminates in year three with presentations from participants working in the medical research & careers fields.\* A high school credit is earned from the 8th Grade Course The Congress Middle School Digital Video strand is one of the best programs in the school district. Digital video can be found everywhere. From the internet world wide to the hundreds of millions of Smartphones like iPhone/iPads and Droids, digital video can be found everywhere. This middle school Choice Program course is one of few in the district which exposes students to every niche in this fast growing sector in telecommunications technology. The possibilities are endless and CMS is on the cutting edge.\* A Digital Tool Certificate may be offered with this course. The Digital Graphic Design curriculum at Congress Middle School is a unique course that enables students to identify, analyze and create various forms of graphic art by interacting with the latest versions of graphic design software used in the professional industry. These programs include: Adobe Photoshop C.S.6, Adobe Illustrator C.S.6 and InDesign C.S.6, just to name a few. With a strong conceptual design framework, students will utilize a variety of media and combine text with 2D and 3D graphics to create real world examples of professional graphic artistry. A wide array of tools will be used to produce the following: logos, labels, icons, advertising graphics, flyers, magazines, brochures, posters, presentation boards, photo enhancements, SLR/ Digital Photography and website development. Pre-Engineering is a highly interactive curriculum introducing students to the many facets of engineering. Our sixth grade program challenges the students with an Aerospace and Aeronautics program with a NASA flair. The seventh grade course is Robotics, where students learn engineering concepts while building computer programmable devices. As eighth graders, students will experience CAD (Computer Assisted Drafting) in order to complete the cycle of engineering concepts to prepare them for high school engineering magnet programs! The Arts are integrated into Science, Technology, Engineering, and Math (STEM) learning experiences in the STEAM program at Congress Middle School. Students engage in a rigorous curriculum designed to stimulate artistic creativity through technology rich, project-based learning while simultaneously promoting academic achievement through the study of STEM disciplines. They can learn different styles of Dance in a Dance studio and have the opportunity to visit art museums. Industry certification and HS credit is earned via Computer Technology courses offered.

## 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

Our school strives to build students' awareness of and readiness for post-secondary opportunities and the workforce. The counseling department goes into classrooms for presentations focusing on career awareness and personality assessments. This helps students identify possible career choices. Combining the results of the personality assessments, which identify possible career choices, which are aligned with personality traits associated with certain careers; assists in guiding students in career pathways. Some of the examples of accelerated courses are: Algebra I Honors, Geometry Honors, Emerging Technology for Business and the following Cambridge courses; Lower Secondary English, Global Perspectives, Spanish 1. The Cambridge courses provide our students with the opportunity to begin their path to an AICE diploma. Our Career and Technical courses allow students to explore and define their potential future career interests. This is enhanced and supported through a partnership with one of the high schools that comes twice a year to completely take over the career and technical course by teaching and modeling lesson activities for our students. There are numerous field trips which are offered to our students to expose them to real world experiences. For instance, our Engineering students visit the local airports and engineering firms. Our Guidance department also plans and hosts a Choice Night, where high schools are invited to display and share their program and course offerings. This allows students to make decisions for their next stage in the readiness process by selecting a high program of their interests. For Enrichment: Math Cougar Calculation is hosted during the summer to assist in front loading and reinforcing skills for students taking Advance 6, 7 Math and Algebra Five amazing choice (magnet) programs are offered in the area of Pre-Engineering, Pre-Medical Sciences, Digital Video Design, Digital Media Design, and STEAM (Science, Technology, Engineering, Arts, and Math). The Pre-Medical Program at Congress Middle School is a signature program. It introduces students to the vast variety of medical professions that are available. The students begin with an understanding and awareness of health careers; identify life stages and health care needs and principles of wellness. Year two is a further in-depth look into health careers and an understanding of legal and ethical issues related to health care. Students also become CPR certified. The program culminates in year three with presentations from participants working in the medical research & careers fields.\* A high school credit is earned from the 8th Grade Course The Congress Middle School Digital Video strand is one of the best programs in the school district. Digital video can be found everywhere. From the internet world wide to the hundreds of millions of Smartphones like iPhone/iPads and Droids, digital video can be found everywhere. This middle school Choice Program course is one of few in the district which exposes students to every niche in this fast growing sector in telecommunications technology. The possibilities are endless and CMS is on the cutting edge.\* A Digital Tool Certificate may be offered with this course. The Digital Graphic Design curriculum at Congress Middle School is a unique course that enables students to identify, analyze and create various forms of graphic art by interacting with the latest versions of graphic design software used in the professional industry. These programs include: Adobe Photoshop C.S.6, Adobe Illustrator C.S.6 and InDesign C.S.6, just to name a few. With a strong conceptual design framework, students will utilize a variety of media and combine text with 2D and 3D graphics to create real world examples of professional graphic artistry. A wide array of tools will be used to produce the following: logos, labels, icons, advertising graphics, flyers, magazines, brochures, posters, presentation boards, photo enhancements, SLR/ Digital Photography and website development. Pre-Engineering is a highly interactive curriculum introducing students to the many facets of engineering. Our sixth grade program challenges the students with an Aerospace and Aeronautics program with a NASA flair. The seventh grade course is Robotics, where students learn engineering concepts while building computer programmable devices. As eighth graders, students will experience CAD (Computer Assisted Drafting) in order to complete the cycle of engineering concepts to prepare them for high school engineering magnet programs! The Arts are integrated into Science, Technology, Engineering, and Math (STEM) learning experiences in the STEAM program at Congress Middle School. Students engage in a rigorous curriculum designed to stimulate artistic creativity through technology rich, project-based learning while simultaneously promoting academic achievement through the study of STEM disciplines.

## 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

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

Congress Middle offers professional development opportunities for teachers both formal and embedded in our Professional Learning Communities (PLCs) and on designated Professional Development Days (PD). Teachers participate in PLCs as well as PD days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as administration. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. A focus for our teachers this year have in the following areas: \*High Quality Instruction \* Data Disaggregation and review for standard based lesson design and implementation to improve instruction and make a positive impact on student achievement \*Project Based Learning \* Behavior Supports for Teachers and Paraprofessionals \* CHAMPS for Behavior \* STEMscopes \* Engagement Strategies \*Small Group Instruction Once teachers engage in the strategies via professional development sessions and modeling, they proceed in implementing the strategies in the classroom and then reflecting on its effectiveness during PLC meetings.

## 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

### Retention:

- Orientation
- Mentoring/Peer Teacher

- 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
- 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

Our school's administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, and Word of Mouth. Additionally, advertisements on the district website as well as Indeed have been utilized to recruit teachers. In order to assist in retaining our teachers, we work hard to implement a successful induction/orientation program that includes frequent meetings and opportunities for new teachers to engage not only via professional development sessions but socially as well. Participation in collaborative planning through PLC meetings where there is peer to peer coaching of effective instructional practices and strategies. In addition to their designated mentor for the ESP support program each teacher has a designated buddy teacher (team mate) and department chair that supports the teacher. Congress Middle School implements the district's Educator Support Program (ESP) initiative. It is a formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Each new educator has a support team composed of the ESP contact, the mentor, and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher. Mentoring Activities include the following:

- The Educator Support Program TrainU Course (Online Training Component) is offered and teachers are guided through the course by their mentor through one-on-one sessions as well as frequent check-ins.
- a variety of professional development activities are planned that are aligned to the Florida Educator Accomplished Practices (FEAPs), which Teachers are expected to master by completing the assignments. These assignments include "meet the" (all essential staff and administration, etc.) activity, an observation of a mentor teacher, development of a classroom management plan, planning a lesson, videotaped lesson, and other items that will support the teacher in being successful. Resources for all participants are available via the School District of Palm Beach County's Department of Professional Development. Materials both virtual and hard copy include an ESP Program Handbook, New Teacher Handbook, Sharepoint Site and more which can all be accessed via the district's website.