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**Title I Comprehensive Schoolwide Plan**  
**CONNISTON MIDDLE SCHOOL (0541)**

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# ELA

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

## 1. List prioritized needs statements.

Our student performance results in English Language Arts demonstrate the following: -The overall data for ELA PM1 showed a performance of 34%, which increased to 37% in PM2, displaying 3% improvement. -Sixth-grade students exhibited enhanced performance, achieving 40% in ELA PM1 and 43% in PM2, with a difference of 3%. -Seventh-grade students, however, experienced a slight decline in performance, scoring 30% in ELA PM1 and 29% in PM2, showing a difference of 1%. -Eighth-grade students displayed a increase in performance, with scores of 32% in ELA PM1 and 38% in PM2, a difference of 6%.

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

Literacy Skills Students lack phonemic awareness and phonics skills. Students read at various levels. Lack of exposure to various texts. Vocabulary deficits have impeded students' reading and writing. Writing Note-taking and essay writing has been a struggle with students. They need support from the organization and support. ELL Students learning a second language often struggle to express themselves if they don't have a full command of that language. Students learning a second language have limited vocabulary and language skills EWS Student motivation and engagement has been a major struggle during the instructional block. Too many student absences this school year. Continuous redirection with student misbehaviors. Professional Development Second Career Teachers in Core Areas. Secondary career teachers need content capacity development. New State Standards - B.E.S.T. New state assessments. Family Engagement Organize parent engagement workshops centered on reinforcing previously taught literacy concepts and strategies. Offer interactive literacy activities aimed at reviewing vocabulary and enhancing comprehension skills with family members.

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

Literacy Skills Support Facilitators to assist students with individualized instruction. Oral language program Vocabulary program and materials. Novels of various Lexile levels. Utilize an audio program in conjunction with the passage as a textual resource. Explore multimedia experiences spanning various text sets. Phonemic awareness, phonics instruction builds upon this foundation by connecting sounds to written symbols. Exposure to higher-level texts and ebooks to support students reading at various reading levels. Literature circles to allow students to practice and develop the skills and strategies of good readers. Audiobooks & Audio programs to support diverse readers. Writing Writing Program students learn to clarify their thoughts, practice vocabulary in context, and incorporate key elements of grammar. Writing Process Posters to support second language learners and students with disabilities. ELL Continue literacy libraries for newcomers /ELL, emergent & early fluency. SLL and Special education literacy libraries. Classroom libraries: nonfiction and fiction text. Phonics Program for ELL students Tutorials Continue utilizing adaptive technology to develop more interactive activities to increase student engagement during the instructional block. These instructional resources have been instrumental this school year. Organizational materials and supplies for tutorials Progress Monitoring Technology training for program navigation for students. Student Incentives Professional Development The Literacy Coach serves as the content expert in literacy, offering support on curriculum, and high-quality professional development based on scientific principles. Pull-out and afterschool tutorials for ELA. Supplemental programs to build: endurance, exposure to a variety of texts, and text citation instruction. Weekly Grade Level PLCs Collegial Planning Professional development on literacy strategies and writing techniques. Professional development sessions on AVID High Yield Strategies and IB Unit Planning. Family Engagement Offer communication regarding literacy strategies and resources. Conduct parent workshops dedicated to enhancing literacy skills.

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

- Communication

Parent link of approaching school events Provide bi-weekly progress reports for parents. Encourage parents to sign-up for SIS and School Messenger to review student progress. School Newsletter

- Parent Training

Implement a parent workshop on literacy and approaching Spring FAST test to provide parents with vocabulary building and literacy resources. Provide comprehension questions that parents can refer to at home to reinforce comprehension skills. This will help prepare their children from the approaching FAST. Provide families a parent workshop that provides strategies that can be implemented at home to prepare their children for the approaching Florida Alternative Assessment performance tasks. Offer Flexible parent engagement workshops with childcare.

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

- **School**

Progress Monitor Reading Plus combos and celebrate success. Help students monitor their progress on USA assessments through data goal sheets and data chats. Offer student incentives for Reading Plus.

- **Students**

Students participate in tutorials. Complete Reading Plus assignments and Combos.

- **Parents**

Encourage children to participate in tutorial programs. Monitor SIS for student grades and attendance. Participate in parent workshops offered during the school year.

- **Staff Training**

Provide a school-wide workshop on a literacy strategy that can be implemented across all content areas. Implement a professional development workshop on SEL strategies to build effective relationships with students and families. Implement a professional development workshop on sharing the most relevant reading and writing academic data to students and families with resources to support the learning process.

- **Accessibility**

Virtual Meetings or in person workshop offerings will be provided throughout the school year. Bilingual facilitators will be provided for participants in need of language accommodations. Free childcare is available for all parents attending our Title I events.

## **Math**

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

## 1. List prioritized needs statements.

We are aware of our SY24 Data predictions from SY23 PM3 to SY24 PM3, which indicates a projected decrease in the following areas: Math 7th grade - 1% Algebra - 22% Overall Goal: -To increase the percentage of all students scoring at or below proficiency in MATH. Overall data in MATH PM1 50% and PM2 52% display an increase in performance by 2%. -Sixth-grade students exhibited steady performance, achieving 56% in both MATH PM 1 and PM2, with no variance between the two assessments. -Seventh-grade students exhibited improved performance, with scores of 26% in MATH PM 1 and 32% in PM2, showing a difference of 6%. -Eighth-grade students maintained consistent performance, scoring 58% in both MATH PM 1 and PM2. -In Mathematics our ESSA subgroup: SWD shows a decrease of 3%. Multicultural shows an increase of 1%. -Looking at our EOC midterm assessment data and comparing the results with the previous school year's winter diagnostics results, there is a consistent trend of outperforming the district in Algebra and Geometry. -The Algebra midterm results show a 50% achievement score for CMS and 43% for SDPBC, reflecting a 7% difference. -In Geometry, the performance levels on the midterm were CMS 81% and SDPBC 49%, showcasing a substantial difference of 32%.

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

Math Skills Math Fluency is missing. Lacking Foundational Math skills which makes solving complex math word problems successful. Students read at various levels. Struggling with Math word problems. Students not mastering abstract concepts taught. Math Manipulatives needed abstract concepts. Lacking exposure to Various test-taking strategies Limited knowledge of calculator usage. Need more time for small group instruction. Student motivation and engagement has been a challenge this year. Professional Development Instructors lack mastery of standards and item specifications. Instructors need more time to plan units as a grade-level team. Many instructors are not trained in IB unit plan development. Many instructors are not trained in AVID strategies. Family Engagement Parent capacity building of accelerated curriculum and Math fluency.

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

Math Skills Support Facilitators to assist students with individualized instruction. Supplemental materials: Math workbooks or online learning platforms to assist with addressing learning gaps. Continue adaptive technology programs to deliver interactive instruction and assist with addressing student learning gaps. Implementation of a student response system to enhance student engagement. Math Manipulatives for various units to scaffold abstract concepts. Implementation of small group instruction to address skill deficits and performance deficits. Implement project-based learning activities. Tutorial programs & Saturday academic sessions Math Boot Camps during the school day. Token Economy System to increase student engagement. Professional Development A math instructional coach and resource teacher to serve as a teacher mentor, model, and resource to help teachers implement high-leverage teaching techniques. Math Professional development workshops on various units. Ongoing Collegial Planning - build their capacity on standards and instructional delivery to target subskills. Curriculum mapping and to develop standards-based activities. Grade Level PLCs Co-Teaching Collaborative planning sessions for unit development. AVID professional development training. AVID high-yield strategies IB professional development training. Family Engagement Plan parent involvement workshops with a focus on strengthening previously learned math concepts and strategies. Incorporate interactive Math activities designed to improve Fluency and boost foundational Math skills.

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

- **Communication**

Provide a tutorial schedule and invitations of program offerings to students and families. Provide a bi-lingual school newsletter to share information, strategies and resources.

- **Parent Training**

Provide families with a Math curriculum night for grade 6th - 8th. Provide families' parent workshops that provide strategies that can be implemented at home to prepare their children for the approaching FAST and FSAA.

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

- **School**

Provide various tutorial programs throughout the school year to remediate and accelerate student performance. Provide each student with a Blue Marlin Planner and Assignment Log. Provide each student with a data goal/progress monitoring form.

- **Students**

Participate in tutorial sessions for remediation and acceleration. Bring home Title I family notices, progress reports, and school correspondence. Complete IXL adaptive technology program assignments.

- **Parents**

Monitor SIS on student progress. Encourage student participation in all tutorial program offerings. Complete EOC contracts for students enrolled in high school credit courses.

- **Staff Training**

Provide a professional development workshop on effective strategies for a successful Math academic data chat/parent-teacher conference during the school year. Include strategies for successful phone conversations to use during a phone conference.

- **Accessibility**

Offer parent conferences in the following formats: phone, virtual or in-person. Offer parent workshops virtually or in-person for approaching assessments FSA math and EOC mathematics.

## **Science**

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

1. List prioritized needs statements.

To increase the percentage of all students scoring at or below proficiency in Science. Eighth-grade students displayed a 4% increase, moving from a 29% score in the SY23 SSA to achieving 32% in the SY24 Science winter diagnostic assessment.



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

Science Skills Students lack tier 2 and 3 vocabulary. Students are reading texts above their reading level. They are reading at various reading levels. Students have limited exposure to content area readings in science. Students lack skills in paraphrasing and summarizing. Students are not deconstructing question stems. Students lack CBT test-taking strategies. Timeframe for filling content gaps from previous grade levels. Three-year cumulative assessment. Students lack foundational and content knowledge from previous grade levels. Students lack opportunities to develop higher-order questions or make connections between ideas. Students need to engage with labs and models in a way that can prompt rich discussion and allow them to generate questions and make connections. Students do not grasp intangible concepts such as cells, convection, and other scientific concepts that require more experience and breadth of knowledge. Scientific Inquiry Students have limited knowledge of scientific inquiry and the scientific method. Many concepts are abstract for students. Hands-on learning will help them apply their science skills and learn abstract concepts with ease. Professional Development Implementing differentiated groups has been a struggle this year. Teachers lack literacy training. The majority of our teachers have not been trained in AVID. Teachers have not been trained on IB. Teachers are not comfortable implementing science labs. Teachers not comfortable;e generating question stems for study guides or pre/post tests. Family Engagement Organize parent engagement workshops centered on reinforcing previously taught Science concepts and strategies. Offer interactive Science activities aimed at reviewing vocabulary and enhancing comprehension skills with family members.

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

Science Skills Support facilitators for small group instruction Supplemental materials to align with test standards. Ongoing Collegial Planning on Science unit development. Spiral review development. Tutorial programs Adaptive technology program for science, reading and vocabulary development. Science classroom libraries Supplemental materials to assist diverse learning with standard mastery: Vocabulary supplemental materials Cognate Posters, Heritage Dictionaries, Sciencesaurus, Mult-lingual Word Wall Student response system - dry erase boards Bell Ringers, Exit Tickets and pacing calendars. Vocabulary fluency activities and review daily. Scientific Inquiry Science Labs Science Simulations Science manipulatives for abstract concepts. Science Lab materials Microscopes 3D models and manipulatives for concepts such as: Cell models and kits Rock samples Weathering and Erosion models Space (sun-moon-earth) Convection current lab kits Layers of the Atmosphere Waves Essential labs and virtual labs to expose to scientific inquiry and the scientific method. Professional Development Science professional development workshops on various units. Data Driven PLCs PD on paraphrasing and summarizing strategies. PD on literacy strategies: marking the text, anchor charts, and test-taking strategies. PD on AVID strategies PD on IB unit planning PD Science concepts PD Literacy strategies Family Engagement Plan parent involvement workshops with a focus on strengthening previously learned science concepts and strategies. Incorporate interactive science activities designed to improve vocabulary and comprehension.

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



- **Communication**

Provide informational packets and resources for Science Fair participation. Provide informational flyers and schedule of Science tutorial offerings throughout the school year.

- **Parent Training**

Provide a Science Fair for the school community and families. Provide families a parent workshop that provides Science strategies and resources that can be implemented at home to prepare their children for the approaching SSA and FSAA.

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

- **School**

Provide visuals, activities, and supplies for science experiments that can be easily implemented at home for Science Fair approaching SSA and FSA assessment. Offer various tutorial offerings throughout the school year to remediate and accelerate student performance.

- **Students**

Participate in tutorial programs offered for Science. Complete IXL assignments. Update Science progress monitoring form after formative and summative assessments.

- **Parents**

Monitor student Science data goal and progress monitoring form. Monitor IXL program usage and performance. Allow their children to attend tutorial programs.

- **Staff Training**

Provide training on the importance of literacy strategies and activities that could reinforce Science concepts. Provide training to reinforce the benefits of effective partnerships with parents and its correlation to student achievement.

- Accessibility

Offer flexible timing for parent workshops. Provide various platforms for parent workshops: virtual or in-person.

## Social Studies

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

### 1. List prioritized needs statements.

To increase the percentage of all students scoring at or below proficiency in Civics. Seventh-grade students demonstrated a 10% increase, progressing from a 50% score in the SY23 Civics EOC to achieving 60% in the SY24 Civics winter diagnostic assessment.

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

Social Skills Vocabulary deficits have impeded students' reading and writing. Difficulty with reading comprehension and citing textual evidence Students read at various levels. Lack of implementation of differentiated instruction Lack of critical thinking skills Struggle with spatial thinking and comparing places on a map resulting in students' struggle to grasp a global mindset Inability to use maps and globes to identify characteristics and boundaries of the world. Professional Development PD Data analysis Family Engagement Coordinate parent engagement workshops aimed at reinforcing previously covered Social Studies concepts and techniques. Provide interactive activities in Social Studies to review vocabulary and enhance comprehension skills alongside family members.

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

Social Skills Extended Day - Tutorial Programs Academic Bootcamps Vocabulary supplemental materials Audiobooks & Audio programs Supplemental materials to assist with standard alignment. Classroom libraries Supplemental posters, including maps that can be written on and anchor-chart/informational posters Adaptive technology program that helps increase student fluency and vocabulary and comprehension for all students. Classroom globes Multilingual word wall/cognate posters Materials for differentiated instruction Access to lesson plans that align with standards/Shared resources Multilingual Word Wall Cognate Posters Heritage Dictionaries Interactive word walls and notebooks Readers Theater/roleplay/simulation platforms or materials to increase student engagement with various concepts. Field Trips & Utilization of Traveling Trunks Professional Development PD Data analysis PD on AVID strategies PD on IB unit planning PD Literacy strategies PD Differentiated Teaching and learning strategies PLCs PD Data tracking and data chats PD - AVID high Yield Strategies PD - IB Unit Planning Development PD- Literacy Strategies PD - Social Studies Concepts Printer for Data Reports & Vocabulary Index Cards Family Engagement Organize workshops for parent engagement with a focus on reinforcing Social Studies concepts and techniques covered previously. Offer interactive activities in Social Studies to review vocabulary and improve comprehension skills together with family members.

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

- Communication

Provide parents with flyers and training on SIS and school messenger. Provide ongoing materials and resources to support students in Civics.

- Parent Training

Provide training on SIS to monitor grades. Provide parent workshops on strategies to assist students with the approaching FSA EOC Civics.

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

- School

Offer tutorial programs and remediation opportunities during the school year. Provide parents with updates on all school upcoming events.

- **Students**

Attend tutoring programs and remediation opportunities Keep track of standards and growth on their Civics progress monitoring sheet Complete iCIVICS assignments.

- **Parents**

Monitor student academic success via SIS, Google Classroom and student progress monitoring sheet. Monitor Study Island usage at home.

- **Staff Training**

Provide training on SIS progress monitoring and reports analysis.

- **Accessibility**

Provide materials & resources in parents' home language to support their children at home in Civics.

## **Acceleration Success**

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

1. List prioritized needs statements.

To increase our percentage of acceleration in comparison to previous school years. SY23 performance data was at 63% proficiency.

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

-Lack of Math fluency -Vocabulary Deficits -Students at varied levels with digital literacy. -Limited test-taking strategies and knowledge of test-taking platforms. -Differentiation strategies need to be implemented with fidelity. -Students reading at various reading levels. -Not attending tutorials or participating in PAPER tutorials. -New teacher for CIW course.

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

-Math Coach -PLCs -Collegial Planning -Data-driven PLCs -Academic Bootcamps -Differentiation Strategies. -Test Platform with question banks. - Small group instruction -Data chats -Tutorial programs -Copy printed format of CIW course textbook, practice exam and course reviews. -Math fluency gaps -Continue IXL, Pear Deck, Flocabulary, Kami and Screencastify. -Technology training for program navigation for students. -Practice Review on an industrial certification platform. -Co-Teaching for CIW course. -College Tours -Field Trips

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

- Communication

Provide support and resources during open house and parent meetings to keep parents aware of EOC and industrial certification requirements.

- Parent Training

Provide CIW training during the school year. Provide FSA EOC workshops during the school year.

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

- School

Tutorial offerings during afterschool and Saturdays. Provide more than one test opportunity for students to earn their certification. Provide student incentives for those that pass the industrial certification assessment.

- Students

Participate in tutorial sessions for remediation and acceleration. Complete IXL, Algebra Nation, Khan adaptive technology program assignments. Complete CIW course assignments.

- Parents

Monitor IXL, Algebra Nation, Khan student usage on school adaptive technology programs. Monitor student progress on CIW assignments and test readiness. Attend family nights to learn more strategies to increase Math fluency skills to help their children at home. Provide access for their child to take advantage of the various tutorial opportunities offered at the school site.

- Staff Training

Provide information during EOC and industrial certification workshops . Share strategies and provide resources on approaching assessments.

- Accessibility

Provide EOC and industrial certification materials and resources to support students at home in various languages.

## Action Step: Classroom Instruction

Provide students with effective and relevant instruction and resources to support academics through small group instruction and after-school tutorials to meet the needs of all learners.

**Budget Total: \$515,075.30**

<b>Acct Description</b>	<b>Description</b>
Classroom Teacher	The Classroom Teacher's role entails the development, planning, and execution of curriculum, lesson plans, and educational initiatives tailored to students' needs (gr. 6th-8th). They deliver and reinforce social studies learning concepts, fostering comprehensive understanding and academic growth. (Tch Middle Social Science)

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA Afterschool Tutoring 6th-8th: remediate classroom concepts. Tutoria dates Oct 15- March 31st	1	\$37.00	2	2	22	Certified	Original	\$3,256.00
	SS Afterschool Tutoring 6th-8th: remediate classroom concepts-Oct 15- March 31st	1	\$37.00	2	2	22	Certified	Original	\$3,256.00
	ESOL Afterschool Tutoring 6th-8th: remediate classroom concepts.Oct 15- March 31st	5	\$37.00	3	2	22	Certified	Original	\$24,420.00
	Science Afterschool Tutoring 6th-8th: remediate classroom concepts. Oct 15- March 31st	1	\$37.00	2	2	22	Certified	Original	\$3,256.00
	Math Afterschool Tutoring 6th-8th: remediate classroom concepts.Oct 15- March 31st	5	\$37.00	2	2	22	Certified	Original	\$16,280.00
	Decreased 5wks of ELA Afterschool Tutoring 6th-8th to add summer tutorial program for incoming 6th graders	-1	\$37.00	2	2	5	Certified	Other	-\$740.00
	Decreased 5wks of Science Afterschool Tutoring 6th-8th to add summer tutorial program for incoming 6th graders	-1	\$37.00	2	2	5	Certified	Other	-\$740.00
	Decreased 6wks of SS Afterschool Tutoring 6th-8th to add summer tutorial program for incoming 6th graders	-1	\$37.00	2	2	6	Certified	Other	-\$888.00



Acct Description	Description																	
	<table border="1"> <thead> <tr> <th data-bbox="420 203 1001 277">Item</th> <th data-bbox="1003 203 1150 277">Quantity</th> <th data-bbox="1152 203 1270 277">Rate</th> <th data-bbox="1272 203 1371 277">Days</th> <th data-bbox="1373 203 1482 277">Hours</th> <th data-bbox="1484 203 1604 277">Weeks</th> <th data-bbox="1606 203 1757 277">Certified</th> <th data-bbox="1759 203 1885 277">Type</th> <th data-bbox="1887 203 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	16	\$37.00	1	4	1	Certified	Other	\$2,368.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Resource Teacher	<p>ELA Resource Teacher will conduct data-driven remediation or acceleration content sessions with students in grades 6-8 on Florida standards; conduct timely data chats with students on current performance and goal setting; co-teach with instructors to provide differentiated strategies for students in grades 6-8.</p>																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="420 745 1001 836">Item</th> <th data-bbox="1003 745 1150 836">Quantity</th> <th data-bbox="1152 745 1270 836">Rate</th> <th data-bbox="1272 745 1371 836">Days</th> <th data-bbox="1373 745 1482 836">Hours</th> <th data-bbox="1484 745 1604 836">Weeks</th> <th data-bbox="1606 745 1757 836">Certified</th> <th data-bbox="1759 745 1885 836">Type</th> <th data-bbox="1887 745 2024 836">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	1	\$15.00	5	7	38	Non-Certified	Original	\$19,950.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	<table border="1"> <tbody> <tr> <td data-bbox="420 837 1001 1159">Out-of-system non-certified tutors will push in to support AVID/ALL CONTENT AREAS</td> <td data-bbox="1003 837 1150 1159">1</td> <td data-bbox="1152 837 1270 1159">\$15.00</td> <td data-bbox="1272 837 1371 1159">5</td> <td data-bbox="1373 837 1482 1159">7</td> <td data-bbox="1484 837 1604 1159">38</td> <td data-bbox="1606 837 1757 1159">Non-Certified</td> <td data-bbox="1759 837 1885 1159">Original</td> <td data-bbox="1887 837 2024 1159">\$19,950.00</td> </tr> </tbody> </table>	Out-of-system non-certified tutors will push in to support AVID/ALL CONTENT AREAS	1	\$15.00	5	7	38	Non-Certified	Original	\$19,950.00	1	\$15.00	5	7	38	Non-Certified	Original	\$19,950.00
Out-of-system non-certified tutors will push in to support AVID/ALL CONTENT AREAS	1	\$15.00	5	7	38	Non-Certified	Original	\$19,950.00										

 1 | \$15.00 | 5 | 7 | 38 | Non-Certified | Original | \$19,950.00 || Classroom Teacher | The Classroom Teacher's role entails the development, planning, and execution of curriculum, lesson plans, and educational initiatives tailored to students' needs. They deliver and reinforce science learning concepts, fostering comprehensive understanding and academic growth for students in grades 6th-7th. (Tch Middle Science) | | | | | | | | |

<b>Acct Description</b>	<b>Description</b>								
FFE; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>		
	Microscopes	5	\$288.00	Original			\$1,440.00		
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>	
	Substitute for Social Studies Classroom Teacher	1	\$16.00	7	6.5	1	Original	\$728.00	
	Substitute for Science Classroom Teacher	1	\$16.00	7	6.5	1	Original	\$728.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	File Folders - B, Y, G, R	18	\$24.99	General Supplies		Original	\$449.82		
	2 Inch Binders - 4 PK White	354	\$46.99	General Supplies		Original	\$16,634.46		
	Pens (black, blue, and red), highlighters, pencils (sharpened ,unsharpened, colored), erasers, easel pad markers, washable markers, crayons, sharpies	1	\$6,655.28	General Supplies		Original	\$6,655.28		
	HMH Science Workbooks - 8th Grade	426	\$15.00	Instructional Materials		Original	\$6,390.00		
	Dictionaries	151	\$7.20	Instructional Materials		Original	\$1,087.20		
	Blue tape, Masking Tape, Scotch Tape, heavy duty tape	1	\$553.25	General Supplies		Original	\$553.25		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Clear Protector Sheet- 200 count	50	\$26.29	General Supplies	Original	\$1,314.50
	Gateway to American Government	440	\$27.00	Instructional Materials	Original	\$11,880.00
	TI-30Xa Scientific and 4 function Calculator	1	\$3,618.00	Manipulatives	Original	\$3,618.00
	Paper clips, binder clips, staples, staplers, scissors	1	\$2,078.40	General Supplies	Original	\$2,078.40
	Claw Pencil Grip, AbiliGrips Foam Grips	1	\$389.35	General Supplies	Original	\$389.35
	Science Lab Kits (making dew, cell model, convection models, density lava lamp)	1	\$1,209.45	Manipulatives	Original	\$1,209.45
	Glue Sticks - 30ct	40	\$23.00	General Supplies	Original	\$920.00
	Dividers - 6 Tab Dividers	175	\$7.99	General Supplies	Original	\$1,398.25
	972X - Black Ink Cartridge - Mag; Yello, Cyan	14	\$170.00	Technology	Original	\$2,380.00
	Chart Paper (plain) 6.ct, Chart Paper - Grid	1	\$5,340.00	General Supplies	Original	\$5,340.00
	Number Lines (3 pk of 30)	30	\$26.97	Instructional Materials	Original	\$809.10
	Pencil Pouches	10	\$57.00	General	Original	\$570.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	Social Skills Kit, Workbooks, Emotions and Behavior	1	\$1,141.05	Instructional Materials	Original	\$1,141.05
	Trifold Boards 24 pack	22	\$102.97	General Supplies	Original	\$2,265.34
	Reinforcement Labels	12	\$4.99	General Supplies	Original	\$59.88
	Spiral Notebooks, Loose leaf paper, Copy paper (white, color), Cardstock	1	\$26,735.08	General Supplies	Original	\$26,735.08
	Poster Boards 22' x 28	30	\$13.40	General Supplies	Original	\$402.00
	Clipboards	5	\$43.00	General Supplies	Original	\$215.00
	Rulers	91	\$1.69	General Supplies	Original	\$153.79
	Novels-Hatchet, Long Way Down, The House on Mango Street	1	\$1,090.50	Instructional Materials	Original	\$1,090.50
	Dry erase pockets	10	\$33.49	General Supplies	Original	\$334.90
	Calculator Holders	15	\$11.00	General Supplies	Original	\$165.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,886.25	General Supplies	Original	\$2,886.25
	Amend 10- 60ct - Black and Blue (each)- BT 489829	80	\$5.99	General Supplies	Amendment	\$479.20
	Amend 10- 6 Tab Dividers (BT 489829)	50	\$7.99	General Supplies	Amendment	\$399.50
	Amend 10 - Pens - Red 12ct (BT 489829)	77	\$2.49	General Supplies	Amendment	\$191.73
	Amend 10-Clear Protector Sheet- 200 count (BT 489829)	20	\$26.29	General Supplies	Amendment	\$525.80
	Amend 10- Pencil Pouches (BT 489829)	19	\$57.00	General Supplies	Amendment	\$1,083.00
	Amend 10- Shipping	1	\$0.97	General Supplies	Amendment	\$0.97
	Amend 10- Pencils Pre-sharpened - 144 (BT 489829)	20	\$24.49	General Supplies	Amendment	\$489.80
	Amend 10- Highlighters (2 dozen)- BT 489829	30	\$14.00	General Supplies	Amendment	\$420.00

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="420 203 1390 293">Item</th> <th data-bbox="1392 203 1539 293">Quantity</th> <th data-bbox="1541 203 1703 293">Rate</th> <th data-bbox="1705 203 1887 293">Type</th> <th data-bbox="1890 203 2018 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	<p>Kami Pro - Kami is an interactive platform that allows teachers and students to annotate existing documents, including scanned PDFs, write, draw, type, comment, augment, and enhance assignments in real-time. / ELA/MATH/SS/SCIENCE / 6th-8th</p>	1200	\$3.50	Original	\$4,200.00					
	<p>IXL Learning Program Site License - is a personalized learning platform that improves learning outcomes for all students. IXL offers a comprehensive K-12 curriculum, Real-Time Diagnostic, personalized guidance, and actionable Analytics to give teachers everything they need to differentiate instruction and help students grow. / ELA/MATH/SS/SCIENCE / 6th-8th</p>	1200	\$22.50	Original	\$27,000.00					
	<p>Pear Deck - Pear Deck is an interactive presentation tool used to actively engage students in individual and collaborative learning. Teachers create presentations using their Google Drive account. Students log into the presentations during living instruction with unique access codes and interact with questions while teachers monitor student and whole-class progress. / ELA/MATH/SS/SCIENCE / 6th-8th</p>	1200	\$3.50	Original	\$4,200.00					
	<p>Flocabulary employs research-based techniques to raise scores on state assessments through educational hip-hop songs and digital media. The modalities offered in this program will reinforce concepts previously taught throughout the school-day, bridge fluency gaps, and accelerate learning with specific standards in all content areas for grades 6-8.</p>	1200	\$3.88	Original	\$4,656.00					
<p>Gizmos offers captivating online simulations of key science concepts that align with Florida State standards. Each Gizmo enhances student comprehension of challenging concepts through inquiry and exploration. Students manipulate variables, observe the virtual results, and draw conclusions. 6th-8th</p>	1200	\$4.41	Original	\$5,292.00						

Acct Description	Description																													
	<table border="1"> <thead> <tr> <th data-bbox="432 204 1392 277">Item</th> <th data-bbox="1396 204 1539 277">Quantity</th> <th data-bbox="1543 204 1703 277">Rate</th> <th data-bbox="1707 204 1887 277">Type</th> <th data-bbox="1892 204 2024 277">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 280 1392 716">Amend 10- Added Quizizz- is a versatile learning platform designed to make classrooms engaging and interactive through gamified assessments, quizzes, and lessons. Teachers can create customized content using 18 question types, import materials, and leverage Quizizz AI for quick content generation and enhancement. The platform offers detailed performance reports, a library of publicly available resources, and various hosting options, including live, homework, and paper mode. Quizizz supports collaboration among educators, integrates with LMSs like Google Classroom, and can be used on any device. ELA/MATH/SCIENCE Grades 6th-8th (BT 489829)</td> <td data-bbox="1396 280 1539 716">1</td> <td data-bbox="1543 280 1703 716">\$5,175.00</td> <td data-bbox="1707 280 1887 716">Amendment</td> <td data-bbox="1892 280 2024 716">\$5,175.00</td> </tr> <tr> <td data-bbox="432 719 1392 829">Amend 10-Removed Quizizz and remaining balance from the other subscriptions (BT 489829)</td> <td data-bbox="1396 719 1539 829">-1</td> <td data-bbox="1543 719 1703 829">\$5,748.00</td> <td data-bbox="1707 719 1887 829">Amendment</td> <td data-bbox="1892 719 2024 829">-\$5,748.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Amend 10- Added Quizizz- is a versatile learning platform designed to make classrooms engaging and interactive through gamified assessments, quizzes, and lessons. Teachers can create customized content using 18 question types, import materials, and leverage Quizizz AI for quick content generation and enhancement. The platform offers detailed performance reports, a library of publicly available resources, and various hosting options, including live, homework, and paper mode. Quizizz supports collaboration among educators, integrates with LMSs like Google Classroom, and can be used on any device. ELA/MATH/SCIENCE Grades 6th-8th (BT 489829)	1	\$5,175.00	Amendment	\$5,175.00	Amend 10-Removed Quizizz and remaining balance from the other subscriptions (BT 489829)	-1	\$5,748.00	Amendment	-\$5,748.00														
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Extra Periods	(6) Extra Periods for ELA grades 6th & 7th, Math grades 6th & 8th, Science 8th grade, Science 7th grade, SS grade 8th, and SS 6th grade. (\$4,500 × 6 teachers)																													



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Extra Periods	Science, Math, ELA, and SS Tutoring 6th-8th: remediate classroom concepts. 5 Science Tutors- 2 periods per week, 1 period per day for 15 weeks. 4 Math Tutors- 2 periods per week, 1 period per day for 15 weeks. 3 ELA Tutors- 2 periods per week, 1 period per day for 15 weeks. 2 SS Tutors- 2 periods per week, 1 period per day for 10 weeks.																								

## Action Step: Parent and Family Engagement

Provide parent training on standards, instructional programs, instructional strategies to reinforce concepts at home, and learner progress monitoring.

**Budget Total: \$8,373.20**

<b>Acct Description</b>	<b>Description</b>										
Postage	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage for newsletters - Providing parents with information about school events, policies, procedures, and important dates keeps them informed about what is happening at school. This knowledge allows parents to stay up-to-date with their children's education and ensures they are aware of any changes or updates that may affect their child's schooling. A tool to build a strong home-to-school connection and share Title I information with parents- send out to parents every quarter						4265	\$0.68	Original	\$2,900.20	
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 support parents during the B.E.S.T. ELA/SSA/Civics Night	8	\$25.00	5	1	1	Certified	Original	\$1,000.00		
	Certified counselor will translate parents CNA Meeting: Stakeholder Meeting - Spanish Version	1	\$25.00	3	1	1	Certified	Original	\$75.00		
	Certified counselor will translate for the Title I Annual Meeting: Spanish Version	2	\$25.00	3	1	1	Certified	Original	\$150.00		
	Certified teachers will provide support during the FSAA Night - Parents will be provided information, support and resources to implement evidence-based	2	\$25.00	4	1	1	Certified	Original	\$200.00		

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>	
	practices. In the effort of building a strong home/school connection, families will utilize resources provided to streamline routines and procedural systems from school to home to develop mastery of skills.									
	Certified teachers will support parents during the B.E.S.T. Mathematics Night - Parents will gain knowledge of Algebra and Geometry strategies to increase Math performance on approaching BEST/ EOC Math assessments.	3	\$25.00	5	1	1	Certified	Original	\$375.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Cambridge Notebook	2	\$15.00	General Supplies	Original	\$30.00				
	White Copy Paper: 1 Case	4	\$35.00	General Supplies	Original	\$140.00				
	File Folders 100 count	2	\$32.00	General Supplies	Original	\$64.00				
	Frixon Pens	1	\$32.00	General Supplies	Original	\$32.00				
	Cardstock Astrobright - Terra Green, yellow,	7	\$22.00	General Supplies	Original	\$154.00				
	972X - Black Ink Cartridge - Mag; Yello, Cyan	12	\$170.00	Technology	Original	\$2,040.00				
	Labels - Shipping	2	\$66.00	General Supplies	Original	\$132.00				
	Color Copy Paper: 4 Cases -Pink, Blue, Green, Yellow	4	\$38.00	General Supplies	Original	\$152.00				

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Labels - Address	5	\$61.00	General Supplies	Original	\$305.00

## Action Step: Professional Development

Teachers will be provided various opportunities to develop content standards, instructional strategies, analyze data to drive remediation and acceleration activities in the classroom.

**Budget Total: \$126,535.00**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Science - Grades 6th - 8th - SSA Unit Plan Development/ Lesson Plans/Activities - Pre and post school	3	\$25.00	2	2	5	Certified	Original	\$1,500.00
	ELA - Grades 6th - 8th -B.E.S.T. Unit Plan Development/ Lesson Plans/Activities. Pre and post school	3	\$25.00	2	2	5	Certified	Original	\$1,500.00
	Social Studies- Grades 6th - 8th - EOC Unit Plan Development/ Lesson Plans/Activities. Pre and post school	3	\$25.00	2	2	5	Certified	Original	\$1,500.00
	Math - Grades 6th - 8th -B.E.S.T. /EOC Unit Plan Development/ Lesson	3	\$25.00	2	2	5	Certified	Original	\$1,500.00

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>				
	Plans/Activities. Pre and post school												
Travel out-of-state	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			NABE Conference-The goal of the conference is to discuss and review bilingual education programs for English language learners. Learn strategies to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. Atlanta, GA / Dates February 2025 (Reg. \$1,300, Transp. \$700, Lodging \$1,000, Per Diem \$144= \$3,144 each)	2	\$3,144.00	Original	\$6,288.00	
	Amend 10- Added 1 attendee for NABE Conference-The goal of the conference is to discuss and review bilingual education programs for English language learners. Learn strategies to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. (Registration \$1,300, Transportation \$700, Lodging \$1,000, Per Diem \$144)-BT 489829	1	\$3,144.00	Amendment	\$3,144.00			FLIBS- IB Program Training - Sept 2024. International Baccalaureate® (IB) professional development (PD) Workshop is designed to engage and build teacher capacity with unit planning in various modalities. This workshop will also serve as a powerful tool to ensure schools meet professional learning requirements. (Reg \$1125, Trans \$125, Lodging \$550, and Per Diem \$108). Location TBD	3	\$1,908.00	Original	\$5,724.00	
Travel out-of-county	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			AVID Summer Path Training, Orlando - 6/26/25 - 6/28/25. AVID Path to Schoolwide three-day training provides high-engagement professional learning and resources for all educators across disciplines. Path training supports educators in supporting all students to reach their full potential and	9	\$1,958.00	Original	\$17,622.00	

Acct Description	Description																																															
	<table border="1"> <thead> <tr> <th data-bbox="443 159 1455 232">Item</th> <th data-bbox="1455 159 1604 232">Quantity</th> <th data-bbox="1604 159 1764 232">Rate</th> <th data-bbox="1764 159 1894 232">Type</th> <th data-bbox="1894 159 2022 232">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 232 1455 329">successfully prepare for college and careers. (Reg \$950, Trans \$200, Lodging \$700, and Per Diem \$108.00).</td> <td data-bbox="1455 232 1604 329"></td> <td data-bbox="1604 232 1764 329"></td> <td data-bbox="1764 232 1894 329"></td> <td data-bbox="1894 232 2022 329"></td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	successfully prepare for college and careers. (Reg \$950, Trans \$200, Lodging \$700, and Per Diem \$108.00).																																									
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Tch Res Staff Development	Amend 10- Added a 1.0 Tch Resource Staff Development- Our Staff Resource Teacher for grades 6-8 support educators in English Language Arts, Math, Social Studies, and Science by providing instructional resources, professional development, and collaborative planning. She will assist teachers in implementing effective teaching strategies, differentiating instruction, and integrating technology to enhance student learning. Additionally, she will analyze student data to inform instruction, support curriculum development, and facilitate best practices to improve educational outcomes across all subject areas. (BT 489829)																																															
Coach	ELA Coach will support teachers in grades 6-8 with literacy strategies, analyze data, plan for instruction using content strands and items specifications, attend PLCs and plan for PD.																																															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="443 792 1260 873">Item</th> <th data-bbox="1260 792 1409 873">Quantity</th> <th data-bbox="1409 792 1539 873">Rate</th> <th data-bbox="1539 792 1774 873">Supply Type</th> <th data-bbox="1774 792 1904 873">Type</th> <th data-bbox="1904 792 2022 873">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 873 1260 987">Copy Paper: 1 Case White</td> <td data-bbox="1260 873 1409 987">5</td> <td data-bbox="1409 873 1539 987">\$35.00</td> <td data-bbox="1539 873 1774 987">General Supplies</td> <td data-bbox="1774 873 1904 987">Original</td> <td data-bbox="1904 873 2022 987">\$175.00</td> </tr> <tr> <td data-bbox="443 987 1260 1101">Sticky White Easel Pads - Pack of 2</td> <td data-bbox="1260 987 1409 1101">2</td> <td data-bbox="1409 987 1539 1101">\$63.00</td> <td data-bbox="1539 987 1774 1101">General Supplies</td> <td data-bbox="1774 987 1904 1101">Original</td> <td data-bbox="1904 987 2022 1101">\$126.00</td> </tr> <tr> <td data-bbox="443 1101 1260 1214">Post-It Pop-Ups - 18 pads</td> <td data-bbox="1260 1101 1409 1214">2</td> <td data-bbox="1409 1101 1539 1214">\$23.00</td> <td data-bbox="1539 1101 1774 1214">General Supplies</td> <td data-bbox="1774 1101 1904 1214">Original</td> <td data-bbox="1904 1101 2022 1214">\$46.00</td> </tr> <tr> <td data-bbox="443 1214 1260 1328">Chart Paper - Graph</td> <td data-bbox="1260 1214 1409 1328">2</td> <td data-bbox="1409 1214 1539 1328">\$18.00</td> <td data-bbox="1539 1214 1774 1328">General Supplies</td> <td data-bbox="1774 1214 1904 1328">Original</td> <td data-bbox="1904 1214 2022 1328">\$36.00</td> </tr> <tr> <td data-bbox="443 1328 1260 1442">Color Copy Paper: (3 Cases per Color) Gold/Yellow/Green/Pink/Blue</td> <td data-bbox="1260 1328 1409 1442">5</td> <td data-bbox="1409 1328 1539 1442">\$38.00</td> <td data-bbox="1539 1328 1774 1442">General Supplies</td> <td data-bbox="1774 1328 1904 1442">Original</td> <td data-bbox="1904 1328 2022 1442">\$190.00</td> </tr> <tr> <td data-bbox="443 1442 1260 1529">972X - Black Ink Cartridge - Mag; Yello, Cyan</td> <td data-bbox="1260 1442 1409 1529">8</td> <td data-bbox="1409 1442 1539 1529">\$170.00</td> <td data-bbox="1539 1442 1774 1529">Technology</td> <td data-bbox="1774 1442 1904 1529">Original</td> <td data-bbox="1904 1442 2022 1529">\$1,360.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Copy Paper: 1 Case White	5	\$35.00	General Supplies	Original	\$175.00	Sticky White Easel Pads - Pack of 2	2	\$63.00	General Supplies	Original	\$126.00	Post-It Pop-Ups - 18 pads	2	\$23.00	General Supplies	Original	\$46.00	Chart Paper - Graph	2	\$18.00	General Supplies	Original	\$36.00	Color Copy Paper: (3 Cases per Color) Gold/Yellow/Green/Pink/Blue	5	\$38.00	General Supplies	Original	\$190.00	972X - Black Ink Cartridge - Mag; Yello, Cyan	8	\$170.00	Technology	Original	\$1,360.00					
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# 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 vision of Conniston Middle School is to enhance parent involvement, foster better communication, and encourage collaboration between parents and the school. We firmly hold the belief that when parents, schools, families, and communities unite, they forge impactful partnerships that drive student success and achievement.

# 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>
Principal	James Thomas
Michelle Reyes	Assistant Principal
Derwin Gatlin	Assistant Principal
Javier Ortolaza	Assistant Principal
Joshua Widerman	Assistant Principal
Eric Fasone	SAC Chair
Mariana Nicolaas	School Counselor
Deborah McWatt	School Counselor
Aida DeValle	School Counselor
Paulina Parraga	School Counselor
Jose Gomez	Community in School/Business Partnerships
Jermey Barahona	Positive Youth Impact/Community Partnerships
Kaitlyn Horne	Student
Kelli Roads - SAC Stakeholder Meeting	Parent
Saliem Cattan - SAC Stakeholder Meeting	Parent
Christina Leveille - SAC Stakeholder Meeting	Parent
Michelle Newell - SAC Stakeholder Meeting	Parent

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

The School Advisory Council meets monthly to supervise the creation, evaluation, and implementation of Title I programs. Annually, in September, elections are held to select committee members. The results of these elections will be shared electronically through notices and newsletters, as well as through correspondence sent home with students, ensuring transparency and fostering engagement among both parents and committee members.

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

Our school-wide plan's central aim is to actively involve all stakeholders in identifying needs, setting priorities, and efficiently utilizing resources. In February 2024, Comprehensive Needs Assessment (CNA) meetings were held, gathering input from stakeholders to shape our Parent-Family Engagement Plan, Parent-School Compact, and parental involvement budget for the upcoming 2024-2025 school year. Through the use of recording templates, surveys, and meeting notes, drafts of the PFEP and Compact were developed for the current school year. Title I matters will be addressed during SAC/PTO meetings to evaluate, supervise, and enhance the School-Wide Plan (SWP) and PFEP. Meeting minutes will be maintained for committee review, and parent training evaluations, stakeholder input sessions, and surveys will be employed to assess progress throughout the academic year. This evaluation framework will persist to continually gauge the effectiveness of our system plan based on available data. SAC Meetings are scheduled for the third Tuesday of each month at 5:30 p.m. in the media center.

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

Following input gathered from stakeholder meetings, SAC discussions, and analysis of survey responses aimed at improving school-community interaction, decisions have been reached regarding the allocation of Title I funds for the School Year 2025 Parent-Family Engagement Plan (SY25 PFEP). These decisions include allocating funds for postage, hiring teacher presenters for parent workshops, providing childcare services for workshop attendees, and acquiring materials to develop interactive activities aimed at enhancing parental capacity throughout the academic year.

Name	Title
James K. Thomas	Principal
Michelle Reyes	Assistant 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?

The Title I Annual Meeting has been scheduled for September 12, 2024, starting at 5:00 p.m. The meeting will be held in the cafeteria.

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

We'll utilize a range of communication channels to inform parents, teachers, and the community about the Title I Annual Meeting. This includes updates on the school website, Parent Link messages, announcements on the marquee, PA announcements, and distributing invitations.

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

Invitation, Sign-In Sheets, Agenda, PPT, parent evaluations, and reflection notes template. Additionally, copies of SY25 PFEP summary and SY25 Parent School Compact.

## 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

Establishing Trust-Based Relationships through Support Skills for Learning & Life (SLL) Practices

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

Teachers will learn to: \*Implement social-emotional learning strategies aligned with Support Skills for Learning & Life (SLL) competencies, aimed at helping adults manage stress and foster a supportive school-to-home environment. \*Review essential skills and mindsets required to effectively demonstrate, teach, model, and coach SLL skills to students. \*Recognize the significance of the overall well-being and emotional state of all stakeholders within school settings.

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

Instructors will acquire SLL competencies crucial for stress management and fostering a secure, supportive environment from school to home. The school community will understand how to employ these skills and mindsets to effectively exemplify, teach, model, and mentor SLL practices for parents, nurturing strong parent-child relationships. Both instructors and parents will engage in self-reflection on their overall well-being and emotional state, enabling them to intentionally demonstrate SLL skills for their children.

- What will teachers submit as evidence of implementation?

\*Agenda \*Sign-In Sheet \*Presentation \*Artifact

- Month of Training

September 2024

- **Responsible Person(s)**

\*Guidance Department \*Behavior Coach \*Graduation Coach \*Title I Administrator

## 2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

Through this training, instructors will grasp the essential Support Skills for Learning & Life (SLL) competencies necessary for adults to navigate stress and foster a secure, supportive environment between school and home. The school community will gain insights into applying these skills and mindsets to effectively embody, teach, model, and coach SLL practices for parents, fostering robust relationships with their children. Both instructors and parents will have the opportunity for self-reflection on their overall well-being and emotional state, empowering them to consciously model SLL skills for their children.

- **Number of Participants**

Once the training has been executed, this section will be finalized.

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

Once the training has been executed, this section will be finalized.

- **How do you know?**

Once the training has been executed, this section will be finalized.

- **What went well with the training**

Once the training has been executed, this section will be finalized.

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

Once the training has been executed, this section will be finalized.

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Facilitating High-Impact Data-Driven Parent Conferences

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

Instructors will learn to employ evidence-based approaches, offer resources, deliver behavior/academic data reports, and provide feedback, all aimed at empowering parents to play an active role in their children's educational journey this school year.

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

Teachers will establish a pathway for parents to monitor student performance at home across all disciplines. Teachers will develop resources to assist parents in working with students to cultivate a growth mindset towards academic and behavioral goals.

- What will teachers submit as evidence of implementation?

During staff training, instructors will review strategies outlined in the School-Wide Successful Strategies During Parent-Teacher Conferences document. Additionally, teachers will distribute a copy of the document containing actionable steps they pledge to implement to enhance parent conferences this school year.

- Month of Training

January 2025

- **Responsible Person(s)**

\*Guidance Department \*Behavior Coach \*Graduation Coach \*Title I Administrator

#### 4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

Once the training has been executed, this section will be finalized.

- **Number of Participants**

Once the training has been executed, this section will be finalized.

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

Once the training has been executed, this section will be finalized.

- **How do you know?**

Once the training has been executed, this section will be finalized.

- **What went well with the training**

Once the training has been executed, this section will be finalized.

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

Once the training has been executed, this section will be finalized.

## 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

Effective Approaches for End-of-Course Math Assessments

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

In this workshop, parents will receive details about the upcoming Florida End-of-Course Assessment, including achievement levels and task requirements. They will learn Math brain dump techniques, how to effectively use the Math Nation platform, and utilize school resources to aid their children in preparing for the impending EOC Math Assessments.

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

Parents will engage in navigating the FAST portal, Algebra Nation, and Math Nation. They will explore paper tutorials, enabling their children to access tutorial services at home. Furthermore, they will actively participate in Quizizz or Blooket activities as a means of assessing comprehension.

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

Parents will acquire Algebra and Geometry strategies to enhance their children's Math performance in upcoming FAST EOC Math assessments. They will be informed about resources available on the FAST portal and provided with school resources and activities to implement at home, aiming to boost their child's performance across all academic subjects.

- Date of Training

October 4, 2024



- **Responsible Person(s)**

\*Math DIL \*Instructional Coaches \*Teachers \*Administrators

- **Resources and Materials**

\*Math Formula Brain Dump Activity \*Algebra Nation & Math Nation Pathway Reference Form \*Algebra Strategies & Activities \*Geometry Strategies & Activities \*\*Chromebooks/Laptops

- **Amount (e.g. \$10.00)**

\$0

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

- **Name of Training**

FSAA Success: Empowering Parents Workshop

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

Parents will learn to implement the following strategies at home: \* Ways to create a conducive atmosphere at home that fosters a positive attitude towards learning and academic achievement. \* Visual Schedules - empowering children to take ownership of their learning process and develop self-directed study habits. \* School Online platform to incorporate educational technology tools and resources to supplement learning at home. \* Strategies to enhance communication with teachers and school staff to stay informed about their child's progress and educational needs.

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

Parents will gain the ability to navigate the BrainPop learning portal, equipped with a list of supplemental materials to aid their children in preparing for tested areas. Each participant will acquire user-friendly methods for monitoring their child's progress from home. They will also learn how to effectively utilize literacy and math strategies taught during the school day to reinforce previously covered concepts at home.

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

Parents will be equipped with the knowledge and confidence to effectively implement user-friendly, performance-based tasks with their children. This will lead to reinforced concepts at home, ultimately enhancing student outcomes across all academic subjects.

- Date of Training

October 18, 2024

- Responsible Person(s)

\*ESE Coordinator \*Instructional Coaches \* Teachers \*Administrators

- Resources and Materials

\*Chromebooks/Laptops \*Brainpop Reference Document \*Sample Performance Tasks activities across all disciplines \*Token Board

- Amount (e.g. \$10.00)

\$0

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

- Name of Training

FAST/SSA/EOC Civics Night

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

In this workshop, participants will receive details about the upcoming Florida Assessment of Student Thinking, including achievement levels and task demands, aimed at supporting student learning at home. Parents will gain access to resources, view sample tests, and practice using preparation materials. Both parents and students will leave with a clear understanding of their respective testing expectations, the free resources accessible to them, and the importance of practicing and preparing for upcoming testing days.

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

Parents will engage in activities spanning all content areas, available in both digital and traditional formats. These activities will serve to reinforce concepts covered during the school day. Facilitators will offer timely and detailed feedback, along with test-taking tips and resources.

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

Parents will gain insights into supporting their children at home with both content and test-taking strategies. They will be introduced to resources available on the FAST portal and provided with school resources and activities to implement at home, aimed at enhancing their child's performance across all subjects. With all stakeholders aware of the resources available throughout the school year, student growth is expected to increase.

- Date of Training

November 8, 2024

- Responsible Person(s)

\*Instructional Coaches \*Teachers \*Administrators

- Resources and Materials

\* Parent Guides \* Math Fluency Strategies \* Reading - Vocabulary and Comprehension Strategies \* Writing Tips & Strategies \* Science & Civics vocabulary strategies \*Chromebooks/Laptops

- Amount (e.g. \$10.00)

\$0

## 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

Safe Schools - SCTG/Project Connect Specialist

- Describe how agency/organization supports families.

-Attend PBS team meetings, and SAC meetings as scheduling allows. -Provide PBS related PD for all stakeholders: Interventions & Consequences, ABC's of Behavior 101, Positive Interactions. -Provide community resources for opiate/other drug prevention programs for both students and parents. -Plan and organize opiate/other drug prevention programs with local agencies and organizations.

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

-Monthly Visual Analysis of Attendance & Disciplinary Data Review -Correspondence to school community -Resources provided to families

- Frequency

\* Monthly \*Quarterly \*Ongoing

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

- Name of Agency

Communities in Schools

- Describe how agency/organization supports families.

A graduation coach is available on our campus throughout the week to support students and families facing challenges or obstacles at home, including those covered under the McKinney-Vento Act. The coach will specifically assist a target group of 50 students in 7th and 8th grades with setting academic goals and will track their progress throughout the school year. Communication between the graduation coach and parents will involve sharing academic and behavioral goals established with their children for the school year. Progress will be monitored on an individual basis or within small group settings. Parents will receive updates during quarterly checkpoints and regularly throughout the school year. 1. Monitor student academic performance to proactively prevent course failures. Maintain open communication with parents regarding their child's progress in individual courses or overall course load. 2. Collaborate closely with school counselors to identify and address early warning signs such as student attendance issues, disciplinary infractions, and progress within specific courses. 3. Actively participate in Multi-Tiered System of Supports (MTSS) and the Child Study Team to ensure comprehensive support for students' academic and behavioral needs.

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

- "Week at a Glance" student check-ins schedule - Communities in Schools monthly reports. - Informational flyer Pamphlet of Services Provided to School Site

- Frequency

\* Monthly \*Quarterly \*Ongoing

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

- Name of Agency

Chrysalis Health

- Describe how agency/organization supports families.

Chrysalis Health supports children by providing comprehensive mental health services tailored to their individual needs. This may include therapy sessions with licensed professionals, psychiatric evaluations and medication management, as well as assistance with navigating social and emotional challenges. Additionally, Chrysalis Health offers support to families and caregivers to ensure a holistic approach to children's well-being.

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

-Conference Notes -Referrals

- Frequency

\* Monthly \*Quarterly \*Ongoing

## 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**

Parents receive information through various channels, including newsletters, Parent Link messages, Marquee announcements, the school website, flyers, and SAC meetings. These communications cover a range of topics such as tutorial programs, parent workshops, ELL leadership meetings, and other school events. Efforts are made to ensure that communication is provided in multiple languages to accommodate diverse language preferences within the community.

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

Flyers, Title I Newsletters, Parent link screenshots, website posting screenshots, and copies of correspondence are sent in multiple languages.

- **Description**

The Title I Newsletter, Student Information System (SIS), and the school website serve as platforms for keeping parents updated on student academic progress. ParentLink emails and automated calls provide timely updates on school events. Teachers communicate with parents regarding academic progress through Progress Reports midway through each 9-week term and via report cards at the term's end. Diagnostic assessment results are promptly sent home as they become available. Communication from the school is provided in the family's preferred language. Additionally, instructors share information about the curriculum and grade-level student proficiency levels during open house events and Title I parent workshops.

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

The Title I Newsletter, flyers, screenshots of ParentLink messages, screenshots of website postings, and copies of correspondence are distributed in multiple languages.

- **Description**

Families receive information about academic assessments through Open House events, the Title I Annual Meeting, Title I parent workshops, the Student Information System (SIS), school website postings, and ParentLink messages.

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

- Parent Workshop Meeting Agenda - Parent Workshop Presentation - Title I Newsletter

- Description

Title I newsletters, ParentLink messages, Marquee announcements, the school website, parent conferences, and SAC meetings are utilized to communicate information about Open House events, Title I family events, and parent workshops. Ongoing communication with staff is facilitated through email and correspondence placed in mailboxes, ensuring effective communication between the school and the community as needed.

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

- Title I Annual Meeting Invitation, Sign-In and Presentation - Parent Workshop Invitation Invitation, Sign-In and Presentation - SAC Meeting Invitation Invitation, Sign-In and Presentation:

- Description

We held our CNA meetings between January and February 2024, during the previous school year, to identify suitable times for hosting parent training sessions. Taking into account the feedback received and the level of participation, we have adjusted our meeting times to better accommodate parent schedules.

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

- Parent Workshop Invitation, Sign-In and Presentation: Evening Meetings to accomodate parent work Schedule - Parent Workshop Invitation, Sign-In and Presentation: In-Person Parent Workshops - Parent Workshop Invitation, Sign-In and Presentation: Virtual Parent Workshops

## 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

A translator is readily available whenever families visit the campus, attend meetings, or take part in parent workshops. Our Title I school correspondence is issued in both English and Spanish to ensure accessibility for all members of the school community. Bilingual flyers, ParentLink messages, and automated phone calls are distributed in the student's home language.

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

Screenshots of correspondence sent to parents during the school year, parent link messages, agendas and newsletters.

- Description

The cafeteria, gymnasium, and media center are equipped for accessibility to accommodate parents with disabilities during various parent involvement events. Team members are on hand to assist parents during school events, Individualized Education Program (IEP) meetings, or parent conferences. Facilitators or interpreters will be arranged for participants requiring accommodations. Our guidance department will compile a list of parents facing these circumstances. A secretary will then reach out to these parents to arrange transportation and childcare if necessary.

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

-Parent communication log of needs prior to a scheduled Title I event or meeting. -Pictures of ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings based on need.

- Description

The school designates a Migrant Student liaison, who ensures that relevant information is communicated to students in languages accessible to their parents. The ESOL Department actively promotes participation in the Parent Leadership Council meetings, distributing flyers in the home language. Our campus prioritizes removing barriers and ensuring that Migrant families have equitable access to educational services, regardless of their circumstances. We provide families with CMS t-shirts, school supplies, and connections to community agencies for additional support. Transportation to school events is available upon request.

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

-Flyers/invitations to Parent Leadership Council meetings -Conference Notes

- Description

Families enrolled in the McKinney-Vento program are referred for individual assessments to identify their needs and offer necessary resources. Our campus extends support through provisions like CMS t-shirts, supplies, and connections to community agencies for tailored assistance. In instances where traditional communication methods fail, home visits are arranged, with childcare options available to facilitate parental involvement. When feasible, virtual meetings with one of our school counselors or graduation coaches are scheduled to accommodate various needs and share available community resources. The primary aim of our campus is to eliminate obstacles and guarantee that students facing homelessness have unimpeded access to educational services, irrespective of their circumstances.

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

-Copies of Referrals made to organizations to assist families in need. -Conference notes, logs, or documents of school resources distributed to students. -List of agencies contacted to assist families in need with donations.

## 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

- Name of Activity

N/A

- Brief Description

N/A

## 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

# 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. At Conniston Middle School, we are committed to ensuring student safety at all times. Our comprehensive monitoring plans provide effective supervision before, during, and after school. A full-time School Resource Officer and school monitor are present throughout the school day. Faculty and staff strictly follow our SwPBS plan, developed collaboratively by our team. We address student issues promptly with appropriate support personnel, treating each student with respect and involving them as active participants in resolving concerns. Many teachers also offer academic assistance after school and on Saturdays. 2. Our partnership with Chrysalis Health enhances our ability to support students by offering tailored mental health services, including therapy and assistance with Skills for Learning and Life (SLL) challenges. Chrysalis Health also provides support to families, ensuring a holistic approach to well-being. School counselors collaborate closely with Chrysalis Health, providing referrals and coordinating services to meet each child's unique needs. 3. Communities in Schools provides a graduation coach who supports students and families dealing with challenges, including those covered under the McKinney-Vento Act. This coach focuses on 50 students in 7th and 8th grades, helping them set academic goals and tracking their progress. Parents are regularly informed about their child's academic and behavioral goals, with updates provided during quarterly checkpoints and throughout the school year. 4. Therapists from the Children's Home Society work with selected students, addressing core issues and helping them understand their motivations, needs, and barriers to success through data-driven, evidence-based interventions. They evaluate the effectiveness of these interventions to ensure positive outcomes. 5. Our support team, including school counselors, behavior coaches, graduation coaches, and other staff, collaborates to deliver services that address both student and school needs. These services include classroom guidance, workshops, small group counseling, and individual counseling, with community referrals as needed. Our data-driven approach targets academic, Skills for Learning and Life (SLL), and middle school course failure gaps to ensure all students receive the support they need. 6. Our Skills for Learning and Life (SLL) standards are integrated into Morning Rituals and positive behavior support interventions. All staff, including office personnel, bus drivers, cafeteria workers, after-school staff, and administrators, are trained in conflict resolution and model positive interpersonal expectations. 7. We provide counseling services that align with our SLL standards, focusing on development in areas such as social skills, small group and individual counseling, and referrals to external resources. Professional development for staff emphasizes SLL principles to support social skills and self-management. 8. We encourage students to take ownership of their education by offering opportunities for voice, choice, and mastery. We maximize space and technology to enhance their potential and maintain high standards for college and career readiness through our IB/AVID program, ensuring students feel safe, supported, and valued. 9. We set clear expectations for positive interactions among adults on campus and offer processes for reporting bullying and harassment. Students can report incidents via the Fortify Florida app or through the Bullying Report Box, with these reporting methods communicated through various channels. 10. We also adhere to Florida Statutes, Section 1003.4205, including Disability Awareness, by using people-first language and ensuring equal opportunities for all students. Each grade level has a dedicated School Counselor who interacts with students during lunch periods, with support from grade-level administrators and our school police officer.

## 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

\*We use existing data systems to identify students facing challenges with attendance, behavior, or academics. By applying Data-Driven Decision-Making practices from the Pupil Progression Plan, we assess student needs and identify barriers to their success. Our goal is to improve learning outcomes through targeted tutorials, counseling, and parent workshops. \*We implement a School-wide Positive Behavior Plan (SwPBS) to teach and reinforce appropriate behaviors, promoting a positive campus culture by rewarding desired conduct. \*Teachers can refer students to our School-Based Team (SBT) for additional support. These referrals initiate weekly meetings where students receive Tier 2 or 3 interventions as part of our Response to Intervention (RTI) process. Referrals may address truancy, behavioral issues, academic struggles, or social and emotional concerns. RTI interventions include progress reports, credit recovery programs, intensive classes, or mentorship opportunities. \*Students with over seven out-of-school suspension days, seven in-school suspension days, or seven unexcused absences, as well as those experiencing homelessness, are automatically referred to the SBT. Tier 1 \*Multi-Disciplinary Teams: Effective teams are in place to address and develop action plans for academic and behavioral concerns. \*Adaptive Technology Programs: Utilizing IXL, Quizizz, Khanmigo and Reading Plus. \*Pupil Progression Meetings/Data Chats: Setting goals for identified students. \*Notification Procedures: Implementing procedures for parent notification, agency involvement, and community outreach. \*Remediation and Support: Students struggling with Florida standards are recommended for tutorial support during pull-outs, after school, Spring break camp, and Saturday workshops. \*Assessment Tracking: Monitoring students' performance in Language Arts, Math, Science, and Civics through formative and summative assessments. \*Intervention Recommendations: Students with three or more suspensions, low attendance, one retention, or significant academic struggles are referred to the School-Based Team (SBT), behavior coach, and graduation coach for support. \*Evidence-Based Interventions: Developing interventions to address student needs, such as targeted solution-focused counseling (individual or group) and parent collaboration/education. Special Programs: Implementing AVID and IBMYP programs. Tier 2 \*Targeted Tutorial Support Program: Students with disabilities (SWD) will receive focused tutorials in mathematics, literacy, Civics, and Science twice a week, both during and after school hours. Parents will receive detailed letters explaining the importance of these tutorials and seeking their permission for their children's participation. \*Daily SLL Activities: All classrooms will incorporate lessons on conflict resolution, coping skills, and relationship-building. \*Social Skills Training: The behavior coach and graduation coach will deliver specialized training. \*Tutoring: Available both during and after school. \*Support Facilitation: Ongoing support will be provided to address student needs. \*Adaptive Technology Programs: IXL, Khanmigo, and Reading Plus will be utilized to improve vocabulary and reading comprehension. Additionally, IXL will support fluency in Mathematics, English Language Arts (ELA), Science, and Social Studies. Tier 3 \*Behavior Contracts \*Behavior Intervention Plan (BIP) \*Check-In Check-Out System (CICO) \*Functional Behavior Assessment (FBA) \*Trusted Adult Program: Mentoring for At-Risk Students \*Tutorial Program: During School, After School, and Saturday Academic Camps \*IXL Program: Mathematics, English Language Arts (ELA), Science, and Social Studies \*Khanmigo: Mathematics, English Language Arts (ELA), Science, and Social Studies \*Reading Plus

## 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

\*Our Principal emphasizes building strong relationships with community stakeholders, including parents, students, teachers, and school counselors, to evaluate cultural awareness and interactions between students and teachers. School counselors employ evidence-based strategies to enhance cultural understanding, strengthen student-teacher relationships. \*The International Baccalaureate Middle Years Programme (IBMYP) caters to students in Grades 6-8, offering an academic challenge and life skills framework tailored to this stage of adolescence. This year, we have an IB coordinator/staff resource teacher supporting the holistic approach of IBMYP, emphasizing critical thinking skills, global citizenship, and intercultural awareness alongside traditional school subjects. The IB coordinator provides support across all disciplines, integrating learning through six interactive areas that provide global contexts: Identities and relationships, Personal and cultural identity, Orientations in space and time, Scientific and technical innovation, Fairness and development, and Globalization and sustainability. \*The AVID Elective is a key component of AVID Secondary, guiding students onto a college-bound path by enrolling them in challenging courses like Honors and Advanced Placement during middle school. AVID students build organizational and study skills, enhance critical thinking, receive academic support, and engage in enrichment activities to help them achieve their college goals. \*Standards-based planning, a best practice in education, is enhanced by a collaborative culture where teachers work in planning teams to review and align with learning standards. Evidence-based AVID strategies are integrated into instruction to help students meet these standards. Teachers continuously reflect on their successes and challenges, collecting evidence of student learning to refine and improve their instructional practices. \*The band program curriculum centers on honing instrumental techniques and individual musicianship through music theory and performance classes. Similarly, the visual and studio art programs focus on developing both conceptual and technical skills through artistic expression, led by an experienced art teacher and visiting professionals. \*Student involvement in academic processes is emphasized, allowing students to articulate academic targets, analyze their own data, and develop personalized learning plans. Students become partners in the assessment process and lead conferences on their academic achievement. \*After-school extended learning opportunities are offered across all disciplines to provide support with assignments, remediation, or acceleration of concepts covered during the school day. \*Students are selected for pull-out tutorials based on assessment results, with a focus on ESSA-identified subgroups like students with disabilities (SWD). Additional support is offered during the school day through a pull-out schedule tailored to assist these targeted subgroups.

## 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);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

\*Conniston Middle School (CMS) offers AVID, ESOL, IB, and Title I parent workshops to clearly outline academic and program expectations. On campus, our AVID and choice coordinator, along with the administrator, serve as liaisons, providing support for the program's rigorous standards. All staff members engage in collaborative learning communities, meeting both formally and informally across grade levels, subject areas, and feeder schools. This structured approach fosters meaningful discussions about student learning, enhances instructional practices, and improves student performance. \*Various initiatives and programs are implemented to foster a college-going culture and support administrators, teachers, students, and families in achieving college readiness: \*Enhancing Student Participation and Performance in IB Coursework: Initiatives are in place to boost student involvement and success in International Baccalaureate (IB) courses. Implementation of the AVID Program: AVID empowers students with self-management and personal responsibility for academic success through a dedicated elective course focused on college readiness. \*School Counselor Collaboration: School counselors work with students and parents to support high school readiness, graduation, and college readiness goals. \*PSAT Administration: The PSAT is administered to middle school students to provide early exposure to standardized testing and to identify academic strengths and areas for improvement. This initiative helps students build test-taking skills and prepare for future assessments. \*Partnerships with Palm Beach Atlantic University and Communities in Schools: These partnerships facilitate engagement in science curriculum, career exploration, and provide graduation coaches for students exhibiting Early Warning Signs (EWS). \*IB World School Integration: Conniston Middle School, an IB World School, integrates real-world connections into every lesson and offers high school credit courses, including Algebra Honors, Geometry Honors, Physical Science, Spanish I, Industrial Certification, Band, and Dance. \*International Baccalaureate Mission: The IB program aims to nurture inquisitive, knowledgeable, and compassionate individuals who contribute to a better and more peaceful world through intercultural understanding and respect.

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

- 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 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

\*All first-year teachers participate in the Educator Support Program (ESP), the School District of Palm Beach County's formal initiative designed to support newly hired educators. This comprehensive program includes mentorship, staff development opportunities, observations, conferences, and both written and oral feedback, helping teachers build competencies that enhance student learning. The ESP offers opportunities to refine instructional strategies, understand students as learners, and promote lifelong learning and professional growth. It systematically provides mentoring, coaching, and induction to align with the school's values and beliefs about teaching and learning. \*Ongoing professional development is provided for the school-wide implementation of AVID and IB programs, both onsite and offsite. Additionally, continuous training sessions are available for adaptive technology programs, including IXL, Flocabulary, Khanmigo, Quizizz, and Reading Plus. \*Throughout the school year, two Title I staff training sessions will focus on Skills for Learning and Life (SLL) components and effective methods for conducting empowering parent conferences, including student-teacher data chats. \*Teachers engage in weekly Professional Learning Communities (PLCs) to review student work and assessments, identify strengths and weaknesses, and guide reteaching or corrective instruction. Regular data chats are conducted to analyze student progress, develop feedback strategies, and plan personalized learning opportunities. \*Department leaders, grade-level PLC leaders, staff PD resource teachers, and administrators lead strategic common planning sessions that focus on analyzing standards, instructional pacing, formative assessments, and student needs. Teachers work collaboratively to plan, implement, and assess instruction, creating remedial and enrichment plans based on student mastery. \*Teachers and administrators participate in professional conferences both within and outside the district to address content areas and pedagogical needs.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Conniston Middle School works closely with the District to attract, develop, and retain highly qualified staff through various initiatives: \*Leveraging the Department of Recruitment and Retention for guidance on hiring and placement procedures. \*Actively participating in job fairs, interview training sessions, and personnel workshops to efficiently identify top instructional talent. \*Implementing strategic recruitment efforts through online platforms, office interviews, and recruitment events to attract qualified instructional personnel. \*Monitoring and supporting applicants throughout the hiring process to streamline it and optimize instructional time. \*Building and maintaining relationships with colleges and education professionals to promote District employment opportunities and benefits. \*Incorporating questions in job interviews to assess applicants' knowledge and beliefs about diversity and inclusive practices, as relevant to the position. Additionally, Conniston Middle School employs various strategies to recruit, develop, and retain highly qualified and effective teachers: \*Implementing the ESP Mentoring Program to pair new teachers with experienced staff members. \*Developing initiatives and incentives to enhance teacher retention, including peer recognition through the Blue Marlin Splash bulletin board and SwPBS teacher incentive programs. \*Collaborating with PTO/SAC to organize Teacher Appreciation activities. \*Conducting annual surveys to assess teacher and staff satisfaction and address any concerns. \*Offering diverse professional development opportunities and workshops throughout the year, facilitated by Professional Development personnel, Lead Teachers, and Administration. \*Providing support from department leaders, grade-level PLC leaders, IB/AVID coordinator, and AVID tutors as needed. \*Designing job interview questions to effectively evaluate applicants, as determined by school administrators and interview panels.