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

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# ELA

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

## 1. List prioritized needs statements.

6% of students were at level 3 or higher on PM2.

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

Teacher shortage Low Reading levels Attendance Language Barriers referrals Lack of critical thinking Low motivation Inconsistent support  
Technology Behavior Fundamental illiteracy

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

PD for teachers to gain in depth knowledge, small group targeted instruction, additional resources, remediation and extra practice needed for students, technology to build prior knowledge, pull out group, specialized remedial Reading program per grade level and extra materials needed to use the program with fidelity. Real world experiences needed. Teachers need to plan together.

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

Provide parents/families with opportunities to participate in school activities presented in their native language.

### • Parent Training

Reading and Writing at home with your child Education classes for parents SIS training on how to navigate for grades, assessment results, contacting teachers

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

- **School**

Provide Training to staff and parents to understand certain academic program and school resources, home visit for regular absent students

- **Students**

Come to school ready to focus on academics Read outside of school daily

- **Parents**

Be involved in the child's school by supervising, checking regularly students school works and grade involvement in child success

- **Staff Training**

PD -Engagement strategies PD -Assisting struggling readers

- **Accessibility**

Provide our families of SWD with resources and staff to assist with understanding the plans established to assist with learning in the school environment. Provide our families experiencing homelessness resources to support them during their hardship.

## **Math**

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

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

7% of students in Math were at level 3 or higher on PM2.

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

Prior Knowledge Lack of basic skills and some of them have never been to school. Absenteeism Lack of parental involvement Language barrier Motivational support Lack of attention span due to electronics on hand Growth mind-set and self-confidence Parental involvement lack of intrinsic motivation Class-Size Lack of ESE/ESOL support personnel dedicated Teachers not comfortable with standards Too many standards per grade

3. Share possible solutions that address the root causes.

PD for teachers to gain in depth knowledge, small group targeted instruction, additional resources, remediation and extra practice needed for students, technology to build prior knowledge, pull out groups for remediation, extra practice and remediation, hands on activities. Teachers need to plan collaboratively

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

• Communication

Provide parents/families with opportunities to participate in school activities presented in their native language

• Parent Training

Math Education classes for parents IXL Training or technology program that we are using SIS and how to contact teachers

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

• School

Provide Training to staff and parents to understand certain academic program and school resources, home visit for regular absent students

• Students

Come to school ready to focus on academics Read outside of school daily

- **Parents**

Involved in the child's school by supervising, checking regularly students school works and grade. involvement in child success.

- **Staff Training**

IXL training Engagement Strategies training that build school culture

- **Accessibility**

Provide our families of SWD with resources and staff to assist with understanding the plans established to assist with learning in the school environment. Provide our families experiencing homelessness resources to support them during their hardship.

## **Science**

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

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

6% of students were at level 3 or higher on Science diagnostics

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

-Students lacking resources at home -Students lacking real-world experience -Low reading levels - Too many standards to cover with fidelity -High population of ELL and ESE students -Professional Development for newer staff for differentiated instruction and on standards -Hands on experiences and exposure to real life and have connection -Additional resources for targeted instruction, extra practice and remediation

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

PD for teachers to gain in depth knowledge, small group targeted instruction, additional resources, hands on experiences, extra resources, remediation and extra practice needed for students. Small group targeted instruction needed.

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

- **Communication**

Provide parents/families with opportunities to participate in school activities presented in their native language.

- **Parent Training**

Family/parent night to train parents on Google Classroom, Study Island, Brain Pop, etc. (All tech programs used in science). Comprehensive SIS training. Relationship building activities with parents. Community police-led training on the dangers of social media.

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

- **School**

Provide training to train parents on tech programs and class expectations. Provide safe environment for students

- **Students**

Encourage parents to attend and engage. Read at home daily

- **Parents**

Attend, engage, and follow through. Check student folders and ensure students come to school on time and ready to learn.

- **Staff Training**

Train all staff on Google Suite, Science tech programs, CHAMPS, CLS strategies, training on contacting parents through parent link and sending progress reports home through SIS.

- **Accessibility**

Increase counselors for home visits and SLL. Ensure students have a device and internet at home

## **Social Studies**

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

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

11% of students were at level 3 or higher on Civics diagnostics

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

-Students lacking resources at home -Students lacking real-world experience -Low reading levels - Too many standards to cover with fidelity -High population of ELL and ESE students -Professional Development for newer staff -Hands on experiences and exposure to real life and have connection  
-Additional resources for targeted instruction, extra practice and remediation

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

School based technology that boosts comprehension such as reading plus. Create a consistent infrastructure of fundamental skills sets, that includes accountability and oversight for both teachers and students. 6th grade students are exposed to the American History curriculum to facilitate background knowledge for the 7th grade Civics curriculum. Content Literacy Training for staff

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

- **Communication**

Provide parents/families with opportunities to participate in school activities presented in their native language. Provide safe environment for students to learn.

- Parent Training

Reading and Writing at home with your child Education classes for parents SIS training on how to navigate for grades, assessment results, contacting teachers

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

- School

Parent/Student weekly trainings to include but not limited to technology, curriculum, common school culture, discipline, behavior, and reward incentives to enable a holistic approach

- Students

Participate with their parents. Provide parents any communication sent by the school.

- Parents

Will sign a parent contract for accountability and fidelity. Review materials sent home with students.

- Staff Training

PD on Engagement strategies to communicate with parents PD on how to teach parents to assist struggling readers at home

- Accessibility

Provide our families with resources and staff to assist with understanding the plans established to assist with learning in the school environment on first floor

## Acceleration Success

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



**1. List prioritized needs statements.**

For our accelerated courses only 25 % are on track to pass the EOC

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

Growth mind-set Lack of self-confidence Lack of intrinsic motivation

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

PD for teachers to gain in depth knowledge, small group targeted instruction, additional resources, remediation and extra practice needed for students, technology to build prior knowledge, pull out groups for remediation. Hands on experiences to expose students to real life.

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

• **Communication**

Provide parents/families with opportunities to participate in school activities presented in their native language.

• **Parent Training**

Family/parent night to train parents on Google Classroom, Study Island, Brain Pop, etc. (All tech programs used in school). Comprehensive SIS training. Relationship building activities with parents.

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

• **School**

Work with the district to acquire additional funding and hire the needed personnel. Provide a safe learning environment.

- **Students**

Learn accountability in order to make sure they do not damage devices and understand the importance of utilizing technology in the class/ workplace. Complete homework assignments.

- **Parents**

Help support the school with being actively engaged in their child's learning, support fundraisers, and assist with proper use of student technology.

- **Staff Training**

Train all staff on Google Suite, CHAMPS, CLS strategies, training on communicating with parents through parent link and sending progress reports home through SIS.

- **Accessibility**

Provide parents/families with opportunities to participate in school activities presented in their native language as well as providing resources to assist with their individual family needs.

## **Action Step: Classroom Instruction**

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

**Budget Total: \$197,312.70**

<b>Acct Description</b>	<b>Description</b>					
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Kessler Science for grades 8 for extra practice	1	\$3,000.00	Original	\$3,000.00	
	Study Island SS and Science for grades 7 and 8 for extra practice	1	\$4,200.00	Original	\$4,200.00	
	IXL Math grades 6-8	1	\$8,500.00	Original	\$8,500.00	
	NewsELA Schoolwide for use in ELA and SS for extra resources	1	\$4,000.00	Original	\$4,000.00	
	BrainPop Science Schoolwide for Science Extra Practice	1	\$2,500.00	Original	\$2,500.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pencils	210	\$3.45	General Supplies	Original	\$724.50
	paper cases	188	\$48.00	General Supplies	Original	\$9,024.00
	composition books	1200	\$2.39	General Supplies	Original	\$2,868.00
	White board markers 01-4363 (325 packs of 4 per pack)	325	\$2.80	General Supplies	Original	\$910.00
	Whiteboard erasers	75	\$9.83	General Supplies	Original	\$737.25
	card stock	40	\$12.99	General Supplies	Original	\$519.60
	pocket charts	76	\$28.00	Instructional Materials	Original	\$2,128.00
	Shipping	1	\$0.20	General Supplies	Original	\$0.20
	Chart Paper	60	\$46.66	General Supplies	Original	\$2,799.60

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	poster paper for data walls	20	\$125.00	General Supplies			Original	\$2,500.00		
	Scientific Calculators	100	\$11.68	Manipulatives			Original	\$1,168.00		
	Yard sticks	378	\$0.80	Manipulatives			Original	\$302.40		
	Folders	200	\$34.25	General Supplies			Original	\$6,850.00		
	butcher paper	10	\$119.99	General Supplies			Original	\$1,199.90		
	blue tape for board configuration	99	\$5.49	General Supplies			Original	\$543.51		
	Whiteboards	350	\$9.30	General Supplies			Original	\$3,255.00		
	Bins for classroom libraries/orgainzers for publishing carts	70	\$24.80	General Supplies			Original	\$1,736.00		
	reams of colored paper	100	\$12.95	General Supplies			Original	\$1,295.00		
	Metric Rulers	374	\$0.51	Manipulatives			Original	\$190.74		
	ink for teachers	20	\$80.00	Technology			Original	\$1,600.00		
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	ELA grades 6-8 - Push in support for targeted instruction starting August	1	\$15.00	5	6.5	30	Non-Certified	Original	\$14,625.00	
	Math grades 6-8 - Push in support for targeted instruction starting August	1	\$15.00	5	6.5	30	Non-Certified	Original	\$14,625.00	

Acct Description	Description																																							
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 212 1031 293">Item</th> <th data-bbox="1031 212 1178 293">Quantity</th> <th data-bbox="1178 212 1293 293">Rate</th> <th data-bbox="1293 212 1392 293">Days</th> <th data-bbox="1392 212 1507 293">Hours</th> <th data-bbox="1507 212 1629 293">Weeks</th> <th data-bbox="1629 212 1780 293">Certified</th> <th data-bbox="1780 212 1906 293">Type</th> <th data-bbox="1906 212 2026 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 293 1031 456">Before and after school tutorial for grades 6-8 in Math and ELA/Reading for targeted Instruction and remediation</td> <td data-bbox="1031 293 1178 456">5</td> <td data-bbox="1178 293 1293 456">\$37.00</td> <td data-bbox="1293 293 1392 456">1</td> <td data-bbox="1392 293 1507 456">1</td> <td data-bbox="1507 293 1629 456">10</td> <td data-bbox="1629 293 1780 456">Certified</td> <td data-bbox="1780 293 1906 456">Original</td> <td data-bbox="1906 293 2026 456">\$1,850.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Before and after school tutorial for grades 6-8 in Math and ELA/Reading for targeted Instruction and remediation	5	\$37.00	1	1	10	Certified	Original	\$1,850.00												
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Classroom Teacher	Science Teacher to reduce class size and for small group instruction.																																							
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="436 607 1178 688">Item</th> <th data-bbox="1178 607 1329 688">Quantity</th> <th data-bbox="1329 607 1451 688">Rate</th> <th data-bbox="1451 607 1556 688">Days</th> <th data-bbox="1556 607 1667 688">Hours</th> <th data-bbox="1667 607 1793 688">Weeks</th> <th data-bbox="1793 607 1919 688">Type</th> <th data-bbox="1919 607 2026 688">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 688 1178 769">Sub For Title I funded Classroom teacher New position</td> <td data-bbox="1178 688 1329 769">1</td> <td data-bbox="1329 688 1451 769">\$19.00</td> <td data-bbox="1451 688 1556 769">7</td> <td data-bbox="1556 688 1667 769">6.5</td> <td data-bbox="1667 688 1793 769">1</td> <td data-bbox="1793 688 1919 769">Original</td> <td data-bbox="1919 688 2026 769">\$865.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Sub For Title I funded Classroom teacher New position	1	\$19.00	7	6.5	1	Original	\$865.00														
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Charter bus	<table border="1"> <thead> <tr> <th data-bbox="436 786 1461 867">Item</th> <th data-bbox="1461 786 1608 867">Quantity</th> <th data-bbox="1608 786 1772 867">Rate</th> <th data-bbox="1772 786 1898 867">Type</th> <th data-bbox="1898 786 2026 867">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 867 1461 980">Medical program approximately 120 students to go to FAU to participate in hands on lab experiences in October</td> <td data-bbox="1461 867 1608 980">1</td> <td data-bbox="1608 867 1772 980">\$2,000.00</td> <td data-bbox="1772 867 1898 980">Original</td> <td data-bbox="1898 867 2026 980">\$2,000.00</td> </tr> <tr> <td data-bbox="436 980 1461 1094">Medical program approximately 120 students to go to FAU to participate in hands on lab experiences in December</td> <td data-bbox="1461 980 1608 1094">1</td> <td data-bbox="1608 980 1772 1094">\$2,000.00</td> <td data-bbox="1772 980 1898 1094">Original</td> <td data-bbox="1898 980 2026 1094">\$2,000.00</td> </tr> <tr> <td data-bbox="436 1094 1461 1208">Medical program approximately 120 students to go to FAU to participate in hands on lab experiences in February</td> <td data-bbox="1461 1094 1608 1208">1</td> <td data-bbox="1608 1094 1772 1208">\$2,000.00</td> <td data-bbox="1772 1094 1898 1208">Original</td> <td data-bbox="1898 1094 2026 1208">\$2,000.00</td> </tr> <tr> <td data-bbox="436 1208 1461 1321">Engineering fieldtrip for approximately 120 students to Florida Memorial University in Miami to visit the Aerospace engineering program in Jan. 2024</td> <td data-bbox="1461 1208 1608 1321">1</td> <td data-bbox="1608 1208 1772 1321">\$2,000.00</td> <td data-bbox="1772 1208 1898 1321">Original</td> <td data-bbox="1898 1208 2026 1321">\$2,000.00</td> </tr> <tr> <td data-bbox="436 1321 1461 1476">Digital Video program approximately 120 students will go to a local television station to get information on careers and video editing. This will take place in November or December</td> <td data-bbox="1461 1321 1608 1476">1</td> <td data-bbox="1608 1321 1772 1476">\$2,000.00</td> <td data-bbox="1772 1321 1898 1476">Original</td> <td data-bbox="1898 1321 2026 1476">\$2,000.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	Medical program approximately 120 students to go to FAU to participate in hands on lab experiences in October	1	\$2,000.00	Original	\$2,000.00	Medical program approximately 120 students to go to FAU to participate in hands on lab experiences in December	1	\$2,000.00	Original	\$2,000.00	Medical program approximately 120 students to go to FAU to participate in hands on lab experiences in February	1	\$2,000.00	Original	\$2,000.00	Engineering fieldtrip for approximately 120 students to Florida Memorial University in Miami to visit the Aerospace engineering program in Jan. 2024	1	\$2,000.00	Original	\$2,000.00	Digital Video program approximately 120 students will go to a local television station to get information on careers and video editing. This will take place in November or December	1	\$2,000.00	Original	\$2,000.00
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<b>Acct Description</b>	<b>Description</b>				
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Digital Graphics students (approximately 120 students) will go to local graphics business to get in field first hand experiences. This trip will take place October/November	1	\$2,000.00	Original	\$2,000.00
	Spanish classes will go during Hispanic Heritage month will go on a local tour in PB County to see historical cultural sites in September/October	1	\$2,000.00	Original	\$2,000.00
	African American Studies Classes will go during African American Heritage Month (February) to local historical cultrual tours to enhance academic lessons	1	\$2,000.00	Original	\$2,000.00

## Action Step: Parent Engagement

Provide educational resources and supports to increase parent engagement, which will support student learning process through content specific parent trainings and workshops.

**Budget Total: \$10,935.70**

<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 parent 2 mailings for Title I trainings 2 per students at 1200 students	2400	\$0.63	Original	\$1,512.00

<b>Acct Description</b>	<b>Description</b>									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Chart paper	12	\$42.99	General Supplies			Original	\$515.88		
	Agendas for 6th grades	450	\$3.50	General Supplies			Original	\$1,575.00		
	Card stock	8	\$12.99	General Supplies			Original	\$103.92		
	pens and pencils	10	\$7.99	General Supplies			Original	\$79.90		
	Refreshments for 3 PFEP trainings 1000 parents total	1000	\$3.00	Program Supplies			Original	\$3,000.00		
	paper for newsletter	10	\$48.00	General Supplies			Original	\$480.00		
	Take home pouches for parents	100	\$4.99	General Supplies			Original	\$499.00		
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Parent support and training during events described in PFEP. 24 certified teachers to provide two (2) parent trainings to include two (2) hours of curriculum hands on training at \$25 per hour.	24	\$25.00	1	2	2	Certified	Original	\$2,400.00	

## Action Step: Professional Development

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

**Budget Total: \$373,918.85**

Acct Description	Description											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 201 1188 293">Item</th> <th data-bbox="1188 201 1346 293">Quantity</th> <th data-bbox="1346 201 1491 293">Rate</th> <th data-bbox="1491 201 1759 293">Supply Type</th> <th data-bbox="1759 201 1896 293">Type</th> <th data-bbox="1896 201 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	ink for data analysis Cartridge 508X/ CF360X (color)	5	\$207.30	Technology	Original	\$1,036.50						
	Chart/Easel Paper	20	\$42.99	General Supplies	Original	\$859.80						
	Binders	40	\$11.99	General Supplies	Original	\$479.60						
	Pocket charts	5	\$28.00	General Supplies	Original	\$140.00						
Card stock	5	\$12.99	General Supplies	Original	\$64.95							
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="422 678 1459 771">Item</th> <th data-bbox="1459 678 1604 771">Quantity</th> <th data-bbox="1604 678 1766 771">Rate</th> <th data-bbox="1766 678 1896 771">Type</th> <th data-bbox="1896 678 2024 771">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Type	Total					
	Item	Quantity	Rate	Type	Total							
	Cambridge International AS/A Level General Paper (8021)   2023-2025 Syllabus   Introductory   Broward, Florida, USA (August TBD) To increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering 5 attendees		1	\$7,585.00	Original	\$7,585.00						
	Cambridge International AS/A Level Global Perspectives and Research (9239)   2023-2025 Syllabus   Introductory   Broward, Florida, USA (August TBD) 2 attendees To increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard.		1	\$3,034.00	Original	\$3,034.00						
Cambridge International AS/A Level Spanish (8022)   2023 Syllabus   Introductory   Miami, Florida, USA (August TBD) 2 attendees To increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for		1	\$3,034.00	Original	\$3,034.00							



Acct Description	Description										
	<b>Item</b>							<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	increased accelerated course enrollment by offering more AICE courses on the masterboard.										
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>		
	ELA/Math/ESE/ELL will Plan with BEST Standards planning for small group instruction	30	\$25.00	1	1	20	Certified	Original	\$15,000.00		
	Science/Soc. Studies/ESE/ELL will Plan hands on-Small group rotation and lab planning and curriculum planning	30	\$25.00	1	1	20	Certified	Original	\$15,000.00		
Travel out-of-state	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	National Youth Advocacy and Resilience Conference March 2024 Savannah ,Ga. This Supports Social & Emotional Skills Fostering social and emotional skills and the social climate for all children and youth Academic Achievement & Leadership Closing achievement gaps and promoting learning for all children and youth. 2 attendees - Principal and Single School Culture Coordinator2 attendees (registration -\$900, transportation -\$1975, lodging \$2500 per diem- \$400)						2	\$5,775.00	Original	\$11,550.00	
Stipends	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>		
	Morning & Afterschool - Trainings for all content areas, Technology, classroom engagement, classroom management common assessments, grading, parent		15	\$25.00	1	1	10	Original	\$3,750.00		

Acct Description	Description							
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	conferences, ELL strategies, ESE support facilitation strategies monthly starting in August .							
Coach	Literacy Coach to work to build capacity of teachers through providing PD and modeling lessons and leading PLCs.							
Coach	Math Coach to work to build capacity of teachers through providing PD and modeling lessons and leading PLCs.							
Single School Culture Coordinator	Single School Culture Coordinator to provide ongoing professional development and data analysis for all teachers, but holding primary responsibility for new teachers and teachers of special areas by: observing instruction, providing routine feedback and support, and implementing an ongoing coaching model; coordinating and leading professional learning communities; using student outcomes data to coordinate instructional planning initiatives and to drive curricular mapping; and, assessing instructional staff professional development needs and providing responsive resources, strategies, and training opportunities to meet those needs.							

## Mission Statement

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

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

## 1. Mission Statement

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

## Involvement of Stakeholders

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

<b>Name</b>	<b>Title</b>
Denise O'Connor	Principal
Kareem Thompson	Assistant Principal
Vikaash Moosai	Assistant Principal
Brandon Hawkins	Assistant Principal
Penni Lee	Assistant Principal
Cameron Simmons	Single School Culture Coordinator
TBD	PTSA-Teacher Lias
TBD	PTSA President

Name	Title
TBD	Business Partner
TBD	SAC Chair

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

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

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

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

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

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

Name	Title
Penni Lee	Assistant Principal
Denise O'Connor	Principal

## Annual Parent Meeting

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

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

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

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

Thursday, September 14, 2023 @ 6:00 PM during our SAC meeting. Meeting will take place in the Media Center and virtually through google meet.

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

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

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

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

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Tools For Engagement

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

This training will provide staff with technological tools that can be used to communicate with parents via the smart suite.

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

Utilization of this program will allow teachers to provide "real time" communication to parents regarding school assignments and assessments.

- What will teachers submit as evidence of implementation?

Lesson plans, comment logs in SIS, print out/transcripts from communications sent.

- Month of Training

August

- Responsible Person(s)

Administration

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD



- What went well with the training

TBD

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

TBD

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

- Name of Training

Best Practices for Inclusion

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

Teachers will be trained on the Universal design for learning. this training will provide teachers a variety of strategies to communicate to our parents of our SWD and ELL subgroups.

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

Teaches will be able to communicate specific strategies for student achievement to the parents of students with unique needs.

- What will teachers submit as evidence of implementation?

Lesson plans, SIS comment logs and communications sent home to students.

- Month of Training

November

- Responsible Person(s)

Administration

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

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## Parent Trainings

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

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Tools for School

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

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

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

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

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

Parents will be able to support students at home with the knowledge of accessing their assignments and ability to communicate to teachers for assistance.

- Date of Training

August

- Responsible Person(s)

Administration

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

500.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

Tools for School

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Parent Data Night

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

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

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

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

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

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

- Date of Training

November

- Responsible Person(s)

Administration

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

500.00

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

- Name of Training

Parent Data Night

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- **Name of Training**

Cougar University

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

Parents will rotate through groups/rooms to learn how to; navigate the SIS Parent gateway, differentiate the standards for Math, Science, ELA, and Civics and how to help students with meeting these through homework checks.

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

Parents will rotate through groups/rooms using computers & smartboards to learn how to; navigate the SIS Parent gateway, differentiate the standards for Math, Science, Civics & ELA, strategies to assist at home.

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

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

- **Date of Training**

February 2024

- **Responsible Person(s)**

Administration

- **Resources and Materials**

TBD



- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

500.00

## 6. Reflection/Evaluation of Training #3

- Name of Training

Cougar University

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

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

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

2022-2023 MVP Case manager assignments, flyers in all languages, MVP Contact sheets, emails, and residency questionnaires

- Frequency

as needed

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

- Name of Agency

City of Boynton Beach

- Describe how agency/organization supports families.

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

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

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

- Frequency

as needed

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

- Name of Agency

Genesis Community Health

- Describe how agency/organization supports families.

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

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

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

- Frequency

Students will be referred for services as needed.

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

system log of request; emails; copies of items sent. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed. Invitations flyers, screenshots

- **Description**

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

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

system log of request; emails; copies of items sent. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- **Description**

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

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

system log of request; emails; copies of items sent. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- Description

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

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

system log of request; emails; copies of items sent. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- Description

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

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

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

## Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

### 3. Families engaged in migratory work

### 4. Families experiencing homelessness

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

## **Other Activities**

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



## 1. Activity #1

### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

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

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

## 1. Building Students' Non-Academic Skills

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

## SBT/MTSS Implementation

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

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

## 1. SBT/MTSS Implementation

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

## Provision of a Well-Rounded Education

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

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

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history,*

*geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

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

electives, students have an opportunity to complete a course selection sheet identifying their interests. Teachers make recommendations for advanced placement.

## **Post-Secondary Opportunities and Workforce Readiness**

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

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

## 1. Post-Secondary Opportunities and Workforce Readiness

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



designed to stimulate artistic creativity through technology rich, project-based learning while simultaneously promoting academic achievement through the study of STEM disciplines.

## Transition From Early Childhood to Elementary School

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

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

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

### 1. Transition to Elementary School

N/A

## Professional Development

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

instructional decisions? Consider:

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

## 1. Professional Development

Congress Middle offers professional development opportunities for teachers both formal and embedded in our Professional Learning Communities (PLCs) and on designated Professional Development Days (PD). Teachers participate in PLCs as well as PD days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as administration. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. A focus for our teachers this year have in the following areas: \* Project Based Learning, \* Arts Integration \* Behavior Supports for Teachers and Paraprofessionals \* CHAMPS for Behavior \* Data Review and utilization for improving instruction \* STEMscopes \* Station Teaching \* Engagement Strategies \* Small Group Instruction \* Content Literacy Once teachers are taught and the items have been modeled for them, they proceed in implementing the strategies in the classroom and then reflecting on its effectiveness.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

### Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Our school's administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, and Word of Mouth. We also have had the opportunity to groom and hire our teacher interns. In order to assist in retaining our teachers, we work hard to implement a successful induction program (described below). Apart from the program each teacher has a designated buddy teacher (team mate) and fabulous department chair. Congress Middle School implements the district's Educator Support Program (ESP) initiative. It is a formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Each new educator has a support team composed of the ESP contact, the mentor, and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher. Mentoring Activities include the following:

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