
Title I Comprehensive Schoolwide Plan
CONNISTON MIDDLE SCHOOL (0541)

ELA

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 ELA. SY23 FAST ELA Results: Grade 6 SY23 PM1 Fall results indicate that 38 % of students scored threshold or above. SY23 PM 2 results show 38 % of students scored threshold or above. Grade 7 SY23 PM1 Fall results indicate that 43 % of students scored threshold or above. SY23 PM 2 results show 38 % of students scored threshold or above. This displays a decrease of 5%. Grade 8 SY23 PM1 Fall results indicate that 46 % of students scored threshold or above. SY23 PM 2 results show 40% of students scored threshold or above. This displays a decrease of 6%. SY22 PBCSD Winter ELA data displayed the following: 6th was 50% proficiency 7th was 48% proficiency 8th was 46% proficiency SY21 PBCSD Winter ELA diagnostic data grade level breakdown was: 6th was 42% proficiency 7th was 45% proficiency 8th was 45% proficiency SY19 FSA ELA data was 45% proficiency. Grade level data break down was: 6th was 40% proficiency 7th was 44% proficiency 8th was 45% proficiency

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

*Vocabulary deficits have impeded students' reading and writing. *Note-taking and essay writing has been a struggle with students. They need support with organization and support. *Incoming Students learning second language have limited vocabulary and language skills. *Students learning a second language often struggle to express themselves if they don't have a full command of that language. *Students reading at various levels. *Deficits with phonemic awareness and phonics skills. *Lack of exposure to various genres and texts. *Student motivation and engagement has been a struggle this year. *Student Absences this year. *Instructors lack mastery of standards and new Test item specifications. *Many instructors are not trained on IB unit plan development. *Many instructors are not trained on AVID strategies.

3. Share possible solutions that address the root causes.

*Literacy Coach *Support Facilitators - Small Group Instruction *Pull-Outs and afterschool tutorials for ELA. *Weekly Grade Level PLCs *Collegial Planning *Supplemental programs to build: endurance, exposure to variety of texts, and text citation instruction. *IXL program to narrow gaps with specific skills or concepts. *Supplemental writing program to boost writing skills. *Continue Saddleback literacy libraries for newcomers/ELL, emergent & early fluency. *Saddleback SLL and Special education literacy library. *Classroom libraries: various genres nonfiction and fiction text. *Phonics Program for ELL students *Oral language program *Vocabulary program and materials. *Novels of various lexile levels. *Audio program to use with the passage as a text. Multimedia. *Writing Process Posters *Organizational materials and supplies for tutorials *Progress Monitoring Technology training for program navigation for students. Student Incentives * Data chats after formative assessments. *Exposure to higher level texts and ebooks. *Literature Circles *PD - Literacy strategies and Writing Strategies. *PD - AVID High Yield Strategies *PD - IB Unit Planning

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

Parent Trainings *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.

To increase the percentage of all students scoring at or below proficiency in ELA. SY23 FAST MATH Results: Grade 6 SY23 PM1 Fall results indicate that 32 % of students scored threshold or above. SY23 PM 2 results show 35 % of students scored threshold or above. This displays an increase of 3%. Grade 7 SY23 PM1 Fall results indicate that 23 % of students scored threshold or above. SY23 PM 2 results show 25 % of students scored threshold or above. This displays an increase of 2%. Grade 8 SY23 PM1 Fall results indicate that 55 % of students scored threshold or above. SY23 PM 2 results show 53% of students scored threshold or above. This displays a decrease of 2%. Algebra Algebra I - 45% proficiency in Midterm. Geometry Geometry - 77% proficiency on Midterm. SY22 PBCSD Winter Math data displayed the following: 6th was 31% proficiency 7th was 26% proficiency 8th was 32% proficiency Algebra I - 62% proficiency in Midterm. Geometry - 79% proficiency on Midterm. SY21 PBCSD Winter Math diagnostic data grade level breakdown was: 6th was 31% proficiency 7th was 28% proficiency 8th was 37% proficiency Algebra I - 53% proficiency in Midterm. Geometry - 61% proficiency on Midterm. SY19 FSA Math data was 50% proficiency. Grade level data break down was: 6th grade - 38% proficiency 7th grade - 32% proficiency 8th grade - 55% proficiency Algebra I - 82% proficiency EOC Geometry - 100% proficiency EOC

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

* Students lacking foundational skills to solve multi-step problems. * Math fluency gaps. *Students read at various levels. Struggling with Math word problems. *Lacking exposure to Various test-taking strategies *Need more time for small group instruction. *Student participation and engagement in class has been a struggle this year. *Instructors lack mastery of standards and new Test item specifications. *Many instructors are not trained on IB unit plan development. *Many instructors are not trained on AVID strategies.

3. Share possible solutions that address the root causes.

* Math Coach * Math Resource Teacher * Support facilitators * 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 *Words Their Way Program *Extended Learning Opportunities *Interactive Notebooks *Co-Teaching *Tutorial programs & Saturday academic sessions *Math Boot Camps during the school day. *Supplemental materials: Math workbooks or test platform *Continue adaptive technology programs to deliver interactive instruction and assist with addressing student learning gaps: IXI, Kami, Screencastify, Flocabulary and Pear Deck. *Add Quizizz SUPER to our instructional program. *Continue Unique Learning for students completing the FSAA assessment. *Math Manipulatives for various units. *Small group instruction & Flexible Grouping. Graphed dry erase boards and dry erase boards. *Implement project-based learning activities. *Calculators needed in the classroom. *Multi-lingual Math Word Wall *Cognate Posters *Math Content Process Posters *Large Easels/table easels for small group instruction *Organizational materials and supplies for tutorials *Technology training for program navigation for students. *Progress Monitoring *Student Incentives *Parent Workshops on FSA and EOC *Collaborative planning sessions for unit development. *AVID professional development training. *AVID high yield strategies *IB professional development training.

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 FSA 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. SY23 PBCSD Winter diagnostic achievement level is 36% in Science. SY22 PBCSD Winter diagnostic achievement level is 37% in Science. SY21 PBCSD Winter diagnostic achievement level is 48% in Science. SY19 SSA Science data was 39% proficiency.

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

*Three year cumulative assessment. Students lack foundational and content knowledge from previous grade levels. *Timeframe for filling content gaps from previous grade levels. *Students lack test-taking strategies. *Students are not deconstructing question stems. *Students have limited exposure to content area readings in science. *Students lack skills in paraphrasing and summarizing. *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 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. *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. *Implementing differentiated groups has been a struggle this year. *Students do not grasp intangible concepts such as cells, convection and other scientific concepts that require more experience and breadth of knowledge. *Students lack opportunities to develop higher order questions or make connections between ideas. *Teachers lack literacy training. *Science vacancy in 6th grade this year *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.

3. Share possible solutions that address the root causes.

* Science Coach * Support facilitators for small group instruction * Supplemental workbooks - HMH *Science classroom libraries *Science adaptive technology program for reading and vocabulary development. *IXL or Study Island program to build reading comprehension skills. *Flocabulary, Peardeck, Nearpod, Quizlet and Kami. *Continue Gizmos for science simulations. *Purchase Word Wall to help build Science vocabulary. *Science manipulatives for abstract concepts. *Science Lab materials *Microscopes *3D models and manipulatives for concepts. *Vocabulary supplemental materials *Cognate Posters *Heritage Dictionaries *Sciencesaurus *Mult-lingual Word Wall *Small group instruction: dry erase boards *Bell Ringers, Exit Tickets and pacing calendars. *Vocabulary fluency activities and review daily. *Essential labs and virtual labs to expose to scientific inquiry and the scientific method. *Tutorial programs *Data Driven PLCs *PD on literacy strategies: marking the text, anchor charts, test-taking strategies. *PD on AVID strategies *PD on IB unit planning *PD Science concepts *PD Literacy strategies

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. SY23 FSA EOC Winter diagnostic achievement level is 46% in Civics. SY22 FSA EOC Winter diagnostic achievement level is 49% in Civics. SY21 FSA EOC Winter diagnostic achievement level is 42% in Civics. SY19 FSA EOC Civics data was 64% proficiency.

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

*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. *Difficulty with reading comprehension and citing textual evidence *Deficiencies in academic vocabulary *Students reading at various reading levels. * Major gaps with reading comprehension and citing textual evidence. * Student lack test-taking strategies. *Core curriculum does not completely align to state assessment. *Teachers lack literacy training. Not aware of Lexile levels of students. *Teachers have not been trained on IB. *The majority of our teachers have not been trained in AVID.

3. Share possible solutions that address the root causes.

*Supplemental Workbook: American Gateway to Government * Study Island, Kahoot, Flocabulary, Nearpod, Kami, Screencastify and ICivics.
*Vocabulary supplemental materials *Audiobooks & Audio programs *Dictionaries *Classroom libraries *Supplemental posters, including maps that can be written on and anchor-chart/informational posters *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
*Adaptive technology program that helps increase student fluency and vocabulary and comprehension for all students. *Additional computer chargers
*Current Event/New Material *Words Their way supplemental materials *Local Speakers for election process *Field Trips to extend student learning with lessons/units. *Project based-learning *Interactive word walls and notebooks *Readers Theater/roleplay/simulation platforms or materials to increase student engagement with various concepts. *Online subscriptions: Blooket, Quizlet, Nearpod, Kahoot!, IXI, CommonLit, Flocabulary, SAM (lexile testing platform) *PD Data tracking and data chats *PD - AVID high Yield Strategies *PD - IB Unit Planning Development *PD- Literacy Strategies *PD - Social Studies Concepts

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. SY19 performance data was at 81% proficiency.

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

* Vocabulary Deficits * Lack of Math fluency * Limited test-taking strategies and knowledge of test-taking platforms. * Students reading at various reading levels. * Not attending tutorials or participating in PAPER tutorials. * New teacher for CIW course. *College Tours

3. Share possible solutions that address the root causes.

*Math Coach *Data Driven PLCs *Tutorial programs *Academic Bootcamps *Differentiation Strategies. *Test Platform with question banks. *Small group instruction *Data chats *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.

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: \$566,582.39

Acct Description	Description								
Out-of-system Subs	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total
	Subs for Four Classroom Teachers		4	\$16.00	7	7	1	Original	\$3,136.00
Classroom Teacher	<p>ELA - Grade 6 - Classroom instructor plans develops and implements standards-based unit plans, lesson plans, activities homework, tests, and programs for students. Assesses students' progress informally and formally to identify and determine strengths and opportunities with specific concepts or skills. Creates and implements remedial activities to address task demands to meet grade-level standards. Communicates with parents/guardians about student progress throughout the school year.</p>								
Computer HW; non-cap	Item					Quantity	Rate	Type	Total
	Color Laser Jet Printers - Student Data Chats					4	\$900.00	Original	\$3,600.00
Chromebook Chargers - Students to charge at school their computers.					200	\$36.00	Original	\$7,200.00	
Extra Periods	<p>Extra Period Supplement - ELA (2 staff - Grades 6 & 7), Math (2 staff - Grades 6 & 8), Science (1 Staff - Grade 8) and Social Studies (1 Staff - Grade 7) Reduce class size ratio, differentiate instruction and implement small group workstations.</p>								
Classroom Teacher	<p>Math - Grade 7 - Classroom instructor plans develops and implements standards-based unit plans, lesson plans, activities homework, tests, and programs for students. Assesses students' progress informally and formally to identify and determine strengths and opportunities with specific concepts or skills. Creates and implements remedial activities to address task demands to meet grade-level standards. Communicates with parents/guardians about student progress throughout the school year.</p>								
Charter bus	Item					Quantity	Rate	Type	Total
	"Keiser University - 6th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important					2	\$900.00	Original	\$1,800.00

Acct Description	Description																								
	<table border="1"> <thead> <tr> <th data-bbox="443 203 1486 277">Item</th> <th data-bbox="1486 203 1638 277">Quantity</th> <th data-bbox="1638 203 1774 277">Rate</th> <th data-bbox="1774 203 1906 277">Type</th> <th data-bbox="1906 203 2026 277">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 277 1486 375">questions: scholarships financial aid, courses, class sizes, programs and campus life. "</td> <td data-bbox="1486 277 1638 375"></td> <td data-bbox="1638 277 1774 375"></td> <td data-bbox="1774 277 1906 375"></td> <td data-bbox="1906 277 2026 375"></td> </tr> <tr> <td data-bbox="443 375 1486 570">"Florida international University - 7th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. "</td> <td data-bbox="1486 375 1638 570">2</td> <td data-bbox="1638 375 1774 570">\$900.00</td> <td data-bbox="1774 375 1906 570">Original</td> <td data-bbox="1906 375 2026 570">\$1,800.00</td> </tr> <tr> <td data-bbox="443 570 1486 764">"University of Central Florida - 8th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. "</td> <td data-bbox="1486 570 1638 764">2</td> <td data-bbox="1638 570 1774 764">\$900.00</td> <td data-bbox="1774 570 1906 764">Original</td> <td data-bbox="1906 570 2026 764">\$1,800.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	questions: scholarships financial aid, courses, class sizes, programs and campus life. "					"Florida international University - 7th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. "	2	\$900.00	Original	\$1,800.00	"University of Central Florida - 8th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. "	2	\$900.00	Original	\$1,800.00				
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Classroom Teacher	Science - Grade 8 - Classroom instructor plans develops and implements standards-based unit plans, lesson plans, activities homework, tests, and programs for students. Assesses students' progress informally and formally to identify and determine strengths and opportunities with specific concepts or skills. Creates and implements remedial activities to address task demands to meet grade-level standards. Communicates with parents/guardians about student progress throughout the school year.																								
Classroom Teacher	Social Studies - Grade 8 - Classroom instructor plans develops and implements standards-based unit plans, lesson plans, activities homework, tests, and programs for students. Assesses students' progress informally and formally to identify and determine strengths and opportunities with specific concepts or skills. Creates and implements remedial activities to address task demands to meet grade-level standards. Communicates with parents/guardians about student progress throughout the school year.																								
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="443 1313 1486 1404">Item</th> <th data-bbox="1486 1313 1638 1404">Quantity</th> <th data-bbox="1638 1313 1774 1404">Rate</th> <th data-bbox="1774 1313 1906 1404">Type</th> <th data-bbox="1906 1313 2026 1404">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1404 1486 1542">"IXL Learning Program - 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</td> <td data-bbox="1486 1404 1638 1542">1200</td> <td data-bbox="1638 1404 1774 1542">\$20.11</td> <td data-bbox="1774 1404 1906 1542">Original</td> <td data-bbox="1906 1404 2026 1542">\$24,132.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	"IXL Learning Program - 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	1200	\$20.11	Original	\$24,132.00														
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Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Analytics to give teachers everything they need to differentiate instruction and help students grow. " - ELA/Math/Social Studies/Science - Grades 6-8				
	Near Pod - gives students opportunities for interaction and immediate feedback. This platform helps students review key learning concepts by watching videos, reviewing notes, or taking their own notes. Let kids design their own slideshows and teach each other. Incorporate social and emotional learning (SEL) and digital citizenship skills with pre-created lessons on empathy, cyberbullying, or Internet safety. - ELA/Math/Social Studies/Science - Grades 6-8	1200	\$6.15	Original	\$7,380.00
	"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. " - ELA/Math/Social Studies/Science - Grades 6-8	1200	\$2.85	Original	\$3,420.00
	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. - Science Grades 6-8	1200	\$4.42	Original	\$5,304.00
	Unique Learning System/LSkills/News2You: is a cumulative program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. From one convenient, cloud-based platform. This platform provides educators differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. Students will be provided consistent high-quality instruction, a motivating	1	\$4,399.80	Original	\$4,399.80

Acct Description	Description									
	Item	Quantity	Rate	Type	Total					
	interactive learning environment, engaging symbol support and a path to independence - ESE/ELA/Math/Social Studies/Science - Grades 6-8									
	Kahoot Program - Kahoot Pro will allow teachers to co-create, edit and share standard-based learning games together with other teachers within their department in the effort of increasing student engagement and achievement. This platform will provide opportunities for collaboration on content and student data analysis. - Social Studies - Grades 6-8	13	\$108.00	Original	\$1,404.00					
	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. - - ESE/ELA/Math/Social Studies/Science - Grades 6-8	1	\$3,888.00	Original	\$3,888.00					
	"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. " - ESE/ELA/Math/Social Studies/Science - Grades 6-8	1	\$3,700.00	Original	\$3,700.00					
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	AVID/ALL CONTENT AREAS - 8/4/23 - 6/6/24	3	\$15.00	5	7	38	Non-Certified	Original	\$59,850.00	
Supplies	Item	Quantity	Rate	Supply Type				Type	Total	
	HMH Science Workbooks - 8th Grade	480	\$15.00	Instructional Materials				Original	\$7,200.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Post It Sticky White (no lines) pk of 6	30	\$119.99	General Supplies	Original	\$3,599.70
	Letter Tracking workbook	20	\$22.00	Instructional Materials	Original	\$440.00
	Scholastic Magazines - Jr. Scholastic	30	\$11.82	Instructional Materials	Original	\$354.60
	Patriotic Documents Civics Lessons	4	\$17.99	Instructional Materials	Original	\$71.96
	Erasers - 3 count	300	\$1.69	General Supplies	Original	\$507.00
	Flash Cards Vowels and Vowels Teams	3	\$8.38	Manipulatives	Original	\$25.14
	Pre-Alg Bingo	8	\$13.95	Manipulatives	Original	\$111.60
	2 Inch Binder - 4 PK White	10	\$46.99	General Supplies	Original	\$469.90
	Sharpies	60	\$9.99	Technology	Original	\$599.40
	Attribute Blocks 120 piece ST School Smart	5	\$27.25	Manipulatives	Original	\$136.25
	Links Six Color- Set 1000	3	\$36.95	Manipulatives	Original	\$110.85
	Black Pens- 60	75	\$4.99	General Supplies	Original	\$374.25
	2 Gallon Bags - Student Collaborative Workstations	15	\$51.00	Manipulatives	Original	\$765.00
	Tracing paper 1000 pk	10	\$8.03	General Supplies	Original	\$80.30
	Color Pencils (12)	100	\$3.79	General Supplies	Original	\$379.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Presentation boards (24 pack)	20	\$144.89	General Supplies	Original	\$2,897.80
	CALCULATOR SCIENTIFIC TI-30XA 30XA/TBL/1L1	250	\$10.29	Manipulatives	Original	\$2,572.50
	Math Bingo	4	\$54.95	Manipulatives	Original	\$219.80
	Pencil Pouches 1 count	700	\$3.40	General Supplies	Original	\$2,380.00
	Post It Sticky Poster Grid Paper pk of 4	25	\$123.99	General Supplies	Original	\$3,099.75
	Social Studies Posters	11	\$35.99	Instructional Materials	Original	\$395.89
	Copy Paper White	47	\$35.00	General Supplies	Original	\$1,645.00
	3 hole punch Plastic Folder pack 36	50	\$44.99	General Supplies	Original	\$2,249.50
	Blue Tape - PBL indoor activities	25	\$23.99	Manipulatives	Original	\$599.75
	Grab and Go Pack Theme Social Emotional Learning grade 8	2	\$26.95	Instructional Materials	Original	\$53.90
	Pens (60 ct.)	40	\$6.99	General Supplies	Original	\$279.60
	Scotch Tape	2	\$19.99	General Supplies	Original	\$39.98
	Scholastic Magazines - Que Tal	85	\$8.25	Instructional Materials	Original	\$701.25
	Clear Protector Sheet- 200 count	100	\$17.01	General Supplies	Original	\$1,701.00
	Social Stories- Language Arts Program	2	\$189.99	Classroom Libraries	Original	\$379.98

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Blue Pens- 60	75	\$4.99	General Supplies	Original	\$374.25
	Scotch Double-Sided Adhesive Roller	3	\$3.39	Original	\$10.17	
	Glue Sticks- Pack of 30	80	\$14.99	General Supplies	Original	\$1,199.20
	Social Stories- Language Arts Program	1	\$189.99	Instructional Materials	Original	\$189.99
	Constitutional Amendment Sort	4	\$12.99	Manipulatives	Original	\$51.96
	Large Sharpies	2	\$27.99	General Supplies	Original	\$55.98
	Flip Chart Markers - 8 count increase by 10	30	\$9.99	General Supplies	Original	\$299.70
	Match and Sort Social Emotional	2	\$27.59	Manipulatives	Original	\$55.18
	Small Pencils	5	\$15.69	General Supplies	Original	\$78.45
	Masking Tape 12 ct	2	\$32.19	General Supplies	Original	\$64.38
	Super Sticky Big Notes	29	\$8.39	General Supplies	Original	\$243.31
	Color Pencil Set	2	\$51.39	General Supplies	Original	\$102.78
	Correction Fluid 12Pk	2	\$12.49	General Supplies	Original	\$24.98
	Dictionary - Spanish-English	3	\$105.90	Classroom Libraries	Original	\$317.70
	Expo Markers	5	\$36.99	General Supplies	Original	\$184.95
	Pocket Chart Stop Light	5	\$25.21	Manipulatives	Original	\$126.05

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	DBQ Activities Printed WorkBook	1	\$36.99	Instructional Materials	Original	\$36.99
	Pencils	75	\$8.99	General Supplies	Original	\$674.25
	Pencils Pre-sharpened - 144	44	\$22.39	General Supplies	Original	\$985.16
	Magnetic Fraction Apples	5	\$30.82	Manipulatives	Original	\$154.10
	Ancient Civilizations Pack Workbooks	3	\$17.99	Instructional Materials	Original	\$53.97
	Student Planners	1350	\$3.91	General Supplies	Original	\$5,278.5
	Spiral Notebooks	100	\$7.34	General Supplies	Original	\$734.00
	Student clipboards - Science & Math Labs	180	\$9.00	General Supplies	Original	\$1,620.0
	BIC Wite-Out EZ CORRECT Correction Tape	3	\$21.49	General Supplies	Original	\$64.47
	Ultra fine Sharpies	60	\$14.85	General Supplies	Original	\$891.00
	Shape it! Sand Refill 20LBS White	3	\$57.22	Manipulatives	Original	\$171.66
	Social Emotional Learning Gr-4-6	2	\$13.66	Instructional Materials	Original	\$27.32
	Clear tape - PBL indoor activities	5	\$20.40	Manipulatives	Original	\$102.00
	INK - Black/Blue/Yellow/Magenta	12	\$80.00	Technology	Original	\$960.00
	Gateway to American Government Workbooks - Civics	114	\$17.95	Instructional Materials	Original	\$2,046.3

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Greek and Roman Civilizations Workbooks	3	\$13.99	Instructional Materials	Original	\$41.97
	Alg 1 Bingo	8	\$13.95	Manipulatives	Original	\$111.60
	Crayons And Washable Markers Class pack	2	\$110.89	General Supplies	Original	\$221.78
	Leveled Texts- Set of 6 Workbooks	1	\$233.73	Instructional Materials	Original	\$233.73
	Highlighters - 12pk	75	\$13.27	General Supplies	Original	\$995.25
	Forms of Government Printed Activity Book	2	\$32.99	Instructional Materials	Original	\$65.98
	Classroom Elections Kit	4	\$19.99	Manipulatives	Original	\$79.96
	Hands On History Set- Print WorkBooks	1	\$114.99	Instructional Materials	Original	\$114.99
	Color Copy Paper (10 cases each) Gold, Green, Blue, Pink, Yellow	9	\$38.00	General Supplies	Original	\$342.00
	AngLegs CR Kit 6 sets	3	\$79.99	Instructional Materials	Original	\$239.97
	Shipping	1	\$24.66	General Supplies	Original	\$24.66
	Anchor charts Alg 1	4	\$26.05	General Supplies	Original	\$104.20
	Post It Sticky Poster (lined) pk of 4	30	\$126.99	General Supplies	Original	\$3,809.7
	Sharpie	35	\$34.59	General Supplies	Original	\$1,210.6

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dry-Erase Markers (36 ct)	75	\$15.29	General Supplies	Original	\$1,146.75
	The Big Book of World History Simulations - Workbooks	1	\$42.99	Instructional Materials	Original	\$42.99
	TI-30Xa Scientific Calculator	200	\$11.79	Manipulatives	Original	\$2,358.00
	Earbuds	2264	\$1.19	Technology	Original	\$2,694.16
	Scissors	8	\$35.59	General Supplies	Original	\$284.72
	Brand Pink Bevel Erasers	11	\$9.99	General Supplies	Original	\$109.89
AV materials; non-cap	Item	Quantity	Rate	Type	Total	
	Map First Map and Globe Class Pack	2	\$466.62	Original	\$933.24	

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: \$9,772.41

Acct Description	Description						
Computer HW; non-cap	Item			Quantity	Rate	Type	Total
	Color Laserjet Printer for Sending data home to parents & Flyers			1	\$900.00	Original	\$900.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Sticky Yellow Easel Pads- Pack of 4		1	\$74.99	General Supplies	Original	\$74.99
	LightSwitch Parent Guide/Pamphlets		1	\$1,050.00	Program Supplies	Original	\$1,050.00
	Sharpies Flip Chart Markers - Pack 8		7	\$9.99	General Supplies	Original	\$69.93
	Highlighters		3	\$13.27	General Supplies	Original	\$39.81
	Color Copy Paper: 4 Cases -Pink, Blue, Green, Yellow		4	\$38.00	General Supplies	Original	\$152.00
	Cardstock Astrobright - Terra Green, yellow, Blue, Pink		15	\$22.00	General Supplies	Original	\$330.00
	File Folders 100 count		7	\$32.00	General Supplies	Original	\$224.00
	Shipping		1	\$4.73	General Supplies	Original	\$4.73
	2 Inch Binder - 4 PK White		1	\$46.99	General Supplies	Original	\$46.99
	Pens - 36 Pack		2	\$42.99	General Supplies	Original	\$85.98
	White Copy Paper: 1 Case		14	\$35.00	General Supplies	Original	\$490.00
	Post-It Pop-Ups - 18 pads		2	\$35.00	General Supplies	Original	\$70.00
	Ink: Black, Blue, Yellow, Magenta		15	\$80.00	Technology	Original	\$1,200.00
Scotch tapes		2	\$20.99	General Supplies	Original	\$41.98	

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	FSAA Night - Parents will be provided information, support and resources to implement evidence-based 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.	2	\$25.00	1	4	1	Certified	Original	\$200.00
	B.E.S.T. ELA/SSA/Civics Night - Training parents and families will be able to successfully learn the activities that are implemented across all disciplines to build fluency, vocabulary, language, literacy and math skills. They will be able to navigate the Quizizz and Blooket System.	8	\$25.00	1	5	1	Certified	Original	\$1,000.00
	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. The parent will learn about resources on the BEST/FAST portal. They will receive school resources and activities to implement at home to increase their child's performance across all disciplines. Student growth will increase by all stakeholders being aware of the resources available to them for the school year.	3	\$25.00	1	5	1	Certified	Original	\$375.00

Acct Description	Description				
Postage	Item	Quantity	Rate	Type	Total
	Newsletters - Monthly newsletters mailed home to families	5000	\$0.58	Original	\$2,900.00

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: \$67,583.95

Acct Description	Description				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	AVID Summer Path Training, Orlando - Dates to be Determined. 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 successfully prepare for college and careers. (Registration \$950, Transportation \$200, Lodging \$700, Per Diem \$108).	10	\$1,958.00	Original	\$19,580.00
	IB Programme Training-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 (Registration \$1,125, Transportation \$125, Lodging, \$550, and Per Diem \$108)	5	\$1,908.00	Original	\$9,540.00

Acct Description	Description										
	Item						Quantity	Rate	Type	Total	
	AVID National Conference-The AVID National Conference event would be attended by the School Leaders throughout the globe. The conference would discuss topics such as determination of the results of research and development related with the field of Research, and Evaluation for College Readiness. (Registration \$1250, Transportation \$200, Lodging \$700, and Per Diem \$108)						2	\$2,258.00	Original	\$4,516.00	
Teacher Collaboration	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Science - Grades 6th - 8th;SSA Unit Plan Development/ Lesson Plans/Activities.			3	\$25.00	2	2	10	Certified	Original	\$3,000.00
	ELA - Grades 6th - 8th;B.E.S.T. Unit Plan Development/ Lesson Plans/Activities.			3	\$25.00	2	2	10	Certified	Original	\$3,000.00
	Social Studies- Grades 6th - 8th; EOC Unit Plan Development/ Lesson Plans/Activities.			3	\$25.00	2	2	10	Certified	Original	\$3,000.00
	Math - Grades 6th - 8th; B.E.S.T. /EOC Unit Plan Development/ Lesson Plans/Activities.			3	\$25.00	2	2	10	Certified	Original	\$3,000.00
Supplies	Item					Quantity	Rate	Supply Type	Type	Total	
	Ink: Black, Blue, Yellow, Magenta					15	\$100.00	Technology	Original	\$1,500.00	
	Copy Paper: 1 Case White					15	\$35.00	General Supplies	Original	\$525.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Color Copy Paper: (3 Cases per Color) Gold/Yellow/Green/Pink/Blue	20	\$38.00	General Supplies	Original	\$760.00
	Astrobright - Various Colors	10	\$22.00	General Supplies	Original	\$220.00
	Post-It Pop-Ups - 18 pads	5	\$35.00	General Supplies	Original	\$175.00
	Cambridge Notebook	5	\$14.00	General Supplies	Original	\$70.00
	Sticky White Easel Pads - Pack of 2	5	\$43.00	General Supplies	Original	\$215.00
	Chart Paper - Graph	5	\$20.99	General Supplies	Original	\$104.95
	File Folders 100 count- Various Colors	5	\$32.00	General Supplies	Original	\$160.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Color Laserjet Printer for Data-driven PLCs	2	\$900.00	Original	\$1,800.00	
Travel out-of- state	Item	Quantity	Rate	Type	Total	
	NABE Conference - 3/27/24 - 3/30/24. 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	2	\$3,144.00	Original	\$6,288.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	school (Registration \$1300, Transportation \$700, Lodging \$ 1000, Per Diem \$144).				
	National Youth Advocacy & Resilience Conference - 3/5 - 3/8. The goal of the conference is to learn strategies to address learning loss, teach SEL competencies, support discipline, transform school culture, and develop trauma-informed and culturally responsive systems. (Registration \$1250, Transportation \$700, Lodging \$1000, Per Diem \$144)	2	\$3,094.00	Original	\$6,188.0

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 increase active participation, communication and collaboration between parents and schools. We believe that parents, schools, families, and communities working together will create meaningful partnerships that lead to gains in student 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.)

Name	Title
Principal	TBA
Michelle Reyes	Assistant Principal
Derwin Gatlin	Assistant Principal
Javier Ortolaza	Assistant Principal
Eric Fasone	AVID/IB Coordinator
Kevin Mora	Community in Schools/Business Partnership
Jeremy Barahona	Positive Youth Impact/Community Partnership
Tadeje Snoj	Parent
Kelli Roads	Parent
Deborah McWatt	School Counselor
Danielle Hernanadez	School Counselor
Paulina Parraga	School Counselor
Charisma Culmer	Student

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

The school advisory council meets once per month and is responsible for the development, review, and implementation of Title I programs. Elections for the selection of each committee member is conducted in September of each school year. Each parent and committee member will be notified of council voting results through notices and/or newsletters electronically and through correspondence sent home with students.

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

The primary function of our plan involves input from all stakeholders to be active participants in the assessment of needs, development of priorities, and identification, and use of resources. CNA meetings were conducted in January 2022, of the previous school year to gather stakeholder input in the preparation of our parent family engagement plan, Parent-School Compact, and parental involvement budget for the 2022-2023 school year. Recording templates, surveys, and meeting notes were used to develop drafts of the PFEP and Compact for this school year. The primary function of our plan involves input from all stakeholders to be active participants in the assessment of needs, development of priorities, and identification, and use of resources. CNA meetings were conducted in February 2023, of the previous school year to gather stakeholder input in the preparation of our parent family engagement plan, Parent-School Compact, and parental involvement budget for the 2023-2024 school year. Recording templates, surveys, and meeting notes were used to develop drafts of the PFEP and Compact for this school year. Title I items will be shared during SAC/PTO meetings to review, monitor, and improve SWP & PFEP. We will keep meeting minutes for review as a committee. We will use parent training evaluations, stakeholder input meetings, and surveys to evaluate our progress throughout the school year. This system will be ongoing to evaluate our system plan and its effectiveness based on available data. SAC Meetings will be held on the third Tuesday of the 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.

Based on the stakeholder input meetings, SAC meetings, and survey results utilized to enlist, promote, and support greater interaction between school and community for the development of the SY23 PFEP. Our stakeholders decided to utilize Title I funds for postage, teacher presenters for parent workshops, childcare for parents attending workshops, and materials to develop interactive activities to build parent capacity during the school 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?

September 7, 2023 at 5:30 p.m., 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.).

School Website, Parent Link Message, Marquee, PA announcements, 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 FY24 PFEP summary and FY24 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

Building Relationships Based on Trust through SLL practices

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

Participants will learn specific skills for Learning & Life (SLL) that lead to youth and adults in the effort of achieving academic, post-secondary, career and life success. The SLL skill and strategies will strengthen teaching and learning of academic content, build confidence, supports mental health, and enable youth and families to overcome challenges.

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

Instructors will learn the SLL competencies that adults need in order to manage stress and create a safe and supportive school-to-home environment. School community will learn how to apply the skills and mindsets that adults need to effectively embody, teach, model and coach SLL for parents to build strong relationships with their children. Instructors and parents will be able to self-reflect on their overall well-being and emotional state and mindfully model SLL skills for their children.

- What will teachers submit as evidence of implementation?

Agenda Sign-In Sheet Presentation

- Month of Training

October 2023

- Responsible Person(s)

*Guidance Department *Behavior Coach *Graduation Coach *Michelle Reyes

2. Reflection/Evaluation of Training #1

- Name and Brief Description

SY24

- Number of Participants

SY24

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

SY24

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

on

- How do you know?

SY24

- What went well with the training

SY24

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

SY24

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Conducting High Impact Parent Conferences

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

Instructors will implement evidence-based strategies, provide resources, behavior/academic data reports and feedback that will empower parents to take an active role in their children's learning journey this school year.

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

*Parents will be provided a pathway to monitor student performance across all disciplines at home. *Parents will be able to help students develop a growth mindset towards academic and behavioral goals.

- What will teachers submit as evidence of implementation?

*Instructors were provided a reference document to prepare for successful parent conferences.

- Month of Training

December 2023

- Responsible Person(s)

*Guidance Department *Behavior Coach *Graduation Coach *Michelle Reyes

4. Reflection/Evaluation of Training #2

- Name and Brief Description

SY24

- Number of Participants

SY24

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

SY24

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

on

- How do you know?

SY24

- What went well with the training

SY24

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

SY24

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

FSAA Parent Workshop

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

During this workshop we will provide participants with information about the approaching Florida Alternative Assessment, achievement levels, and task demands that are administered. Training will consist of exposure to the Unique Learning platform to build a strong home to school connection on the performance tasks skills required for each grade level.

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

Parents will be able to navigate the Unique learning portal for tested areas. Each participant will learn user-friendly ways to monitor their child's progress at home. They will learn how to use a literacy and math strategy implemented during the school day at home successfully to reinforce concepts.

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

Parents will be informed and feel comfortable implementing user-friendly performance-based tasks with their children. Concepts will be reinforced at home to improve student outcomes across all disciplines.

- Date of Training

October 2023

- Responsible Person(s)

ESE Coordinator, Instructional Coaches. Teachers and Administrators

- Resources and Materials

*Unique Learning Pathway Reference Document *Sample Performance Tasks activities across all disciplines *Token Board

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

None

2. Reflection/Evaluation of Training #1

- Name of Training

FSAA Parent Workshop

- Number of Participants

SY24

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

SY24

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

on

- How do you know?

SY24

- What went well with the training?

SY24

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

SY24

3. Parent and Family Capacity Building Training #2

- Name of Training

Successful Strategies for EOC Math Assessments

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

During this workshop we will provide participants with information about the approaching Florida End-of-Course Assessment, achievement levels, and task demands that are administered. Participants will learn Math brain dump strategies, successfully navigate the Math Nation platform and utilize school resources to help their children prepare for approaching EOC Math Assessments.

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

Parents will have an opportunity to navigate the FAST portal, Algebra nation and math nation. They will be exposed to Paper tutorials so their child can utilize tutorial services at home. Additionally, they will participate in Quizizz or Blooket activity as a comprehension check.

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

Parents will gain knowledge of Algebra and Geometry strategies to increase Math performance on approaching FSA EOC Math assessments. The parent will learn about resources on the FSA portal, receive school resources and activities to implement at home to increase their child's performance across all disciplines.

- Date of Training

November 2023

- Responsible Person(s)

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

None

4. Reflection/Evaluation of Training #2

- Name of Training

Successful Strategies for EOC Math Assessments

- Number of Participants

SY24

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

SY24

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

on

- How do you know?

SY24

- What went well with the training?

SY24

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

SY24

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?

During this workshop we will provide participants with information about the approaching Florida Assessment Student Thinking, achievement levels, and task demands that are administered to help support student learning at home. Parents will be able to access resources, see sample tests, and practice using some prep materials. Parents and students will walk away with an understanding of their individual testing expectations, the free resources available to them and need to practice and prepare for upcoming testing days.

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

Parents will participate in activities across all content areas in digital and traditional format. The activities will help reinforce concepts that are taught during the school day. Facilitators will provide timely and descriptive feedback, test-taking tips and resources.

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

Parents will gain knowledge on ways to support their children at home with content and test-taking strategies. Parents will learn about resources on the FAST portal. They will receive school resources and activities to implement at home to increase their child's performance across all disciplines. Student growth will increase by all stakeholders being aware of the resources available to them for the school year.

- Date of Training

December 2023

- Responsible Person(s)

*Instructional Coaches *Teachers *Administrators

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

None

6. Reflection/Evaluation of Training #3

- Name of Training

FAST/SSA/EOC Civics Night

- Number of Participants

SY24

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

SY24

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

on

- How do you know?

SY24

- What went well with the training?

SY24

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

SY24

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.

-School Artifacts -Correspondence to school community -Resources provided to families

- Frequency

* 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 on our campus during the week to work with students and families that are experiencing hardships or barriers within the home (McKinney-Vento). He will work with a target population (50 students) in grades 7th and 8th on goal-setting in academics and monitor their progress throughout the school year. Our graduation coach will be in communication with parents to share academic and behavior goals developed with their children for the school year. Their progress is monitored individually, or in a small group setting. Parents will receive information during quarterly checkpoints and throughout the school year. 1. Monitoring student academics to prevent course failures. Communicate with parents on student progress in specific courses or course load. 2. Collaboration with school counselors in reference to early warning signs: student attendance, disciplinary infractions and progress within specific courses. 3. Participant on MTSS and Child Study Team.

- 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.

- Frequency

* Quarterly * Ongoing

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

- Name of Agency

Chrysalis Health

- Describe how agency/organization supports families.

Behavioral healthcare organization offering mental health & substance abuse services to adolescents and their families.

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

-Conference Notes -Referrals

- Frequency

*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 are informed via Newsletters, Parent Link, Marquee announcements, school website, flyers, and SAC meetings on tutorial programs, parent workshops, ELL leadership meetings and other school events. Communication is sent out in multiple languages.

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

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

• Description

Title I Newsletter, SIS, school website, will provide updates to parents on student academic progress. Parentlink emails and automated calls give updates of events that are happening at school. Teachers communicate with parents regarding academic progress via Progress Reports at mid-point 4.5 weeks into each 9-week term, by report card at the end of each 9 weeks. Diagnostic assessment results are sent home as soon as available. School communication is offered in the family's home language. Instructors provide parents with information about the curriculum and grade level student proficiency levels during open house and Title I parent workshops.

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

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

• Description

Families are informed of academic assessments during Open House, Title I Annual Meeting, Title I parent workshops, SIS, school website postings, parent link messages.

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

-Meeting Agenda -Presentation

- Description

Title I Newsletters, Parent Link, Marquee announcements, school website, parent conferences, and SAC on Open house, Title I family events, and parent workshops. There is ongoing communication with staff via email and correspondence in mailboxes when there is a need to provide or increase communication between school and community.

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

Screenshots of correspondence are sent in multiple languages.

- Description

We conducted our SY23 CNA meetings in January - February 2023, of the previous school year to determine appropriate times to host parent training. Based on the feedback and participation rates. We will flex our meeting times to accommodate parent schedules.

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

Invitations and Screenshots of correspondence are sent in multiple languages.

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 always available when families come on campus, attend meetings or participate in parent workshops. Our Title I school correspondence is provided in both English and Spanish to accommodate all school community members. Bii-lingual flyers, Parent link, and automated phone calls are disbursed in student 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 accessible to parents with disabilities, these are venues for parent involvement events. We have team members available to assist parents during school events, IEP meetings, or parent conferences. A facilitator or Interpreter will be provided for participants in need of accommodations. Our guidance department will generate a list of parents experiencing these circumstances. A secretary will contact these parents to schedule transportation and childcare if needed.

- 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

There is a Migrant Student designee at school, and as relevant information arrives, the students are given the information in appropriate languages to reach the parents. The ESOL Department encourages participation in the Parent Leadership Council meetings, and flyers are sent home language. The main goal of our campus is to remove barriers and ensure that Migrant families have access to educational services regardless of their situation. We provide the following to our families: CMS t-shirts, school supplies and connections to community agencies that can assist with specific needs. We offer transportation to school events if requested.

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

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

- Description

Referrals are made to families that participate in the McKinney-Vento program to determine their needs and provide resources. Our campus provides CMS t-shirts, supplies and connections to community agencies that can assist with specific needs. When parents cannot be reached by other means, a home visit is scheduled. When possible, childcare is provided so parents may participate. If feasible, one of our school counselors and graduation coach may schedule a virtual meeting to accommodate needs and share resources available within the community. The main goal of our campus is to remove barriers and ensure that students experiencing homelessness have access to educational services regardless of their situation.

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

-Copies of Referrals made to organizations to assist families in need. -Log or document of resources distributed -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

•All members of the Conniston Middle School team are committed to keeping students safe. Detailed monitoring plans are in place for during, and after school to ensure proper supervision. CMS has a full-time School Resource Officer on campus during school hours. The faculty and staff adhere to our published SWPBS plan constructed by faculty and staff. Student issues that arise are addressed in a timely manner by the proper support personnel. Each student is respected and valued as a participant in the resolution of the issue. Many teachers provide academic assistance for students after school. •The Children Home Society provides therapists that visit and work with specific students at CMS. The therapists identify students' core issues, dig deep with students to realize their true motivation, assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and evaluates the intervention. •Engage with identified staff (i.e. school counselor, school-based team leader, behavior coach, graduation coach) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution-focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. • Implementation of school-wide SLL standards through Morning Rituals, Blue Marlin Meets and Social Contract •Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. •Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data-driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. •Provide professional development on skills for learning and life (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution-focused small group counseling) supports. •Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential. •Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed through the implementation of our school-wide IB/AVID program. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. •Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. Students are given a hotline for calling in incidents of bullying. The hotline number is sent home with students, shared during grade level assemblies and parent meetings. Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. • The school uses a people 1st language

- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
- All SWDs have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities
- Each grade level has its own School Counselor and students are encouraged to reach out to the counseling team, support staff or administration. Each Grade level administrator interacts with the student body at their assigned lunch period, a time to get to know students and be available should students wish to approach the administrator with any concerns. Additionally, our school police officer participates at each lunch period and is available to all students.

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

• Utilize existing data systems to identify students who have attendance, behavioral or academic concerns. Utilize the Pupil Progression Plan Data-Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). The purpose is to improve student learning outcomes with tutorials, counseling and parent workshops. • Develop and implement a School-wide Positive Behavior Plan (SwPBS). The program's focus is to teach appropriate behaviors and reward students for following such behaviors. This will increase desirable behaviors on our campus. • Teachers have the ability to refer students to our School-Based Team attended (SBT). These identified students are discussed in weekly meetings and are given Tier 2, or 3 interventions based on our RTI (Response to Intervention) process. Possible reasons for an SBT referral include truancy and attendance issues, behavioral concerns, academic concerns, and emotional or social concerns. RTI interventions can include daily or weekly progress reports to track academic or attendance concerns, behavior plan points sheets, enrollment in a credit recovery program (MSCR), intensive (remedial reading or math) classes or an assigned mentor as examples. Students who have accumulated more than ten out of school suspension days, ten in school suspension days, or ten unexcused absences are automatically referred to the SBT. Tier 1 • Effective multi-disciplinary teams in place to problem solve and create action plans for academic or behavioral concerns. • Adaptive Technology Programs: IXL, Gizmos and Reading Plus. • Pupil Progression Meetings/data chats. Goal Setting for identified students. • Notification procedures for parents, agency and community outreach; • Students struggling on Mastery of Florida standards will be recommended for tutorial remediation across all disciplines during pull-outs, after school, Spring break camp and Saturday School Strategy Workshops. • Students will be tracked in Language Arts, Math, Science and Civics formative and summative assessments. • Students, who received at least 3 suspensions, have low attendance, one retention, or are struggling academically will be recommended to our School-Based Team (SBT) intervention program, behavior coach and graduation coach for support and interventions. • Create evidence-based interventions to close student need gaps related to earning warning systems. For example: Targeted solution-focused counseling (individual and/or group) and parent collaboration/education. • The following programs are being implemented: AVID and IBMYP. Tier 2 • The following subgroups will be targeted for during and after school tutorial support twice a week in mathematics, literacy, Civics and Science: SWD, Multi-racial and SWD. Letters will be sent home to parents describing the importance of the tutorials and approving permission for the students to stay on the specified days. • SLL daily activities - Teach conflict resolution skills, coping skills, relationship skills will be provided in all classrooms. • Social Skills Training will be provided by the behavior coach and graduation coach. • Tutoring – During and After School • Support Facilitation • Vocabulary and reading comprehension development will be reinforced through the following adaptive technology programs: IXL and Reading Plus. • Math fluency will be remediated through our IXL adaptive technology program. Tier 3 • Behavior Contract • Behavior Intervention Plan (BIP) • Check In Check Out system(CICO) • Functional Behavior Assessment (FBA) • Mentoring At-Risk Students • Tutorial Program During School, After school and Saturday Academic Camps • IXL Program: Math, ELA, Science, Social Studies • IXL for Social Studies and Science • Reading Plus • Unique Learning for students scheduled to take the FAA assessment.

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 ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of cultural awareness and student-teacher relationships. Our school counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. The International Baccalaureate Middle Years Programme (IBMYP) is for students in Grades 6-10 and provides a framework of academic challenge and life skills appropriate to this stage of adolescence. This year we have an IB coach/resource teacher that will support the IBMYP holistic approach that emphasizes critical thinking skills, global citizenship, and intercultural awareness as well as traditional school subjects. The IB coordinator will offer support across all disciplines, integrated through six interactive areas providing global contexts for learning: 1) Identities and relationships, 2) Personal and cultural identity, 3) Orientations in space and time, 4) Scientific and technical innovation, 5) Fairness and development, and 6) Globalization and sustainability. The eight academic subjects required in Grades 6-8 of the IBMYP are: 1) Language and Literature (English), 2) Language Acquisition (additional World Language), 3) Mathematics, 4) Sciences, 5) Individuals and societies (Social Studies), 6) Arts, 7) Design (Technology), and 8) Physical and Health Education. The AVID Elective is the core of AVID Secondary. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality. Standards-based planning is one of the best practices to reap benefits in education. Schools perform best when schools have a culture that supports collaboration with shared beliefs and behaviors. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. The team selects AVID evidence-based strategies to infuse within their instructional delivery to assist students in meeting standards. Teachers record successes and challenges and gather evidence of student learning. As a team, they reflect on the implications of the analysis of student work and The band program curriculum focuses on developing proper instrumental technique: ear training, individual musicianship skills, and performance skills are taught through music theory, technique, and chamber classes. The instrumental ensembles perform three major concerts each year. The Visual, Studio and 2-D Art program develops conceptual and technical skills of artistic expression and brings to fruition the student's individual interpretations of the world. The Arts training is provided by a highly trained art teacher as well as professionals and working artists-in-residence. Student involvement in academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their personalized learning plan for the school year. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. (Strategic Plan Framework) Strategic theme A leads our practices in providing all of our students with opportunities that will support their academic success. All students are collaborating in a student-centered, personalized environment. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential. Extended learning opportunities will be offered after school across all disciplines to assist with assignments, remediation or acceleration of concepts taught during the school day. Students will be selected and grouped for pull-out tutorials based on the results from FY23 FAST/EOCs, FSQs, USAs, and PM scores; specifically for the ESSA identified subgroups: SWD and multiracial. The school will identify students in targeted subgroups in need of additional support across all disciplines during the school day. A pull-out schedule will be developed to support these students during an elective class.

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

CMS provides an orientation for parents for the IB (International Baccalaureate) program and academic expectations are clearly defined. There is an IB MYP (International Baccalaureate Middle Years Program) administrator and coordinator on campus with the sole role of acting as a liaison for students and parents to provide support for the rigors of the IB program. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improve results in instructional practice and student performance. Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture include: *The promotion of increased student participation and performance in International Baccalaureate (IB) coursework. *The PSAT (Preliminary Scholastic Aptitude Test) school day test administration which allows the opportunity for students to take the PSAT on their own school campus during a school day to remove barriers to Saturday testing for low-income students. *The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. *School Counselors work with schools to inform and support students and parents in high school readiness, graduation and college readiness goals. *Business partnership with the Palm Beach Atlantic University entails close collaboration including science curriculum implementation, engaging students for future career choices. *Business partnership with Community in Schools provides a graduation coach to work with students displaying EWS. The graduation coach works with students individually or in small groups to develop academic and behavioral goals. Student performance is monitored and positively reinforced. *Conniston Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer five high school credit courses, Algebra Honors, Geometry Honors, Physical Science, Spanish I, Industrial Certification, Band and Dance. *The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create 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
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- 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
- 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 are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. *Ongoing professional development is provided for AVID and IB school-wide implementation. *Offsite professional development is provided for AVID and IB school-wide initiatives. *Ongoing professional development is provided for adaptive technology programs: IXL, Flocabulary, Nearpod, Gizmos and Reading Plus. * Two Title I staff trainings will be provided throughout the school year on skills for learning and life components and successful ways to conduct effective parent conferences with teacher data chats. •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. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support it. •Teachers attend weekly learning team meetings/PLCs where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach or corrective instruction, collegial plan, and dissect data for personalized learning opportunities. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, determine feedback strategies, and plan specific next steps to further student growth. Instructional coaches and resource teachers facilitate strategic common planning sessions (1) Teachers analyze standards, item specifications, instructional pacing calendar, and formative assessment timeframe consistently during PLCs. (Plan) (2) Teachers determine what foundational knowledge students need to know and understand. (Plan) (3) Teachers implement critical activities that students need to understand and display learning applications? (DO) (4) Teachers determine and develop products that will demonstrate student understanding? (Check) (5) Teachers develop a remedial plan for students that are not reaching mastery or struggling with content? (Act) (6) Teachers develop an enrichment plan for students that have mastered standards taught? (Act) •Teachers and Administrators attend professional conferences within our district or out of county-related to their content areas or 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

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

Conniston Middle School works closely with the District in order to recruit, develop, and retain highly qualified staff:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events.
- Monitor and assist all applicants in the hiring process in an effort to reduce the length of the hiring process and increase instructional time.
- Establish and maintain relationships with colleges and officials in the field of education to promote the District employment opportunities and benefits.
- School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Other ways Conniston Middle School recruits, develops and retains highly qualified, certified-in-field- and effective teachers:

1. Opportunities for additional assignments (with pay) outside contracted time.
2. ESP Mentoring Program in which new teachers are partnered with veteran staff (Assistant Principal/ Mentor Teachers).
3. Create initiatives/incentives to increase teacher retention. Teacher peer recognition program and teacher of the month program (School Staff).
4. Work with PTO/SAC to recognize teachers and staff with Teacher Appreciation activities (Administration).
5. Conduct a yearly survey to determine teacher and staff satisfaction levels and concerns (Administration).
6. Provide various professional development opportunities and workshops throughout the year. (PDD team, District personnel, Lead Teachers and Administration).
7. The literacy coach, math resource teacher, IB/AVID coordinator and AVID tutors provide support for teachers as needed.
8. School administrators and interview panel use job interview questions to appraise an applicant.