
Title I Comprehensive Schoolwide Plan
Carver Middle School (2041)

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#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	38	40	41	45	47
Gains	46	45	52	56	46
Lowest 25% Gains	41	29	46	52	50

1. According to data, what are your top priorities? Include needs assessment statements.

According to the diagnostic data, overall ELA Learning Gains are 46%.

2. List the root causes for the needs assessment statements for your top priorities.

Students lack foundational skills to support reading comprehension with fluency. Teachers find it difficult to teach students with minimal foundational skills and a lack of exposure to grade-level texts. Teachers are unsure of approaches used to support building comprehension skills and fluency. Teachers are not afforded the opportunity to participate in PD that specifically addresses these deficiencies. The school lacks a deliberate plan to support teachers' need for Reading strategies PD.

3. Share possible solutions that address the root causes.

The school will create a comprehensive plan to support teacher deficiencies in Reading. The school will provide PD that specifically focuses on Fluency, decoding and comprehension. Teachers will practice the new strategies through a co-teaching model and will offer constructive feedback to one another. Teachers will implement the new Reading strategies into their daily classroom practices.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Publish information specific to ELA through ParentLink and Social Media outlets

Open House
Curriculum/IB Night
FSA Night

Introduce interactive homework best practices. Using communication technologies.

Provide translation in Creole, Spanish.. Provide communications in a variety of modes, i.e. email, voicemail, marquee.

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

School

Students

Parents

Provide access to teachers, curriculum, and expectations outlined by the Florida State Standards.

Keep an open line of communication between school, teachers, and parents.

Attend special events at the school site supporting Reading and ELA academics. Openly and frequently communicate with ELA teachers and administrators.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Lowest 25% Gains	33	35	40	55	50

1. According to data, what are your top priorities? Include needs assessment statements.

According to Winter Diagnostic data, 63% of our Lowest 25 subgroup in Math achieved gains.

2. List the root causes for the needs assessment statements for your top priorities.

Students in this subgroup lack Math fluency. Students lack Math fluency because they enter secondary school without the necessary math skills. Teachers need to advocate for L25 students to build Math fluency. Teachers are not afforded opportunities to participate in PD that specifically addresses differentiated instruction for Math. The school lacks a deliberate plan to support Math teachers in their attempts to meet the needs of lower level students.

3. Share possible solutions that address the root causes.

The school will create a targeted plan to support teacher understanding of the needs of and how to address L25 students. The school will provide PD that specifically focuses on basic Math fluency (multiplication, division). The school will provide additional PD with ELL and ESE coordinators and their co-teachers to improve facilitation for those L25 students they support. The school will adopt a new mind shift - revising the way it groups students demographically.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Utilize Parent Liaison to act as the school's voice in the community as well as an advocate for our families. Publish information specific to Math through ParentLink and social media outlets.

Open House
Curriculum/IB
Night FSA Night
STEM Night SIS
Parent Gateway

Use communication technologies, i.e. SIS, email, electronic progress reports. Teachers learn to communicate with parents in a variety of modes with sensitivity and awareness.

Provide translation in Creole and Spanish. Provide communications in a variety of modes, i.e. email, voicemail, marquee.

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

School

Students

Parents

Provide access to teachers, curriculum, and expectations outlined by the Florida State Standards.

Keep an open line of communication between school, teachers, and parents.

Attend special events at the school site supporting Math academics. Openly and frequently communicate with Math teachers and administrators.

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	25	34	37	29	43

1. According to data, what are your top priorities? Include needs assessment statements.

According to Winter diagnostic data, Science achievement was 32%.

2. List the root causes for the needs assessment statements for your top priorities.

Students struggle with the foundational standards previously taught in 6th and 7th grade. Teaching 8th grade standards is difficult without students having a solid understanding of 6th and 7th grade standards. Teachers of 6th and 7th grade Science are limited in their abilities on how to effectively engage students in standards based instruction. Teachers are not afforded the opportunities to participate in PD that specifically addresses their deficiencies. The school lacks a deliberate plan to support Science teachers in their attempts to engage students in Science content.

3. Share possible solutions that address the root causes.

The school will create a comprehensive plan to support Science teachers' deficiencies. The school will provide PD that specifically focuses on strategies to engage students around Nature of Science and Life Science. Teachers will practice the new engagement strategies through a co-teaching model and offer constructive feedback to one another. Teachers will implement the new engagement strategies into their daily classroom practices.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Publish information specific to Science through ParentLink and social media outlets.

Open House Curriculum/IB Night
FSA Night STEM Night

Using communication technologies.

Provide translation in Creole and Spanish. Provide communications in a variety of modes, i.e. email, voicemail, marquee.

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

School

Students

Parents

Provide access to teachers, curriculum, and expectations outlined by the Florida State Standards.

Keep an open line of communication between school, teachers, and parents.

Attend special events at the school site supporting Science academics. Openly and frequently communicate with Science teachers and administrators.

#SocialStudies

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Acceleration	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	46	61	53	72	65

1. According to data, what are your top priorities? Include needs assessment statements.

All 6th, 7th, and 8th grade students scoring 3 or above on FSA Math must be enrolled in an accelerated course/program.

2. List the root causes for the needs assessment statements for your top priorities.

Many students and parents are resistant to being placed in accelerated courses/programs. School mind set reflects teachers' and administrators' reluctance to enroll select students into accelerated courses/programs. Community stakeholders feel our student population lacks the preparation necessary for success in such courses.

3. Share possible solutions that address the root causes.

The school will develop a plan to promote equity and access through accelerated programs. (Policy 1.041) The school will provide a clear and informative explanation of why placement into accelerated courses/programs is beneficial. School staff will receive training to help them become more compassionate allowing them to understand the barriers that prevent students from demonstrating success in an accelerated course/program. Technology teachers will participate in ongoing, off-site training and collaboration with like teachers cultivate the unique gifts, talents and interests of students. The school will create a plan to provide resources to students who do not have access to technology outside of school hours.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Utilize Parent Liaison to act as the school's voice in the community as well as an advocate for our families. Publish information specific to Acceleration through ParentLink and social media outlets.

Open House
Curriculum/IB
Night FSA Night
STEM Night SIS
Parent Gateway

Use communication technologies, i.e. SIS, email, electronic progress reports. Teachers learn to communicate with parents in a variety of modes with compassion and awareness.

Provide translation in Creole and Spanish. Provide communications in a variety of modes, i.e. email, voicemail, marquee.

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

School

Students

Parents

Provide access to teachers, curriculum, and expectations outlined by the Florida State Standards.

Keep an open line of communication between school, teachers, and parents.

Attend special events at the school site supporting Accelerated courses/programs. Openly and frequently communicate with teachers and administrators.

Action Step	Provide students with differentiated, standards-based instruction through meaningful and rigorous engagement strategies.	Budget Total: \$262,279.66
Acct		
Description	Description	
Resource Teacher	Math Resource Teacher to provide push-in mathematics instruction for all grade levels (6th-8th) for all students through differentiated and individualized targeted instruction using small group, whole group and individualized teaching strategies.	
Resource Teacher	Reading Resource Teacher	
Tutorial	Tutorial taught by certified teachers outside of the regularly-scheduled school day through small-group targeted instruction in the areas of Reading, Math, Science, and Social Studies for students of all grade levels who fall among the lowest 25% of academic performance, level 2 performance on diagnostic and/or standardized assessments, and/or those who perform below grade level expectations on formative and summative assessments, utilizing two formats: (A) Morning Tutorials occurring for one (1) hour per day on each school day of the year, beginning the third day of school (1 teacher x 1 hour per day x 180 school days x \$25 per hour = \$4,500.00), and (B) Saturday tutorials, beginning in December 2020, occurring through May 2021, for 4 hours per day on 17 various Saturdays, as scheduled by school administration (2 teachers x 4 hours per Saturday x 17 Saturdays x \$25 per hour = \$3400.00).	

Extra Periods	Extra Periods taught by certified teachers utilizing small-group pull-out targeted instruction during their planning time in the areas of Reading, Math, Science, and Social Studies for students of all grade levels who fall among the lowest 25% of academic performance, level 2 performance on diagnostic and/or standardized assessments, and/or those who perform below grade level expectations on formative and summative assessments for six (6) weeks, beginning on Feb. 8, 2021, occurring through Mar. 26, 2021 (30 teachers x 1 hour per week x 6 weeks x \$25 per hour = \$4,500.00).
Supplies	Supplies to support student instruction activities, as follows: Paper – copy case (51 cases x \$31.03 per case = \$1,582.53), Paper – copy ream color (66 reams x \$3.95 per ream = \$260.70), Highlighters – 12 pack (50 packs x \$5.77 per pack = \$288.50.00), Markers – Dry Erase 4 pack (100 packs x \$5.44 per pack = \$544.00), Pencils - 24 pack (100 packs x \$1.61 per pack = \$161.00), Pens - 12 pack (101 packs x \$0.64 per pack = \$64.64), Dividers - 8 tabs pack (30 packs x \$1.67 per pack = \$50.10), Folders – File Manilla 100 box (65 boxes x \$5.08 per box = \$330.20), Composition notebooks (80 notebooks x \$6.60 per notebook = \$528.00), Easel pads - 8 pack (10 packs x \$78.49 per pack = \$784.90), Eraser - dry erase (60 erasers x \$3.15 per eraser = \$189.00), Sheet protectors - 100 pack (7 packs x \$7.44 per pack = \$52.08), Binders – 3” (30 binders x \$10.09 per binder = \$302.70); Crates – Book Organization for Reading Centers (5 crates x \$9.39 per crate = \$46.95), Pencil pouches - 24pk (1 pack x \$40.49 per pack = \$40.49), Ink – Printer Cartridge Color (6 cartridges x \$90.00 per cartridge = \$540.00), Ink – Printer Black Cartridge (10 cartridges x \$150.00 per cartridge = \$1,500.00), Laminating film – roll (2 rolls x \$37.44 per roll = \$74.88), (Cardstock – Ream (20 reams x \$19.49 per ream = \$389.80), Markers – 6 pack (21 packs x \$2.80 per pack = \$58.80), Pocket folders (no prongs) - 25pk (24 packs x \$11.95 per pack = \$286.60), Poster Printer paper – roll (4 rolls x \$99.99ea. = \$399.96), Poster Printer Ink – cartridge color (9 cartridges x \$39.95 per cartridge = \$359.55), Poster Printer ink – cartridge black (3 cartridges x \$79.95 per cartridge = \$239.85), iReady workbooks – Student Edition for 290 intensive reading students (290 workbooks x \$13.00 per workbook = \$3,770.00), iReady Assessment booklets – student edition for all students (930 booklets x \$5.00 per workbook = \$4,650.00).
Out-of-system Tutors (Long Term)	Five (5) Long-term Out-of-system non-certified tutors to provide classroom push-in and pull-out small-group targeted support to students in all grade levels who fall among the lowest 25% of academic performance, level 2 performance on diagnostic and/or standardized assessments, and/or those who perform below grade level expectations on formative and summative assessments, with two (2) tutors providing service to reading classes, two (2) tutors providing service to math classes, and one (1) tutor providing service to science classes for the entire school year (5 tutors x 182 days x 7.5 hours per day x \$15 per hour = \$102,375.00)

Action Step	Develop students’ academic and social potential by providing effective and meaningful communication through academically focused and relevant parent trainings.	Budget Total: \$29,819.44
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Acct Description	Description
Parent Liaison - Para Level	Parent Liaison to work to bridge the gap between home and school by: helping parents get the information and support they need to ensure their child's academic and social success; conducting home visits, coordinates and delivers parent trainings during training nights; surveys parents for needed training topics; trains parents on academic language, as well school procedures and initiatives; trains parents on importance of consistent student attendance.
Childcare	Childcare provided by certified teachers during school-hosted evening parent engagement events (specifically parent trappings, School Advisory Council Meetings, back to school night, and open house events) to provide event participation equity and access for families with small children (2 certified teachers x 1 hour per event x 15 events x \$25 per hour = \$750.00).
Extra Time	Gritta Britt
Consultants	South Florida Science Center and Aquarium provides resources and delivery of hands-on training modules in a two hour session to 130 parents about the role of STEM in our everyday lives, and the importance of studying science during school-age years, to be held in October 2020 in conjunction with STEM Night (1 consultant contract = \$450.00).
Postage	Postage for 750 postcards to invite parents to parent training events to learn how to assist their children in optimizing time at home for effective learning (500 postcards x 3 events x \$0.35 postage for postcards = \$525.00)
Supplies	Supplies to support parent engagement activities, as follows: Food for parent trainings (\$3 per parent x 110 parents per training x 3 trainings = \$990), Paper – Copy Case (3 cases x \$31.03 per case = \$93.09), Paper – Copy ream color (30 reams x \$3.95 per ream = \$118.50), Markers – Dry erase 4 pack (3 packs x \$5.44 per pack = \$16.32), Pens – 12 pack (10 pack x \$0.64 per pack = \$6.40), Folders – File Manilla 100 box (2 boxes x \$5.08 per box = \$10.16), Chart Paper – 8 pack (1 pack x \$78.49 per pack = \$78.49), Chart Markers – 8 pack (4 packs x \$6.29 per pack = \$25.16), Ink – Printer Cartridge Color (2 cartridges x \$150.00 per cartridge = \$300.00), Post-it Notes– 14 pack (2 packs x \$14.99 per pack = \$29.98).

Action Step	Ongoing professional development that focuses on building teacher capacity across content areas while sharing best practices in instructional delivery.	Budget Total: \$150,280.72
Acct		
Description	Description	
Single School Culture Coordinator	Single School Culture Coordinator will lead continuous improvement efforts among the school staff to include: (1) overseeing and leading school-wide professional development initiatives; (2) serving as lead of coaching team, assisting and supporting coaches in their work; (3) analyzing student performance data and applicable metrics to lead and manage data-drive curricular planning process for all content areas and all grade levels; (4) serving as chief support coach for Reading / English Language Arts and Social Studies teachers in all grade levels, by: (a) conducting instructional observation, providing feedback, and implementing a continuous coaching cycle with teachers; (b) coordinating and guiding professional learning communities; and (c) providing staff with applicable instructional strategies and resource to improve student outcomes.	
Coach	Math Coach will serve as chief support coach for Math teachers in all grade levels, by: (a) conducting instructional observation, providing feedback, and implementing a continuous coaching cycle with teachers; (b) coordinating and guiding professional learning communities; and (c) providing staff with applicable instructional strategies and resource to improve student outcomes.	
Coach	Science Coach will: (1) serve as chief support coach for Science teachers in all grade levels, by (a) conducting instructional observation, providing feedback, and implementing a continuous coaching cycle with teachers; (b) coordinating and guiding professional learning communities; and (c) providing staff with applicable instructional strategies and resource to improve student outcomes; and (2) provide support to coaching team and all teachers in implementing interdisciplinary instruction using STEM concepts and instructional design.	
Travel out-of-county	Out-of-county travel to attend professional development activities, as follows: Two (2) staff members (one administrator and one teacher) will attend Learning Sciences International's Building Expertise Educators Conference in Orlando, Fla., in June 2021, to learn and practice rigorous teaching strategies geared specifically toward increasing student achievement outcomes, developing an action plan to redeliver applicable training components to school staff after return (Registration: \$719.00 per person; Hotel: \$140/night x 3 nights = \$420; Transportation: \$160.00 per per person; Meals: \$180.00 total per person; Trip Cost: \$1,479.00 total per person x 2 people = \$2958.00); Three (3) teachers (one math teacher, one science teacher, social studies teacher) to attend The Florida Association of International Baccalaureate [IB] World Schools Winter 2021 PYP [Primary Years Programme] / MYP [Middle Years Programme] / DP [Diploma Programme] IB Professional Development Workshops, occurring Feb. 8, 2021 - Feb. 11, 2021, in St. Pete Beach, Fla., participating in 3 separate strands (MYP: Mathematics, MYP: Sciences, and MYP: Individuals and Societies), to receive specific training for teachers covering IB strategies, methodologies, and curriculum (Registration: \$975.00 per person; Hotel: \$275.00 per person per night x 3 nights = \$825.00 per person; Meals: \$36.00 per person per day x 4 days = \$144.00 per person; Mileage = 239 miles each way x 2 trip legs x \$0.445 per mile = \$212.71 per person; Total Cost = \$2156.71 per attendee x 3 attendees = \$6,470.13).	
Travel out-of-state	Out-of-State Travel for two (2) staff members (one administrator and one teacher) to attend the Model Schools Conference 2021, hosted by the International Center for Leadership in Education in June 2021 (location to be determined) to learn and develop best practices for increasing student outcomes in school programs and initiatives, and to build teacher capacity around specialized content and long-term sustainability; (Registration: \$595.00 per person; Accommodations: \$400.00 per person per night x 3 nights = \$1200.00 per person; Meals: \$36.00 per person per day x 3 days = \$108.00 per person; Trip Cost=\$1903.00 per person).	
Supplies	Supplies to support professional development activities, as follows: Paper - copy case (3 cases x \$31.03 per case = \$93.09), Paper – copy ream color (10 reams x \$3.95 per ream = \$39.50), Pens- 12 pack (10 packs x \$0.64 per pack = \$6.40), Folders – File 100 box (3 boxes x \$5.08 per box = \$15.24), Chart Paper – 8 pack (2 packs x \$78.49 per pack = \$156.98), Markers- Chart 8 pack (10 packs x \$6.29 per pack = \$62.90) Post-it Notes – 14 pack (8 packs x \$14.99 per pack = \$119.92).	
Out-of-system PD Subs	Substitute teachers will cover professional development absences for teachers of all grade levels and content areas to participate in instructional rounds twice per year, in which they collaborate, observe instruction, and utilize protocols to evaluate classroom instruction and explore potential strategies to improve and impact their own instructional delivery (4 content teachers x 6 subject area x 2 sessions per year x 0.5 days per teacher x \$93.73 sub rate per day = \$2,249.52)	
Action Step	Promote diverse and equitable access for all students ensuring that each child receives what they need when they need it.	Budget Total: \$49,778.00
Acct		
Description	Description	

Online subscription	Online subscriptions for web-based learning platforms to provide students personalized opportunities to engage in remediation, practice, and enrichment activities, as follows: Study Island Science subscription for 940 students in grades 6-8 to strengthen grade-level skills in comprehensive science content (1 school-wide site license = \$1,485.00); Imagine Learning Math subscription to 940 students of grades 6-8 in the area of mathematics through game-based and individualized learning aimed at maintaining student practice within the optimal balance of challenge and prior knowledge to increase learning gains (1 school-wide site license = \$9,500.00); iReady Math toolbox subscription to supply 12 math teachers of grades 6-8 with ability-based tiered instructional intervention and enrichment activities - both electronic and printable - to increase student learning gains in mathematics (1 school-wide site license = \$3,995.00); iReady Reading subscription for 940 students in grades 6-8, providing ongoing diagnostic and formative assessment, as well as skill-building practice through individualized challenge-matching based upon adaptive assessment (1 school-wide site license = \$13,500.00); Flocabulary subscription for all students in grades 6-8 to support literacy instruction through culturally-relevant activities that reinforce academic language, including wrap-around lesson plans, manipulative activities, and extension opportunities (1 school-wide site license = \$2,500.00), Hero subscription for all 6th-8th graders and school community to support students in self-monitoring behaviors, attendance, and other factors of success for academic learning (1 school-wide site license x \$3,500.00).
Computer HW; non-cap	Two (2) Ergotron Yes 36 charging carts for charging and securing Chromebooks to be in accelerated and industrial programs with increased student access (2 carts x \$899.00 per cart = \$1,798.00)
Mobile devices	Fifty (50) Chromebook 11-3100 Clamshell mobile devices (\$270 each) to increase student equity and off-campus technology access to support successful completion of accelerated coursework, such as industry certification and accelerated math.

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.

Mission Statement
Carver Middle School believes that all students can obtain skills that enable them to be successful now and in the future. Our mission is to encourage involvement of parents and families in the educational process in order to produce an overall increase in academic achievement of our students. This goal is achieved by creating an inviting and informative environment for parents where they will understand and embrace the importance of assisting their child with educational and social goals at home.

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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Jackie Boileau	Assistant Principal and Title I Contact
Michelle Jeffrey	SSCC over Reading, ELA, Social Sciences, and Science
Edward Harris	Math Coach
Nadia Stewart	IB and STEM Magnet Coordinator
Sandra Edwards	Principal
Tanaya Anand	SwPBS Contact and PD Contact
Hawanya Render	Guidance Counselor and AVID Coordinator
Pamalina Baglio	parent/SAC member
Claudio Mendoza	parent/SAC member
Sybille Welter	parent/SAC member
David Urban	parent/SAC member
Jacqueline Botting	community member
Tenysha Wright	community member

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

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

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

Staff members were involved in a number of virtual Google meets during spring of 2020 to discuss and plan. The Title I budget was shared at the final SAC meeting of SY20,

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

Input was taken from stakeholders throughout SY20. Those suggestions were taken into account when developing the Title I budget for SY21. Title I funds will be used to purchase supplies to promote and conduct parent engagement activities, to provide training opportunities for parents and staff, and for printing documents of research based strategies. Carver had originally planned to provide refreshments and babysitting services for families during parent trainings, so they can more readily attend meetings and functions; however, with the restrictions of the Pandemic, this plan must be delayed until further notice, however, virtual trainings will take place.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Jackie Boileau	Assistant Principal and Title I Contact
Sandra Edwards	Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative

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

The SY21 Annual Parent Meeting is scheduled for Thursday, October 22, 2020 at 6:00pm. It will be a virtual meeting via Google Meet.

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

Notification of the meeting will be provided through the school's website, marquees, October newsletter, ParentLink (text and email), as well as our social media pages Facebook and Twitter.

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

Invitation, Agenda, Sign-in sheets (Google form), PowerPoint presentation, Parent evaluation (Google form), Meeting minutes checklist, Verification of Title I Annual Meeting, Electronic versions of: Title I School-wide Plan, FY21 Parent and Family Engagement Plan, FY21 School-Parent Compact, Parents' Right to Know, Information about Parent Liaison and Parent Resource Center, Translators for Spanish and Creole, Google Meet code

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Interactive homework best practices	Teachers will learn to incorporate student/parent reflection sheets into their virtual homework assignments in order to better engage students and invite parents to participate in the learning process with their children at home.	A better return on homework assignments from students.	Lesson plan and student work samples.	November	Department Chairs Jackie Boileau, Assistant Principal

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Using communication technologies	Teachers will learn to better communicate with parents in face-to-face meetings, over the phone, and virtually by using the following communication tools: - use "the sandwich" technique for communications: begin conversation with something good about the student, next state the issue/concern, close with a positive about the student - exercises in being empathetic to parents and families - utilize and reference communication logs	Often parents feel that teachers are aggressive and only call to share negative news with them. This training will establish friendly, working relationships between teachers and parents, so parents will begin to see teachers as allies in the education of their children, therefore resulting in better teacher/parent relationships and improved student performance.	Communication Logs Conference notes	October	Guidance Counselors Jackie Boileau, Assistant Principal

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.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Virtual Open House	Parents will learn how to use Google Classroom, Meet, and Forms	Parents will log in to each of their child's Google Classrooms and learn how to navigate from one Classroom to another. They will also learn how to use Google Meet in order to meet with each of the teachers on the student's schedule. Finally, parents will learn how to follow a link to a Google form and how to complete it to document their attendance.	By understanding how their children navigate virtual school, parents will be better prepared to monitor their own child's school participation and progress.	October 8, 2020	Jaunice Brown, Assistant Principal Jackie Boileau, Assistant Principal	Electronic Files: student schedule w/ Google Classroom codes pre-recorded Principal's message pre-recorded Parent Liaison's message common Google Slide format for teacher presentations Google Form link for attendance Flyer, Emails, and Social Media postings to advertise event	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00

STEM-infused IB Curriculum Night	Hands-on learning experience for parents and students to give them the opportunity to work with and learn how to conduct various STEM-centered activities at home, helping them to find educational ways to interact with their children and support extended learning outside of school hours.	Activities with which parents interact include a variety of robots, virtual reality programs, tessellation and brain teaser puzzles, experiments with light and sound, etc.	Increasing parental involvement in the learning process at home will reinforce and support efforts made at the school to drive student achievement to proficient levels.	November or December 2020	Nadia Stewart, Magnet Coordinator Fred Self, Science Department Chair Jackie Boileau, Assistant Principal	Palm Beach Museum of Science and Discovery and their demonstration setups
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Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
FSA Night	Parents will learn which specific sites they can navigate to find information and tips for the various tests their students will take under the FSA umbrella and how to best prepare their student for the FSA at home. Some websites to show parents are: - https://fsassessments.org/users/students-and-families.shtml - Performance Matters (through student portal) to view data and use link to Khan Academy for reteaching.	Parents will be guided through hands-on experiences where they will learn to access on-line resources they can use at home with their students to help prepare them for the tests and some strategies to attack a variety of question types. They will also learn helpful stress-relieving strategies to introduce to their children experiencing test anxiety. Additionally, they will have an opportunity to read through and answer some sample questions to get an authentic understanding of the types of questions their children will encounter.	Parents will be able to navigate on the internet to access resources for them and for their children in preparation for the FSA. Being informed of what is asked of their children and of available practice questions/tests their students can use to prepare at home for the FSA, parents can support and encourage their children at home, therefore raising student achievement levels in Reading and Math.	January 2021	Jackie Boileau, Assistant Principal Guidance Department	links to resources, Chromebooks (if face-to-face), sample test questions, pamphlets for stress management	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

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.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Destiny By Choice	Provides workshops on bullying for parents and families. They define what bullying is, explain how to identify it, how to prevent it, and what to do if it occurs.	flyers, postings of workshop to our social media pages, i.e. Facebook, Twitter, Instagram, YouTube, emails, text, and callouts	one time

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
My Brother's Keeper/Socially Obligated and Responsible (SOAR), Lamp Lighters - Omega Psi Phi Fraternity	My Brother's Keeper is a mentoring program that provides students with positive, adult role models as well as a variety of opportunities to serve their community on and off of the school's campus. Lamp Lighters is a mentoring program that simultaneously connects parents with mentors who provide parent trainings on finding and applying for scholarships, learning how to talk to their children, and how to best support children with their school work.	flyers, postings of workshop to our social media pages, i.e. Facebook, Twitter, Instagram, YouTube, emails, text, and callouts	SOAR meets biweekly, after school with students LampLighters meets once a month with parents

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Janet Meeks, Education Coordinator, City of Delray Beach	Janet Meeks provides parent workshops on Literacy resources available to parents and families within the city. In partnership with the city library and the Literacy Coalition, parents are able to access reading resources for their homes.	flyers, postings of workshop to our social media pages, i.e. Facebook, Twitter, Instagram, YouTube, emails, text, and callouts	one time

Communication

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

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Carver Middle School will provide parents timely information about Title 1 programs through frequent and varied communications. The school offers many opportunities to families to be involved in the school's educational and social environments, as well as access to programs that provide instructional and community assistance. Through the publication of school flyers, monthly newsletters, emails and social media postings, we are able to keep our families in touch with the goings-on of Carver. For every Title 1 program, as it rolls out, and as it proceeds, we regularly send communications out to families. Opportunities for families and students include, morning tutorial, community services forums, daytime tutorial pushin/pullout sessions, IB/STEM and FSA nights for parents, as well as SAC meetings, our Annual Parent meeting, our Parent Input meeting, and our parents/student orientation prior to school starting. All the above mentioned events are advertised to parents and families through the methods listed below.... *Parent Resource Center: our parents liaison provides easy, daily access to all information regarding Title 1 programs. *Call-out System: voice recorded messages are sent out the days before and the day of events to remind parents they are occurring. *Informational flyers are sent out in paper form through the student, as well as posted on the school's website and social media (Facebook, Twitter) accounts prior to an event as reminders to parents. (While virtual, paper copies will not be sent home). *Parent Link is used to email parents about important dates and events. *Parents participating in School Advisory Council meetings (SAC) are reminded of upcoming events and important dates. *Both the School Marquee and Portable outdoor Marquee are utilized days prior to an event to invite parents to participate.</p>	<p>Copies of flyers for evening events, i.e. SAC meetings, FSA night, STEM night Parent RSVPs for community services forum and STEM/FSA night Sign in sheets for SAC, Annual meeting, and Parent Input Meeting Social media postings Photographs of marquees</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>There are many ways the school will inform parents about curriculum, types of assessments, and proficiency levels. For example, student diagnostic data tracking sheets are shared with parents during parent conferences. Teachers share curriculum models and overarching goals with parents during Curriculum Night/Open House. By sending out mid-term progress reports and then quarterly report cards, parents are kept abreast of their child's progress throughout the year.</p>	<p>Flyers for all parent events, i.e. Curriculum Night/Open House, SAC, FSA, and ESOL. Students sign that they received progress reports. Parent sign in sheets for Curriculum Night/Open House parent meetings. Sample of parent conference notes including data sheets.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Another way we keep our parents informed is through our FSA and EOC parent nights where we spend time showing our parents what the FSA and End-of-Course exams look like as well as explain what expectations (testing climate, proficiency levels, question types) students are to meet when taking these assessments.</p>	<p>Flyers for all parent events, i.e. FSA and EOC. FSA and EOC parent night PowerPoint Presentations as well as all document files. Parent sign in sheets for FSA and EOC parent meeting.</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>

<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Information about parent opportunities to participate in decision making for their children is disseminated in a variety of ways. Carver sends out flyers, paper, electronic, and social media, for all events occurring for parents. We also conduct phone call-outs, send emails, and text messages to try to ensure that all parents are reached and know about the invitation to participate in our decision making meetings.</p>	<p>We will provide pictures of social media posts, as well as files of any flyers and correspondence that goes out to parents.</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We survey parents for preferred meeting times and days. We invite not just parents, but the entire family to attend. When not virtual, we offer child care services and refreshments and/or dinner. We schedule meetings, etc. at the most convenient time for parents and double up on meetings, i.e. Parent Input meeting held the same night as one of our SAC meetings, as much as possible to reduce the number of times parents have to come out to the school. Student mental health counselors who support our school often conduct home visits to reach out to otherwise unreachable parents. When we are not virtual, we offer dinner or refreshments for parents during various events to encourage attendance. While permitted by State order, meetings are virtual; this has proven beneficial to our parents. SAC meetings, which usually have a handful of people attend, have drastically increased in attendance. We will explore continuing to offer meeting virtually as an option in conjunction with face-to-face meetings when the time arises.</p>	<p>Flyers/invitations will show various times, locations, and types of meetings</p>

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	List evidence that you will upload based on your description.	File Attachments
Carver Middle is able to provide translators in Spanish and Creole for parents who are limited in English proficiency. All written communication is sent home in multiple languages.	Paper, recorded, and electronic communications go out to parents and families in Spanish, Creole and English.	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
Parents and families with disabilities can actively participate in their children's learning. We hold meetings and events in large, open rooms, i.e. cafeteria and media center, to allow ease of access to and within the spaces. We provide accommodations for our families who need them such as offering home visits for conferences, the use of sound enhancement devices, and provide paper copies of all presentations, for hearing and visually impaired participants.	While we are virtual, evidences will include electronic files and links to information. Presentations will be recorded and posted to the school website for viewing. When face-to-face, supporting evidences will include: map of campus 1st floor, pictures of meeting spaces and presenters presenting, record of home visits, copies of presentations.	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
Through our Parent Liaison, Carver addresses the needs of migrant parents by providing information about available services within the community that they may benefit from in the form of pamphlets and fliers. We also utilize interpreters in Spanish and Creole when needed. Carver will partner with the District Migrant Program to ensure that migrant families have all the assistance and access to resources as they need.	Supporting evidence will include: log of family/parent assistance provided, log of use of interpreters, copies of fliers/pamphlets available for families, communications with District Migrant Program.	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
We generate a list of students from the Student Information System to see who is experiencing homelessness. Students are put in contact with a Guidance Counselor who oversees our homeless students, as well as with one of our behavioral support counselors, and our Parent Liaison who can help get homeless families personal items they may need. We regularly check-in with each student to ensure they have proper items needed. If not, we maintain a large closet filled with things such as clothing, shoes, undergarments, school supplies, personal hygiene items, jackets, etc., that we can offer to not only the student, but to family members as well. We contact the family to inform them of available items, and allow them to visit the closet to acquire what is needed. We also have a local church that will occasionally donate grocery bags of food to distribute to our families in need. Student Housing Questionnaire (SHQ) form (2479) is sent to families. The McKinney-Vento program flyer of services is offered to families,	Supporting evidence will include: pictures of the closet, log of students serviced and services provided, copies of informational fliers for families, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
Celebration of African American History	We will have a black history program in the month of February that emphasises the accomplishments of african american people. This program may consist of singing, dancing, poetry, etc. Parents will have an opportunity to be a part of the program

Activity #2

Name of Activity	Brief Description
Carver Family Matters	Parents were invited to participate in a variety of brief, 5-minute demonstrations focusing on a wide range of topics so they can better understand and/or access the following: test taking/study skills, Math and Reading strategies, access to Reading Plus, checking grades on SIS, reading an IEP and 504 plan, local community organizations available as supplemental educational and developmental resources for their children.

Activity #3

Name of Activity	Brief Description
NA	NA

Building Students' 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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring School-wide Positive Behavior System (SwPBS). Action plans are updated as needed during Administrative, Learning Team and Common Planning Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs and initiatives. Our students are provided information that pertains to their mental state of mind. We have a Behavioral Health Professional, a Co-located Counselor, and a DATA counselor located on our campus. These counselors meet with students to address their mental health, behavioral and academic needs. Our SOAR - My Brother's Keeper mentoring program has been in place for many years. This group targets male students needing one-on-one support and coaching with a focus on helping these young men learn to become successful and contributing members of society. Monthly meetings are conducted virtually by the male teachers and staff members who volunteer as the mentors. Additionally, we have two mentoring group for young ladies. Leading Ladies and Fearless Girls Club meet weekly after school to discuss cultural and social topics. Both clubs aim to empower young ladies and provide guidance. The groups volunteer their time on and off campus, virtually when appropriate, to work with others in leadership roles and offer community service to local organizations. Carver Middle School's Guidance Department curriculum is designed to be preventive and developmental. In addition to seeing students individually and during classroom guidance activities, we teach skills and provide information in small-group settings. We have partnered with various community agencies to provide an array of group counseling as well as activities. It is our goal to service the whole student by addressing the three domains: academic, career and personal/social. Our Guidance counselors have set up their own Google Classrooms to offer support for students who are attending classes virtually. They make themselves available throughout the day for students, teachers, and parents.

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.

Students are identified for School Based Team through various avenues and for various reasons. These reasons may include but not be limited to academic concerns, behavior concerns, absenteeism/tardiness, or meeting one or more of the early warning sign indicators. At the start of each school year, members of the SBT provide training to staff on the referral process as well as reasons for a referral. In addition, at this time teachers are made aware of students currently being tiered to ensure there is not a lapse in service. One way students are identified is through data chats that Admin has with classroom teachers at least three times per year. If through these conversations the teacher feels that the CORE instruction /FBS Functional Basic Skills is not meeting the needs of the child the student may be referred to SBT. In addition, a committee meets with administration monthly i-weekly to review absenteeism and tardiness. Students who continue to have excessive absences/tardies even after following the systems the school has put in place is referred to the SBT. Mandatory referrals may also be made due to events that occur on campus and are governed under the student code of conduct. The team meets weekly on monthly and on an as-needed basis and consists of the Guidance Counselor, ESE Contact, School Psychologist, teacher, and Administrator. If additional staff is required they are also invited. Monthly, monitoring logs (academic and behavior) are collected, and the SBT members (Guidance Counselor, ESE Contact and Administrator) meet review the logs, new referrals and create an agenda. This ensures that the tiers are being monitored with fidelity and the documentation is accurate. If feedback needs to be provided to the interventionist it can be done immediately and not after incorrectly implementing the intervention 6-8 weeks later when the team reconvenes. Tier 1 implementation: Students in grades 6-8 receive CORE instruction daily based on grade level standards for all subject areas. In addition students participate in SEL for 15 minutes per day. During whole group in ELA, Math, Civics and Science students receive on-grade level instruction. There is a focus on the three CORE ACTIONS: complex text, tasks, and talk. During small group instruction the teacher provides targeted instruction on the child's level or the lesson may be scaffolded to meet the needs of the student to get them to the standard. ELA students complete 4 iReady computer components each week and use Ready Florida workbooks in small, collaborative group sessions. Tier 2: Students receiving Tier 2 academic services are enrolled in Intensive Reading where they receive additional instructional support focusing on the target set forth through SBT. This includes lessons from iReady Tool Box, Small Group collaborative work with iReady Ready books, and small group pushin support with Academic Tutors. Students receiving Tier 2 Behavior support receive guidance, mentoring, an individualized behavior plan, etc., and are often referred to Mental Health , DATA and/or Co-located support services. Tier 3 Students receiving Tier 3 academic services receive additional instruction focusing on the target set forth through SBT. This may include lessons from iReady Tool Box, Small Group Just Words lessons, and small group pushin support with Academic Tutors. This provides the child additional, targeted instruction that focuses on his/her individual needs. Students receiving Tier 3 Behavior support will have had a Functional Behavioral Assessment implemented from which the Tier 3 target will be created.

Provision of a Well-Rounded Education

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

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to Opportunities to extend learning time.How the school connects classroom learning to re standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. 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)].*

Carver ensures that its core instructional programs and materials are aligned to the Florida Standards beginning with planning in the summer to map out proper alignment. Summer mapping includes, but is not limited to, a review of new materials, technologies, and pedagogies that will allow students to benefit from a variety of instructional vehicles directly impacting their FSA performances. This practice allows for the SIP to align with the district's five (5) year plan for increased student achievement. Each of the subject areas tested for the FSA, has a goal to rise at least five percentage points in the coming year. Core instructional needs are determined through data analysis and regular use of PLC time. SSCC and Math Coach run data reports with teachers (FSQs, USAs, NGSQs, etc.) and work to develop instructional practices that will best address targeted subgroups within each classroom. We offer face-to-face as well as virtual tutorial before school and on Saturdays. Student groups are specifically targeted using formative assessment data from Language Arts, Math, Civics, and Science. In an effort to promote collegiality and to share best practices, Leadership includes teachers on scheduled learning walks (virtually) to observe other teachers. Administration conducts regular walk-throughs (virtual and face-to-face) to ensure continuity between grade levels and subject areas. Teachers plan together and follow commonly written lesson plans and post standards and guiding questions on their Common Board Configurations in their physical and virtual classrooms. Carver has multiple curricular themes directly designed to address increasing diversity and rigor and to increase student achievement. Those systems are Advancement Via Individual Determination (AVID), the Pre-Informational Technology Academy, and the International Baccalaureate Programme (IB). Providing access to these varied opportunities caters to differentiated learning strategies for instruction and gives students options to use their cognitive knowledge effectively. Electives offered: Exploring Information Technology Careers and Career Planning - understanding of information support and services career pathway, Computer applications in Business 1 - to identify and understand computer hardware. Information and Communications Technology - Demonstrate an understanding of computer networks. Two-Dimensional Studio Art 3 - students extend to advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking and collage. PE- to promote health and wellness for all students. Chorus - promotes confidence, team building through performing art, World Languages - Spanish & French, students study other languages and cultures. Carver Middle will also use differentiation in our implementation of our summative assessments. Teachers are encouraged to develop more concept-based, student-centered instruction that allows for more opportunities for knowledge and understanding of a concept to be assessed. Now tests can be given orally or as a small project. This method allows more children to become successful in relaying what they know. Process: FSA scores and the lowest 25% Strengths and weaknesses of supplemental intensive intervention programs Mentoring, tutoring and other community based programs Baseline Data: Florida Standards Assessment (FSA) Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR) Palm Beach County Fall Diagnostics Palm Beach Performance Assessments Diagnostic Assessment for Reading (DAR) Progress Monitoring and Reporting Network (PMRN) Comprehensive English Language Learning Assessment (CELLA) Office Discipline Referrals Retentions Absences Staff/ Student Surveys Mid-year Data: Florida Assessment for Instruction in Reading (FAIR) Diagnostic Assessment for Reading (DAR) Palm Beach County Winter Diagnostics FSA ELA Results Progress Monitoring and Reporting Network (PMRN) End of Year data: Florida Assessment for Instruction in Reading (FAIR) Florida Standards Assessment (FSA) All students are encouraged to participate in extra-curricular activities. We offer a variety of personal interest clubs, sports, and academic programs: Extra-curricular Clubs: Leading Ladies Fearless Girls Film and Editing Music Composition Multicultural Workout and Fitness FBLA (Future Business Leaders of America) Drama Club Academic Games Robotics National Junior Honor Society SOAR SECME Cheer/Dance The following are athletics at Carver: (due to COVID, there are no Middle School Sports to date) Baseball Softball Soccer Basketball Volleyball Track Lacrosse

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.

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

Transition from Early Childhood Education Programs to Elementary School

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

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

Not Applicable

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 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

Due to COVID, much of Carver's plan for Professional Development has been compromised. Typically, staff would attend IB Global, AVID, and Marzano conferences in person during the summer. Each month, faculty and staff recognize their own as Life Long Learners to celebrate their hard work. Recipients are chosen based on how they exhibit one of the ten IB Learner Profile attributes, i.e. Knowledgeable, Inquirers, Caring, Thinkers, Communicators, Principled, Open-Minded, Risk takers, Balanced, and Reflective. Twice a year, Carver faculty meet with Atlantic's IB faculty (virtually) to vertically align curriculum and assessments in all 8 subject areas. They also address the required Approaches to Learning skill sets and articulate an appropriate progression of learning for them. Monthly meetings are held for new and developing teachers (ESP) to support them and their growth as educators. At least one teacher (hopefully more) will attend a formal IB workshop in their subject area each year. Over the course of 5 years, at least one teacher from all 8 IB subject areas must be trained. Leadership Team meetings are held bi-weekly to discuss ongoing changes to curriculum and school activities helping to ensure strategies that are discussed during PLC and common planning are implemented consistently. AVID and IB site teams meet once per month to discuss the new objectives that need to be met during the school year. The meeting also encourages AVID staff to collaborate on effective strategies to help students adjust to rigorous curriculum. Professional development takes place for both formal and embedded PD every week with IB/STEM-infused Professional Learning Communities (PLCs) being held every week. PLCs focus on unit plans and aligning state standards to IB criteria. The SSC and instructional coaches work with the teachers to strengthen instructional practices and data analysis. The IB coordinator pushes into classrooms and PLCs to help with implementation of strategies used and discussed during PLCs and common plannings. Strategies for Professional Development Implementation: The Single School Culture Coordinator will provide a collaborative venue for teachers to conduct academic conversations regarding student data and best teaching practices. Weekly meetings will assist in developing teachers through professional growth to increase student achievement. Using elements from the Palm Beach Model of Instruction, teachers will participate in collegial learning walks and lessons studies and conduct pre/post conferences with one another for constructive feedback and an opportunity to share ideas. Teachers are provided professional development in the implementation of the AVID College Readiness System. Items of implementation: Cornell Notes and One Binder One School initiative. Sans COVID, Carver Community Middle School is a regular participant in the AVID Summer Conference. Carver plans to implement a teacher train the teacher model to form a school-based AVID team that will be self sustaining in professional development and sharing of best practices. Carver's PLCs develop teacher capacity to deliver effective instruction through a comprehensive professional development plan that embeds cultural competence equity and access within instructional practices customized to the individual strengths, needs interests and aspirations of the learner.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

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

