
Title I Comprehensive Schoolwide Plan

**SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL
PALM BEACH (4090)**

ELA

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

1. List prioritized needs statements.

Overall end-of-year testing proficiency has decreased from 47% in FY21 to 37% in FY22 and finally a small increase of 2% to 39% in FY23.

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

Students are lacking in foundational vocabulary and reading comprehension skills. Low level readers need one on one support as well as tutoring opportunities.

3. Share possible solutions that address the root causes.

- Supplemental Test Preparation Materials both online and paper based. - Additional instructional personnel to work with various subgroups of students on their specific needs.

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Literacy Night - A parent training in which parents are provided with information on grade-level reading benchmarks, testing criteria, and tips to help improve their child's reading levels at home.

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

- **School**

ensure students have adequate access to reading materials both online and paper-based.

- **Students**

will work towards meeting the criteria needed in reading to be promoted to the next grade level.

- **Parents**

collaborate with teachers and staff.

- **Staff Training**

Communicating with parents through various modalities.

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Math

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

1. List prioritized needs statements.

There is a 3-year trend of minimal gain in overall proficiency on statewide mathematics testing. FY 21 proficiency level was 34% with an increase to 42% in FY22 and a small increase to 43% in FY23.

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

Students lack foundational math skills and are all performing on different achievement levels. Students need more motivation in mastering mathematics benchmarks.

3. Share possible solutions that address the root causes.

- Math manipulatives for hands on learning - Math Interventionists - Technology Platforms - Instructional Coach for Tier 2 and Tier 3 teachers - Additional resources to add in math instruction

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

• **Communication**

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• **Parent Training**

Training on math technology platforms and how to utilize these resources ar home

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

• **School**

hire certified teachers and support them in improving their craft.

• **Students**

complete assignments by due date.

- Parents

check homework.

- Staff Training

Engaging parents with online tutorials for parents that show steps for checking online platforms

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Science

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

1. List prioritized needs statements.

Science proficiency scores on statewide assessments have been below 50% for the past two years with a decline from 31% in FY22 to 18% in FY23.

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

- Students lack foundational reading strategies - Students lack data analysis and basic foundational math skills - Teacher Retention in 8th Grade Science - Students need hands-on learning/ high student engagement to motivate them

3. Share possible solutions that address the root causes.

- Lab Materials - Supplemental Technology Platforms - Interventionist to work in small groups with subgroups - PD Coach to support teachers - Additional resources for improving instruction

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

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- Parent Training

Reading strategies for specific content areas at home.

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

- School

hire additional personnel support to help teachers.

- Students

ready daily at home.

- Parents

assist students with reading daily.

- Staff Training

Creating at home hands-on resources to support science practice at home.

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Social Studies

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

1. List prioritized needs statements.

Proficiency levels on the Civics End of Course Assessment have decreased from 63% in FY22 to 45% in FY23.

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

- Teachers need support with implementing effective instructional strategies. - Struggling students need more interventions and access to test preparation materials

3. Share possible solutions that address the root causes.

- Tutoring - Supplemental Technology Platforms - PD Coach - Additional resources for improving Social Studies instruction

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

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- Parent Training

Testing Night to review details of the Civics EOC.

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

- School

hire and retain certified teachers.

- Students

attend tutoring.

- Parents

attend parent trainings.

- Staff Training

How to support parents in tracking students progress towards proficiency.

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Acceleration Success

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

1. List prioritized needs statements.

Acceleration is below 60% and 20% short of our goal of 80% or higher.

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

- Students have low-level comprehension skills. - Students need more opportunities to take accelerated courses

3. Share possible solutions that address the root causes.

- PD Coach to support CTE and Cambridge teachers - One-to-one technology - Additional resources to improve CTE instruction

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Technology Night where parents are trained on platforms related to accelerated courses

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

• School

send teachers to applicable trainings.

• Students

practice study skills at home.

• Parents

hold students accountable.

• Staff Training

How to support parents in helping students prepare for accelerated course examinations.

• Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Action Step: Classroom Instruction

Ensure students and teachers have access to standards-aligned curricular resources and the materials and supplies necessary to ensure student engagement and promote effective small group and whole group instruction.

Budget Total: \$87,364.00

Acct Description	Description					
Resource Teacher	Reading Interventionist Grades 6-8: She will work with lowest 30% in small group settings through push-in and pull-out providing RTI interventions and remediation.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Dividers (20 per pack)	10	\$20.00	General Supplies	Original	\$200.00
	Pencils	10	\$7.60	General Supplies	Original	\$76.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Binders (24 per pack)	16	\$60.00	General Supplies	Original	\$960.00
	Composition Notebooks (48 per pack)	15	\$80.00	General Supplies	Original	\$1,200.00
Online subscription	Item	Quantity	Rate	Type	Total	
	Achieve3000 - Reading grades 6-8	375	\$35.00	Original	\$13,125.00	

Action Step: Professional Development

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

Budget Total: **\$102,992.00**

Acct Description	Description
Tch Res Staff Development	Math/Science PD Coach/Staff developer will assist and coach teachers through PLC's, co-teaching model observations, and feedback for all Math and Science teachers for Grades 6-8.
Single School Culture Coordinator	Will work with teachers to ensure that instruction will occur through data analysis. Will work through common planning and do professional development with staff and families. She will model lessons and monitor instruction.
Tch Res Staff Development	Reading/Social Studies PD Staff Dev Teacher- will assist and coach teachers through PLC's, co-teaching model, observations, and feedback for all Reading and Social Studies teachers for Grades 6-8.

Action Step: Parent Engagement

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

Budget Total: \$2,445.50

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will offer Parent support and training during events described in PFEP.	2	\$50.00	3	3	1	Certified	Original	\$900.00
Supplies	Item		Quantity	Rate	Supply Type		Type	Total	
	Ink for Printing Flyers, Agendas and Deliverables		10	\$25.00	Technology		Original	\$250.00	
	Case of Paper		10	\$30.00	General Supplies		Original	\$300.00	
	Reams of Colored Paper		10	\$17.00	General Supplies		Original	\$170.00	
	Chart Paper (6 Pack)		1	\$756.50	General Supplies		Original	\$756.50	

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

Parents play an integral role in assisting their child's learning. Therefore, Slam's faculty and staff will encourage parents to be actively involved in their child's education through the following: - Participation in decision making on advisory committees - Timely invitations to parent meetings, events and workshops - Opportunities for volunteering - Opportunities to learn how to support their child's learning at home - Collaboration with the community and all stakeholders

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
Maria Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator
Caitlynn De Los Santos	Teacher
Stacey Samuels	Parent

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

Members are chosen through invitation to a range of gatherings, including but not restricted to Comprehensive Needs Assessment Meetings, School Advisory Council Meetings, and community outreach sessions. Participation is open to all stakeholders, irrespective of demographic considerations. Members reflect the school community and are nominated and selected based on active participation in schoolwide initiatives.

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

Stakeholders are involved in developing the SWP through various meetings throughout the school year. Feedback is continuous through quarterly SAC meetings , CNA meeting, Title 1 Annual Meetings in the Fall, Spring Parent Input Meeting, and parent feedback evaluation forms collected during Parent University Nights beginning in October. Meetings are varied (morning, after school, evening), in person, via zoom or individually to accommodate all families.

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

Stakeholders are able to provide input for Title 1 funding and engagement through Title 1 Annual Meeting, Spring Stakeholder Meeting, SAC Committee Meetings, and through Parent University Feedback Forms/Evaluations. The outcome is increased student achievement and an increase in parental involvement.

Name	Title
Maria Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator

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?

October 9th, 2024 at 5:00PM

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

Parents will be notified through electronic push notifications (messaging and email), paper flyers/invites, and principal newsletter. All communication will be distributed in multiple languages.

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

PowerPoint Presentation, Parent compacts, school data, meeting agenda, parent evaluations, description of Title 1 programs and program partners.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Multimedia Communication Strategies

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

Staff will be trained on a variety of parent communication multimedia strategies such as screen recording, online newsletters, online meetings, etc.

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

Staff will attain strategies that will allow them to use technology to better communicate with parents and build better relationships which will lead to increased student achievement.

- What will teachers submit as evidence of implementation?

Teachers will submit samples of online newsletters, screen recording links and sample Remind101 messages.

- Month of Training

October

- Responsible Person(s)

Deanne Chambers

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Creating Parent Volunteer Opportunities in the Classroom

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

Staff will be provided with strategies and ideas for creating volunteer opportunities in the classroom for parents to be involved in day to day learning activities which will lead to increased student achievement.

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

Teachers and parents will have better partnerships and parents will have more tangible strategies for supporting their students at home after volunteering in classrooms.

- What will teachers submit as evidence of implementation?

Parent Volunteer Logs, Parent Volunteer Feedback Forms

- Month of Training

January

- Responsible Person(s)

Deanne Chambers

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Improving Literacy at Home

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

Parents will be taught before, during and after reading strategies to apply with their child when practicing reading at home. Parents will also be given training on reading technology platforms and resources to support reading at home.

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

Parents will be placed into groups and given reading materials to practice applying strategies that were presented.

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

Parents will promote reading every day at home which will lead to increased reading proficient of students.

- Date of Training

February

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Invitations, Agendas, Sign In Sheets, PowerPoints, Cheat Sheets, Samples of Grade Level Reading Materials, reflections.

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Assessment Night

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

Parents will be provided with testing dates, length of test, statewide information on benchmarks to be assessed, strategies for preparation for tests and test taking skills. Navigation of testing websites will be demonstrated.

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

Parents will be placed in groups to practice gathering information and resources from testing websites as well as display understanding of implementing test preparation strategies.

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

Parents will support their students in preparing for all statewide assessments which will lead to increased student achievement.

- Date of Training

January

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Invitations, Agendas, Sign In Sheets, PowerPoints, Cheat Sheets, Statewide Testing Resources, reflections.

- Amount (e.g. \$10.00)

\$0.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Building Academic Resilience at Home

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

Parents will learn to foster a growth mindset in their children, encouraging them to embrace challenges and persist through setbacks. They'll teach effective study habits and organizational skills, empowering their children to manage their workload efficiently. Additionally, parents will focus on building emotional regulation skills and maintaining open communication to support their children's academic resilience at home.

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

Hands-on components such as interactive workshops where parents practice implementing resilience-building activities with their children. They will engage in role-playing scenarios to simulate real-life academic challenges and develop effective problem-solving strategies together.

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

The training is expected to positively impact student achievement by equipping parents with the skills and knowledge to support their children's academic resilience at home. By fostering a growth mindset, teaching effective study habits, and promoting emotional regulation, parents can create an environment conducive to learning and success. This support is likely to lead to increased motivation, improved academic performance, and a greater ability to overcome challenges, ultimately resulting in higher student achievement.

- **Date of Training**

October

- **Responsible Person(s)**

Deanne Chambers

- Resources and Materials

Invitations, Agendas, Sign In Sheets, PowerPoints, Cheat Sheets, Scenarios, reflections.

- Amount (e.g. \$10.00)

\$0.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento Program program provides assistance to children experiencing homelessness that are enrolled in public schools. The program provides assistance by providing educational and other resources that otherwise would not be available to these students.

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

Home surveys, program promotion through flyers, slides from Title I Annual Meeting

- Frequency

Quarterly and/or as needed

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

The Safe Schools Office monitors the implementation of the Fortify FL app which allows the immediate reporting of suspicious activity in addition to other provisions of the Marjory Stoneman Douglas High School Public Safety Act.

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

SLAM School Website Announcements, Push Notifications/emails, parent cheat-sheets and how to download/use applications

- Frequency

Quarterly/ and or as needed

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

Support program for students with disabilities that provides appropriate strategies for the needs of these students.

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

Parent communication logs, support facilitation logs, and student goal reports.

- Frequency

Quarterly/ and or as needed

Communication

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

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

- Description

SLAM Palm Beach Middle will provide information regarding Title I programs in quarterly or bi-weekly using diverse methods of communication including the principal's newsletter, website announcements, emails, text messages and take home flyers. Title I teachers and administration will explain Title I programs and opportunities at the Title I Annual Meeting. Parents will be given the opportunity to ask questions to help in their understanding of all items discussed at the Title I Annual meeting. All meetings will include translation and all documents provided in two languages.

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

Push notifications/emails in multiple languages, SAC meeting minutes, Invites/flyers

- Description

Information regarding academic programs, Florida BEST Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Open House, parent/teacher conferences, parent universities, and any other time a parent requests such information. Progress Monitoring data and other types of assessment data that used to measure student progress during parent quarterly meetings, parent/teacher conferences, and parent data chats. Review student progression plan and requirements for progression.

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

Student progression letters, student proficiency level parent letters, parent meeting agendas

- Description

School will inform parents regarding the different forms of academic assessments that are used to measure student progress through Parent University Meetings and teacher/parent conferences. Classroom teachers will explain and discuss the school's curriculum/technology platforms that measure the progress of Florida Standards in parent meetings and student/parent data chat meetings. Information regarding FAST/FCAT/EOC Achievement Levels and proficiency percentages, and types of assessments used to measure student progress are discussed in Parent University Nights.

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

Testing Calendar, Parent University Presentations, Parent University Invitations

- Description

Information regarding parents about opportunities to participate in decision-making process during regular meetings and Title 1 meetings (Parent University, Title 1 Annual Meeting, Parent- Input Meeting) and SAC meetings to formulate suggestions and to participate in decisions relating the education of their children.

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

Parent meeting flyers, SAC meeting minutes, Annual Title 1 Meeting minutes

- Description

SLAM Palm Beach Middle School will offer flexible meeting times before school, during school hours, or evening hours on weekdays and weekends. The school website, flyers, school calendar, and invitations will display flexible times to increase attendance along with special accommodations provided, such as free child care, large print, special needs accommodations, translations, and transportation.

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

Parent meeting invitations with flexible times, hybrid meetings-zoom parent logins, parent-teacher conference notes

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

All school communication such as letters, agendas, and flyers will be made available in multiple languages. Translators will be present at all school events and meetings. In addition, holding separate sessions for families with limited English proficiency. Messages and all communication are sent in multiple languages with the option of language in the school's website. School personnel will assist families with any online websites that are in English, such as FAST portal, college websites, etc in the parent resource center and parent meetings.

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

Test messages and emails in English & Spanish, school meeting invites/flyers in Spanish/English, conference notes from our ELL support contact.

- Description

Families are surveyed in the beginning of the year and before every parent meeting to determine accommodations needed for families with disabilities. Our school is equipped with ramps, an elevator, large screens for presentations, and a speaker system to accommodate hearing impairments. Hard copies of the presentations and activities are provided in large print per request to further reduce barriers. All parent flyers have a list of accommodations accessible in the school for parent meetings. Families are given to option to attend virtual meedtings, in person, or individual meetings based on need.

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

Flyers will list special accomodations , parent support emails, parent meeting agendas

- Description

Multi-lingual communication is provided in our push notifications and parent letters, website, and school calendars provide timely announcements of meetings and programs. Flexible meeting times will be provided as needed and requested. Meetings are announced in a tiumely manner. Parents and families are given the option to attend virtually, in person, or individual meetings based on need.

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

Invites, flyers, text messages and emails depicting flexible times

- Description

Transportation for families experiencing homelessness will be provided if needed. We will also provide free child care and food/refreshments. We provide families experiencing homelessness with free uniforms, supplies, access to all activities and any other expense students may pay for extracurricular activities. The school will provide assistance in connecting families with the McKinney-Vento Program.

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

MVP programs flyers, home surveys, parent invites with assistance provided

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

In order to meet the needs of our students outside of academic subjects areas SLAM Palm Beach Middle strives to provide students with counseling support whenever needed through our in house mental health counselors. Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses CHAMPS for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. We also implement a PBIS system using Liveschool. School-wide positive behavior universal guidelines "3R's Responsible, Respectful, and Ready to Learn" are evident throughout the school. Positive praise and classroom incentives are used to reinforce behavior. WIN (What I Need) periods are used to implement the monthly social emotional lesson that helps students in building character and fostering strong study habits. Our Mental Health counselor provides Tier 1, 2, and 3 assistance for students to promote healthy habits, anger management, and coping skills.

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

The school-based team (SBT) uses the Problem-Solving Model to conduct all meetings. Based on data analysis and collaboration, the team identifies students who need additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM and Fast Bridge. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Administration and teachers practice shared decision-making in an effort to meet the needs of all students during PLCs, grade-level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Teachers participate in data chats where the analysis of academic data and behavioral concerns are discussed. Students are tiered according to data concerns. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through HMH Study Sync, students participate in the Achieve 3000 Literacy program for reading as well as IReady Reading and Math Instruction as well as IXL Skills Practice for math. In order to ensure a positive learning environment students are expected to adhere to the "3 R's" expectations (Responsible, Respectful, and Ready to Learn). Tier 2 Implementation: Identified students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention 3 times a week. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Tier 3 Implementation: Tier 3 services are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 efforts. They receive services 30 minutes daily, 5 days a week in a targeted area identified by the SBT.

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

It is our priority to have high expectations and a well-rounded education is provided to all students. We provide a full academic discourse where students are exposed to a variety of courses during school such as the Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of Sports, Leadership, and Management courses. Our SLAM course tracks offer courses in sports medicine, sports management, and sports leadership. Within the sports medicine track, we offer science courses in anatomy and physiology. During the day students also participate in ongoing novel studies, hands-on project based learning, and social skills events that help students not only develop the academic skills necessary to succeed in the 21st century, but also the social skills to excel. After school we provide students with opportunities to participate in sports teams, clubs, and music ensembles. Some of these activities are but not limited to fashion club, student government association, football, basketball, baseball, concert band, chorus, gaming club, cheer team, and student government. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP(Advanced Math Placement) which begins in 7th grade with Algebra. Our AMP classes provide acceleration and enrichment in math for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and Advanced courses in Reading, Math, Social Science, and/or Science. Specific data is also reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% for reading and mathematics. Students that scored a level 1 or 2 in FSA Mathematics and Reading are enrolled in an intensive math and/or reading course to bridge learning gaps and focus on specific skills.

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

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Our curriculum is based on the preparing students for careers in the workforce specifically, but not limited to Sports, Leadership, and Management. Curriculum has been developed by teachers that incorporates the hands-on skills for students to be ready for post-secondary opportunities and the workforce. We offer accelerated courses for our students. We also have guest speakers come to our campus to educate and offer our students about their occupation and the pathway to accomplishing their goals. School-wide, we are committed to building college and career awareness through displays of the staff's Alma Maters posted through the school. Additionally, college and career awareness events through our guidance programs include: career day/week, speakers, potential campus visits and collaboration of volunteers on campus who speak to students at lunch about various programs and opportunities, such as their majors, sports teams, etc. The school's curriculum embeds career planning and research to further prepare our students for college and careers. Students are participate in project-based learning activities with a focus on global-local skills. SLAM! Palm Beach is also dedicated to advanced placement by offering Dual Enrollment and the Cambridge Program for students that qualify. Qualified middle school students may begin to participate in Dual Enrollment with Palm Beach State College and Doral College. In addition, qualified students are able to take online courses to accelerate their high school credits through Somerset Virtual Academy. This aids in college preparedness and gives an opportunity to take technical courses beyond the school's course offerings.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- 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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

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 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

Professional development is an ongoing goal on our campus. We survey all teachers at the beginning of the year to identify their personal needs and wants in professional development. Through numerous ongoing walk-throughs and classroom observations we further identify areas for growth and improvement. We have allocated one hour daily in the employee schedule where PLC meetings and Professional Development can take place. A full-time instructional curriculum coach will aid individual teachers to provide professional growth feedback according to individual formal and informal observations utilizing the coaching cycle. Teachers are supported and provided with professional development with a variety of coaching techniques, such as lesson modeling, co-teaching, and coplanning. Coplanning is available for all departments. We have also implemented a mentor program for our new teachers, peer observation classroom walk-throughs, collaborative planning, and an open door policy of support. We also participate in Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers.

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

1. Recruitment and Retention

To recruit highly effective educators we attend and host career fairs throughout the area at colleges and other venues. We also place ads on websites such as Teachers-Teachers and Indeed. We have banners and signs at our school site and have openings posted on our website. To retain effective educators we use a variety of techniques such as compensation equivalent to the district, supplements, teacher recognition incentives, professional development, ongoing feedback and evaluation through our evaluation tool. We also have team building workshops and an open door policy of support and teamwork, thus increasing the retention rate of our staff. In addition, novice teachers are supported through our new teacher mentor program according to individual needs and observations. The new teacher mentor program provides targeted professional development in classroom management, instructional delivery, and lesson planning. They are guided and assigned a mentor teacher which serves as an instructional coach and professional development liaison.