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

ELA

1. List prioritized needs statements.

Improve the proficiency rate of L25 by 20% 17% of students are lower than 3 or higher on FY 25 PM1 25 % of our Black, 19 % Hispanic, 10 % ELL, 30% of our FRL and 16% of our SWD scored 3 or Higher on FY25 ELA PM1

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

Low reading levels, many students do not have decoding skills (phonics) and struggle with recognizing grade level vocabulary which require smaller class sizes and assistive technology District curriculum does not have Creole translated resources. Number of students enrolled in higher level courses is low - few students in Cambridge/advanced classes. Students level of interest, prior knowledge and transferable skills limits comprehension of content Students inability to read and write in their native language Teacher capacity for incorporating Instructional strategies for literacy and higher order thinking Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact reading deficiencies. Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

3. Share possible solutions that address the root causes.

Provide additional staff and resources to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff if there is a surge in enrollment in ese and ell students Ability to purchase resources to support classroom learning. Ability to provide opportunity for students to attend field trips aligned to curriculum to gain real world experience of topics discussed within the curriculum Ability to buy resources and online subscriptions to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Acquire additional support for small group instruction in ELA

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

• Communication

The school will utilize parent link, the school website and social media to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, social media sites will be revamped and Pawcast (student produced announcements) to our social media platforms.

- **Parent Training**

Parents will participate in trainings that focus on the skills needed to assist students in being proficient readers and writers, be knowledgeable of the technological reading programs being used in the school to assist struggling readers and promotion of positive home school relationships

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity to support reading in the home and the technology programs that support and strengthen student reading skills.

- **Students**

Practice personal accountability to complete their Ela classwork, homework and computer based assignments. Take care to ensure they read books at home. Work to take care of their devices and the proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning by reading at home with them, utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work on strengthening reading skills with their students at home.

- Accessibility

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

Math

1. List prioritized needs statements.

5% of students in Math were at level 3 or higher on PM1 Improve L25 by 22% 35% of our Black, 41% of our Hispanic, 29% of our ELL, 40% of our FRL and 30 % of our SWD scored 3 or higher on the FY25 Math PM1

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

Students level of interest, foundational knowledge and transferable skills limits mastery of skills Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact deficiencies. Students inability to read and complete basic computation skills in their native language Teacher capacity for incorporating effective instructional strategies for higher order thinking and remediation Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning. Parent need for assistance in understanding content with supportive technology.

3. Share possible solutions that address the root causes.

Acquire additional staff, resources and online subscriptions to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff to account for surge in enrollment of students in ese and ell subgroups Ability to purchase resources to support classroom learning. Ability to buy PD and resources to support targeted instruction and effective teaching of course standards Provide additional staff to support, assist and mentor teachers in unpacking standards and teaching effectively Acquire additional support for small group instruction and smaller class sizes in Math.

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

- **Communication**

The school will utilize parent link, the school website and social media to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, social media sites will be revamped and Pawcast (student produced announcements) to our social media platforms.

- **Parent Training**

Parents will participate in trainings that focus on the skills needed to be knowledgeable of math, the and promotion of positive home school relationships

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for math and the technology programs that support student learning.

- **Students**

Practice personal accountability to complete their math classwork, homework and computer based assignments. Take care to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, assist with homework and educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

Science

1. List prioritized needs statements.

Increase science SSA proficiency to level 3 in above 65% of students. 25 % of our Black, 19 % Hispanic, 10 % ELL, 30% of our FRL and 16% of our SWD scored 3 or Higher on FY25 ELA PM1

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

Lack of students real world experience of science concepts due to low number of hands-on labs. Need to increase reading proficiency while incorporating ELA strategies in Science. Need to reinforce 6th and 7th grade standards prior to students reaching 8th grade More teacher led instruction than student led instruction Students lack of exposure to science in action outside of the classroom experience Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

3. Share possible solutions that address the root causes.

Provide additional resources to conduct small group instructional support for students within our struggling sub groups Ability to purchase resources to support classroom learning and hands on experiences. Ability to provide opportunity for students to attend field trips aligned to curriculum to gain real world experience of topics discussed within the curriculum Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Conduct parent training that focuses on the skills needed to be knowledgeable of the content and transfer the skills to their children. Provide tutorial services and home subscriptions to computer based programs that allow parents to assist with reinforcement of skills taught in school. Acquire additional support for small group instruction in Science

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

- Communication

The school will utilize parent link, the school website and social media to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, social media sites will be revamped and Pawcast (student produced announcements) to our social media platforms.

- Parent Training

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

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

- School

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for school based content and technology.

- **Students**

Practice personal accountability to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

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

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

Social Studies

1. List prioritized needs statements.

83 % of students reading comprehension is below proficiency on FY25 PM1 38% of students scored 3 or higher on the FY24 Civics EOC

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

Students level of interest, prior knowledge and transferable skills limits comprehension of content Students inability to read and write in their native language Teacher capacity for incorporating Instructional strategies for literacy and higher order thinking Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact reading deficiencies. Students have limited background knowledge of the concepts introduced in world history, US history and civics. Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

3. Share possible solutions that address the root causes.

Provide additional resources to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff if there is a surge in enrollment Ability to purchase resources to support classroom learning. Ability to provide opportunity for students to attend field trips aligned to curriculum to gain real world experience of topics discussed within the curriculum. Conduct parent training that focuses on the skills needed to be knowledgeable of the content and transfer the skills to their children. Provide tutorial services and home subscriptions to computer based programs that allow parents to assist with reinforcement of skills taught in school

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

• **Communication**

The school will utilize parent link, the school website and social media to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, social media sites will be revamped and Pawcast (student produced announcements) to our social media platforms.

• **Parent Training**

Parents will participate in Cougar University, Steam Night, and other training that focus on the skills needed to be knowledgeable of topics to transfer the skills in Social Studies and promotion of positive home school relationships.

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for school based content and technology.

- **Students**

Practice personal accountability to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

Acceleration Success

1. List prioritized needs statements.

47 % of students enrolled in accelerated courses passed the EOC for the course they were enrolled in. 25 % of our Black, 19 % Hispanic, 10 % ELL, 30% of our FRL and 16% of our SWD scored 3 or Higher on FY25 ELA PM1

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

ELL students have limited access to these courses due to the required enrollment in intensive courses. Low enrollment in accelerated courses due to prerequisites at the elementary level (no AMP courses offered at feeder schools) Students' level of interest, prior knowledge and transferable skills limits comprehension of content. Students have limited background knowledge of the concepts introduced in the accelerated/magnet courses Teacher capacity for incorporating instructional strategies for literacy and higher order thinking in their content area Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

3. Share possible solutions that address the root causes.

Teacher capacity for incorporating instructional strategies for literacy and higher order thinking in their content area Ability to provide opportunity for students to attend field trips aligned to curriculum to gain knowledge and real world experience of topics discussed within the curriculum Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Conduct parent training that focuses on the skills needed to be knowledgeable of the content and transfer the skills to their children. Provide tutorial services and home subscriptions to computer based programs that allow parents to assist with reinforcement of skills taught in school Conduct Parent nights and open house to provide parents with the knowledge of the courses we offer, the acceleration possibilities and as well as the choice options available.

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

• Communication

The school will utilize parent link, the school website and social media to communicate with parents regularly. In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our parentlink callouts, social media sites will be revamped and Pawcast (student produced announcements) to our social media platforms. We will host Cougar Invasion, a program for our incoming 6th grade students to get them acclimated to the school and provide academic and social skill development. Increased visits to our feeder schools to provide exposure to our school and the programs we offer. Increased tours of our school targeting students for our choice programs.

• Parent Training

Parents will participate in Cougar University, Steam Night, Magnet Night and other trainings that focus on the skills needed to be knowledgeable of topics to transfer the skills needed for their children's success and promotion of positive home school relationships.

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

- **School**

Foster a positive home school relationship with consistent communication in home languages, encouragement of parent participation in school activities and provide training opportunities for parents to increase their capacity for school based content and technology.

- **Students**

Practice personal accountability to ensure they do not damage devices and proper use of technology in class/home. Provide parents any communication sent by the school. Encourage parents to attend and engage in school activities.

- **Parents**

Help support the school by being actively engaged in their children's learning utilizing the SIS parent portal, support school activities by attending, and assist with educating students on proper use of technology (school computers, cell phones, etc).

- **Staff Training**

Staff training on skills that lead to implementation of positive engagement strategies that strengthen the home school partnership utilizing technology and native language support for parents/families as they work with their students at home.

- **Accessibility**

Parents will be provided with communication sent home in their native language as well as language facilitation at meetings. Parents will be provided support services for: IEP meetings, those who are migrant, and homeless.

Action Step: Classroom Instruction

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

Budget Total: \$118,704.98

Acct Description	Description																		
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="434 355 858 428">Item</th> <th data-bbox="867 355 1068 428">Quantity</th> <th data-bbox="1077 355 1232 428">Rate</th> <th data-bbox="1241 355 1367 428">Days</th> <th data-bbox="1375 355 1522 428">Hours</th> <th data-bbox="1530 355 1690 428">Weeks</th> <th data-bbox="1698 355 1871 428">Type</th> <th data-bbox="1879 355 2018 428">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total											
	Whitaker/6-8/ELA	1	\$21.00	7	3.25	1	Original	\$466.00											
Roger Davis/Math/6-8	1	\$21.00	7	3.25	1	Original	\$466.00												
Classroom Teacher	Reading Classroom Teacher will provide literacy instruction to identified students in Grades 6-8 in a smaller class-size setting.																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="434 740 1262 813">Item</th> <th data-bbox="1270 740 1409 813">Quantity</th> <th data-bbox="1417 740 1564 813">Rate</th> <th data-bbox="1572 740 1774 813">Supply Type</th> <th data-bbox="1782 740 1900 813">Type</th> <th data-bbox="1908 740 2026 813">Total</th> </tr> </thead> </table>			Item	Quantity	Rate	Supply Type	Type	Total										
	Item	Quantity	Rate	Supply Type	Type	Total													
	Dry Erase Markers			100	\$6.59	General Supplies	Original	\$659.00											
	2 Composition notebooks per semester- AVID WICOR Strategies in ELA, Math, Science and Social Studies			101	\$1.50	Program Supplies	Original	\$151.50											
	Post-Its Variety Pack Avid Strategy			52	\$3.99	Program Supplies	Original	\$207.48											
Adjustment - benefits credit and final allocation			1	\$6,957.00	General Supplies	Other	\$6,957.00												
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="434 1302 1014 1375">Item</th> <th data-bbox="1022 1302 1161 1375">Quantity</th> <th data-bbox="1169 1302 1287 1375">Rate</th> <th data-bbox="1295 1302 1379 1375">Days</th> <th data-bbox="1388 1302 1493 1375">Hours</th> <th data-bbox="1501 1302 1619 1375">Weeks</th> <th data-bbox="1627 1302 1766 1375">Certified</th> <th data-bbox="1774 1302 1892 1375">Type</th> <th data-bbox="1900 1302 2018 1375">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Certified teachers will provide Morning, Afterschool and Saturday Tutorial for ELA,		10	\$37.00	2	2	12	Certified	Original	\$17,760.00										

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Math, Science & Civics Grades 6-8 beginning January 2026									
Classroom Teacher	Math Classroom Teacher will provide math instruction to identified students in Grades 6-8 in a smaller class-size setting.									

Action Step: Professional Learning

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

Budget Total: \$324,807.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	All Certified Teachers will plan collaboratively in the subjects of ELA, Math, SS, Science, ESOL/ESE & Guidance beginning August 2025 to plan lessons and analyze data.	57	\$25.00	1	1	15	Certified	Original	\$21,375.00	
Coach	The Math Coach will offer instructional support, coach teachers on effective math strategies, lesson planning and best practices to improve student achievement; analyze student performance data to identify trends, gui									

Acct Description	Description
	instruction, and support interventions for struggling learners; lead training sessions, model lessons, and provide ongoing support to enhance math instruction across all grade levels.
Coach	The ELA/Reading Coach will offer instructional support by coaching teachers on effective ELA & Reading strategies, lesson planning, and best practices to improve student achievement; analyze student performance data to identify trends, guide instruction, and support interventions for struggling learners; lead training sessions, model lessons, and provide ongoing support to enhance ELA/Reading instruction across all grade levels.
Tch Res Staff Development	The resource teacher for staff development will develop and deliver professional learning sessions aligned with school goals and teacher needs; support teachers with instructional strategies, lesson planning, and best practices to improve student outcomes; analyze student data to identify areas for growth and tailor professional learning accordingly; collaborate with administration to implement school-wide initiatives and ensure alignment with district expectations; and provide coaching, modeling, and mentorship to teachers to enhance instructional effectiveness.
Single School Culture Coordinator	The Single School Culture Coordinator will ensure consistency in school-wide policies, expectations, and procedures; support positive behavior initiatives and discipline consistency; oversee implementation of school safety and crisis response plans; monitor student data related to behavior, attendance, and academics; collaborate with teachers and staff to maintain a structured learning environment; lead professional learning behavior management and school-wide expectations; lead PLCs and use data to drive decision-making; support interventions for at-risk students to improve success and engagement; promote a positive school culture; and ensure adherence to district and state guidelines for student conduct.

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: \$64,468.02

Acct Description	Description											
Postage	Item						Quantity	Rate	Type	Total		
	School will send Newsletters/Fliers to increase parent communication						484	\$0.73	Original	\$353.32		
Parent Support by School Staff	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will support parent training during school events (Cougar University, Cougar Jamboree, & Magnet Choice Nights)				10	\$25.00	1	3	3	Certified	Original	\$2,250.00
Social Service Facilitator	The social service facilitator will connect students and families with community resources; collaborate with teachers, counselors, and administrators to address barriers to student success, including attendance, behavior, and character development needs; and advocate for students by coordinating interventions, conducting home visits when necessary, and fostering partnerships with local organizations to provide ongoing support.											
Supplies	Item					Quantity	Rate	Supply Type		Type	Total	
	Refreshments at parent trainings (\$3 per parent)					600	\$3.00	Program Supplies		Original	\$1,800.00	
	Large Box Manilla Folders - Asst					1	\$24.80	General Supplies		Original	\$24.80	
	Card Stock Paper					30	\$11.88	General Supplies		Original	\$356.40	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Take Home Parent Toolkit Pouch - items needed to complete homework at home.	125	\$6.50	General Supplies	Original	\$812.50

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Bernadette Standish	Principal
Penni Lee	Assistant Principal
Pia Pierre	Assistant Principal
Brent Higley	Assistant Principal
Brian Fitzpatrick	Assistant Principal
Cameron Simmons	Single School Culture Coordinator
TBD	PTSA-Teacher Liason
TBD	PTSA President
TBD	Business Partner
TBD	SAC Chair

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

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

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

The stakeholders will be required to record the minutes. The SAC Meeting held on February 26, 2025 at 6:00 pm. Stakeholders were provided a copy of the recording form, stakeholders discussed the components of the CNA and provided suggestions as follows: training on at home parent support in math and science, increase enrollment in acceleration will make notes on a copy of the slides that were used. All of parent input will be placed in the compact. At an Admin. meeting the following week, the AP's will sit with the principal and leadership team to discuss the suggestions for parent nights brought up by the parents. Ongoing communication related to the plan and input will be documented by the Title 1 contact in a google doc. SAC Meetings will be monthly where parents will receive updates on instruction and supports provided to students.

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

To increase the parent's knowledge and skills using hands on activities and content capacity building development in order to assist the school in developing OUR students. Parent university will be held and teachers will be facilitating sessions to provide parents take-aways from the Parent participation night as well as students being showcased. A social services facilitator will assist parents with connecting with resources within the school and community to assist their children at home. Bi-monthly newsletters will be distributed to parents to give additional strategies and resources for increased parental involvement.

Name	Title
Penni Lee	Assistant Principal
Bernadette Standish	Principal

Annual Parent Meeting

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

Wednesday, September 17, 2025 @6:00 p.m. during our SAC meeting. The meeting will take place in the Media Center and virtually through google meet.

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

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

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

District provided Annual Title 1 meeting presentation, agenda, sign in sheets; dates of yearly parent capacity training meetings; Parent evaluation forms; Review family-school compact and PFEP

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating with Parents

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

This training will provide staff with the foundation of school culture that embodies how Congress Middle presents itself inside and outside of the building. Teachers will learn how to utilize Parentlink to communicate with parents.

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

Teachers will learn the Cougar Way, how the school is organized with custom beliefs and goals that promote and encourage positive relationships with all stakeholders. The importance of school culture as it relates to the values, norms, routines, traditions, systems, and expectations of the school and how they are communicated to all stakeholders. Strategies and tools that allow for constant communication with stakeholders to ensure everyone knows what is happening and has a voice.

- What will teachers submit as evidence of implementation?

Parent Link transcripts of communication sent, teacher comments from logs in SIS, print out/transcripts from communications sent.

- Month of Training

September

- Responsible Person(s)

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Questioning for Student Success

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

Questioning leads to demonstration of understanding. This training will provide teachers a variety of questioning strategies to utilize with students in their classrooms and share with our parents. Tools will be provided. Teachers will share the questioning dialogue template/model of the strategy used in the classroom and how it is transferred to home life. Teachers will model for parents and provide templates/samples of the strategy for at home use.

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

Teaches will be able to plan for lessons that target benchmark specific questions that will impact student understanding of content. Teachers will share strategies in school communications to all staff members as well as at SAC meetings and via parent communications.

- What will teachers submit as evidence of implementation?

Scripts of lesson sequences to include samples specific questions utilized in lessons. PLC meeting notes. Lesson PowerPoints. Paw print newsletter to share information regarding the curricular activities occurring on campus.

- Month of Training

November

- Responsible Person(s)

TBD

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Tools for School

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

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

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

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

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

Parents will be able to utilize their computer and or cell phone to access their assignments and ability to communicate to teachers for assistance.

- Date of Training

September

- Responsible Person(s)

Instructional staff

- Resources and Materials

Computers, Invitations, Agenda, Handouts, Presentation, and evaluations.

- Amount (e.g. \$10.00)

600.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Cougar University

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

Parents will learn how to; navigate the SIS Parent gateway/clever, identify the standards for Math, Science, ELA, and Civics that they can assist with and how to help students with mastering taught concepts through homework checks.

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

Parents will be assigned groups to rotate through classrooms to learn how to; navigate the SIS Parent gateway, identify the standards for Math, Science, ELA, and Civics that they can assist with and how to help students with mastering taught concepts through homework checks.

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

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

- Date of Training

December

- Responsible Person(s)

Instructional coaches and teachers

- Resources and Materials

Computers, Invitations, Agenda, Handouts, Presentation, and evaluations.

- Amount (e.g. \$10.00)

600.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Data Night

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

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

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

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

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

Parents gaining knowledge regarding the test format, platform and how assist with their student progress on mastering the standards that are assessed.

- Date of Training

January

- Responsible Person(s)

Instructional Coaches

- Resources and Materials

Computers, Invitations, Agenda, Handouts, Presentation, and evaluations.

- Amount (e.g. \$10.00)

600.00

Coordination and Integration

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

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

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

Flyers in all languages, emails, and residency questionnaires.

- Frequency

as needed

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

- Name of Agency

City of Boynton Beach

- Describe how agency/organization supports families.

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

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

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

- Frequency

as needed

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

- Name of Agency

Genesis Community Health

- Describe how agency/organization supports families.

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

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

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

- Frequency

Students will be referred for services as needed.

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

Parent/ teacher/school emails; copies of items sent. Invitations/flyers, screenshot of website & social media pages. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed. Invitations flyers, screenshots

- **Description**

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

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

Parent/Teacher/school emails; copies of items sent. Flyers of events and invitations to parent/family trainings. Curriculum night presentation. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- **Description**

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

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

Parent/Teacher/school emails regarding assessment; copies of items sent. Parent link regarding assessments. Flyers of events and invitations to parent/family trainings. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- **Description**

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

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

Parent/Teacher/school emails; copies of items sent. Marquee. Screenshot of website and social media posts. Flyers of events and invitations to parent/family trainings. All filed in Title 1 documentation drive. All items will be in the families appropriate language as needed.

- **Description**

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

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

Parent/ teacher conference invitation with optional days and times available. SAC meetings in person and online availability. Parent/ teacher IEP invitation with optional days and times available all items will be in the families appropriate languages as needed.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• **Description**

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

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

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

• **Description**

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

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

1. Building Students' Non-Academic Skills

Congress Middle students meet in the fall and the winter with the administrative team to discuss school-wide expectations and consequences and the school-wide positive incentives. In addition, teachers explicitly teach various parts of the school-wide expectations. The school's matrix of expectations is posted in every classroom and throughout the school. There is a SWPB support system called "SIS Positive Points" that is in place. All staff members go into SIS and reward students for their positive behavior in class and throughout the school. Students are given a tangible reward, and attend monthly "Benjamin Bash" reward celebration for students who earn 100 positive points during the month which is featured on our school social media sites. 1. Guidance Counselors conduct small groups sessions for students focusing on academic success, attendance, and skills for learning and life.. 2. Parents that identify or report needs for the student and/or family are provided a referral to agencies listed on the District's agency agreement list. 3. A full time Behavior Coach is housed at Congress MS to assist students with academics and skills for learning and life. 4. A Young Ladies Mentoring program is supported by female teachers that assist female students in acquiring the skills, behaviors, and characteristics developed for womanhood. 5. Cougar Lamplighters Mentoring program is established by the SSCC and supported by administration and teachers that assist male students in acquiring the skills, behaviors, and characteristics developed for manhood. 6. Fortify posters are placed all throughout the school with information for any student to anonymously notify authorities about any potentially harmful situation. They are posted in all languages.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

N/A

Professional Development

1. Professional Development

Congress Middle offers professional development opportunities for teachers both formal and embedded in our Professional Learning Communities (PLCs) and on designated Professional Development Days (PD). Teachers participate in PLCs, PD Wednesdays as well as PD days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as administration. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. A focus for our teachers this year have in the following areas: *High Quality Instruction * Data Disaggregation and review for standard based lesson design and implementation to improve instruction and make a positive impact on student achievement *Project Based Learning * Behavior Supports for Teachers and Paraprofessionals * CHAMPS for Behavior * STEMscopes *PRISMS * Engagement Strategies *Small Group Instruction Once teachers engage in the strategies via professional development sessions and modeling, they proceed in implementing the strategies in the classroom and then reflecting on its effectiveness during PLC meetings.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school's administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, and Word of Mouth. Additionally, advertisements on the district website as well as Indeed have been utilized to recruit teachers. In order to assist in retaining our teachers, we work hard to implement a successful induction/orientation program that includes frequent meetings and opportunities for new teachers to engage not only via professional development sessions but socially as well. Participation in collaborative planning through PLC meetings where there is peer to peer coaching of effective instructional practices and strategies. In addition to their designated mentor for the ESP support program each teacher has a designated buddy teacher (team mate) and department chair that supports the teacher. Congress Middle School implements the district's Educator Support Program (ESP) initiative. It is a formal program of support for newly hired educators and new to Congress teachers. Systems of support include a support team, mentor teachers, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Each new educator has a support team composed of the ESP contact, the mentor, and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher. Mentoring Activities include the following:

- The Educator Support Program E-Learning Course (Online Training Component) is offered and teachers are guided through the course by their mentor through one-on-one sessions as well as frequent check-ins.
- a variety of professional development activities are planned that are aligned to the Florida Educator Accomplished Practices (FEAPs), which Teachers are expected to master by completing the assignments. These assignments include "meet the" (all essential staff and administration, etc.) activity, an observation of a mentor teacher, development of a classroom management plan, planning a lesson, videotaped lesson, and other items that will support the teacher in being successful. Resources for all participants are available via the School District of Palm Beach County's Department of Professional Development. Materials both virtual and hard copy include an ESP Program Handbook, New Teacher Handbook, Sharepoint Site and more which can all be accessed via the district's website.