
Title I Comprehensive Schoolwide Plan
CONNISTON MIDDLE SCHOOL (0541)

ELA

1. List prioritized needs statements.

SY25 Winter Diagnostic results indicate that 31.9% of students scored threshold or above. SY24 Winter diagnostic results show that 37.9% of students scored threshold or above. This displays an increase of 6%. 6th Grade: SY25 Winter Diagnostic results indicate that 35.9% of students scored threshold or above. SY24 Winter diagnostic results show that 41.3% of students scored threshold or above. This displays an increase of 5.4%. 7th Grade: SY25 Winter Diagnostic results indicate that 25.3% of students scored threshold or above. SY24 Winter diagnostic results show that 39.3% of students scored threshold or above. This displays an increase of 14%. 8th Grade: SY25 Winter Diagnostic results indicate that 35.0% of students scored threshold or above. SY24 Winter diagnostic results show that 33.1% of students scored threshold or above. This displays a decrease of 1.9%. Our school district performance on PM1 was 39.3% and PM2 was 44.7%. This displays an increase of 5.4%.

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

Stamina: Students lack the ability to make real world connections between curriculum and foundational skills learning. Students lack the time and opportunity to read a full book. Insufficient classroom activities that promote sustained reading engagement. Background Knowledge: Students lack of sufficient time to reinforce effective learning opportunities to obtain learning strategies and foundation skills. Limited opportunities for experiential learning and field trips. Cultural or contextual gaps that affect comprehension of specific topics due to lack of diverse and targeted resources in multi-reading level. Vocabulary: Inconsistent or minimal instruction on vocabulary development, due to limited professional development. Reliance on oral communication over written language in early education. Lack of engaging vocabulary-building activities that foster retention. Fluency: Insufficient modeling of fluent reading by teachers. Limited practice with diverse texts that promote fluency development. Lack of targeted fluency strategies (e.g., guided repeated reading). Prefixes/Suffixes/Root Words: Minimal focus on morphology in the curriculum. Lack of explicit instruction on word parts and their meanings. Limited practice with decoding multisyllabic words in reading. Ex: Vocabulary deficits, Stamina, Background Knowledge, Vocabulary, Fluency, Prefixes/Suffixes/Root Words Family Engagement Lack of continued home-school connection

3. Share possible solutions that address the root causes.

School will provide Teaching Materials, Student Resources, Online Subscriptions, & Professional Development. Literacy Skills Support Facilitators to assist students with individualized instruction. Oral language program Vocabulary program and materials. Novels of various Lexile levels. Utilize an audio program in conjunction with the passage as a textual resource. Explore multimedia experiences spanning various text sets. Phonemic awareness, phonics instruction builds upon this foundation by connecting sounds to written symbols. Exposure to higher-level texts and ebooks to support students reading at various reading levels. Literature circles to allow students to practice and develop the skills and strategies of good readers. Audiobooks & Audio programs to support diverse readers. Writing Writing Program students learn to clarify their thoughts, practice vocabulary in context, and incorporate key elements of grammar. Writing Process Posters to support second language learners and students with disabilities. ELL Continue literacy libraries for newcomers /ELL, emergent & early fluency. SLL and Special education literacy libraries. Classroom libraries: nonfiction and fiction text. Phonics Program for ELL students Tutorials Continue utilizing adaptive technology to develop more interactive activities to increase student engagement during the instructional block. These instructional resources have been instrumental this school year. Organizational materials and supplies for tutorials Progress Monitoring Technology training for program navigation for students. Student Incentives Professional Development The Literacy Coach serves as the content expert in literacy, offering support on curriculum, and high-quality professional development based on scientific principles. Pull-out and afterschool tutorials for ELA. Supplemental programs to build: endurance, exposure to a variety of texts, and text citation instruction. Weekly Grade Level PLCs Collegial Planning Professional development on literacy strategies and writing techniques. Professional development sessions on AVID High Yield Strategies and IB Unit Planning. Family Engagement Offer communication regarding literacy strategies and resources. Conduct parent workshops dedicated to enhancing literacy skills. Support personnel to enhance home-school connection and strengthen parent/school communication. Technology Use of adaptive technology resources to reinforce deficient skills or target remediation needs

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

• Communication

Parent-link every 2-4 weeks Parent-teacher conferences Virtual Meetings Connecting Parents w/ child's Google Classroom Provide a tutorial schedule and invitations of program offerings to students and families. Provide a bi-lingual school newsletter to share information, strategies and resources.

• Parent Training

Provide families with a Math curriculum night for grade 6th - 8th. Provide families' parent workshops that provide strategies that can be implemented at home to prepare their children for the approaching FAST and FSAA.

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

- **School**

Our School will continue to provide information sessions on approaching assessments, and strategies parents can use to help students study. Incentivize students to attend tutorial programs

- **Students**

Students will attend tutoring programs and remediation opportunities in school and monitor their progress on our data-tracking sheets

- **Parents**

Parents will monitor student grades via SIS and Google Classroom.

- **Staff Training**

Provide a professional development workshop on effective strategies for a successful Math academic data chat/parent-teacher conference during the school year. PDDs District-provided training Grade level/standards-focused PLCs Unpacking data PLCs Best practices PLCs Cultural Responsiveness PLCs

- **Accessibility**

Offer parent conferences in the following formats: phone, virtual or in-person. Offer parent workshops virtually or in-person for approaching assessments FSA math and EOC mathematics. Parent-link every 2-4 weeks Parent-teacher conferences Virtual Meetings Connecting Parents w/ child's Google Classroom

Math

1. List prioritized needs statements.

6th Grade: SY24 PM1 Fall results indicate that 12% of students scored threshold or above. SY24 PM2 results show 28% of students scored threshold or above. This displays an increase of 16%. Our district's performance on PM1 was 26 % and PM2 was 49%. 7th Grade: SY24 PM1 Fall results indicate that 6% of students scored threshold or above. SY24 PM2 results show 8% of students scored threshold or above. This displays an increase of 2%. Our district's performance on PM1 was 12% and PM2 was 19%. 8th Grade: SY24 PM1 Fall results indicate that 15% of students scored threshold or above. SY24 PM2 results show 28% of students scored threshold or above. This displays an increase of 13%. Our district's performance on PM1 was 27 % and PM2 was 39%.

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

Math Skills Lacking Foundational Math skills which makes solving complex math word problems successful. Lack of foundational reading skills lead to difficulties solving math word problems. Students not mastering abstract concepts taught due to lack of hands-on resources such as math manipulatives. Lacking exposure to various test-taking strategies Students lack skills to effectively utilize tools such as calculators. Teachers lack sufficient time for small group or targeted instruction. Student motivation and engagement has been a challenge this year. Professional Development Instructors lack mastery of standards and item specifications. Instructors need more time to plan units as a grade-level team. Many instructors are not trained in IB unit plan development. Many instructors are not trained in AVID strategies. Family Engagement Parent capacity building of accelerated curriculum and Math fluency requires further development. Lack of continued home-school connection

3. Share possible solutions that address the root causes.

Math Skills Support Facilitators to assist students with individualized instruction. Supplemental materials: Math workbooks or online learning platforms to assist with addressing learning gaps. Continue adaptive technology programs to deliver interactive instruction and assist with addressing student learning gaps. Implementation of a student response system to enhance student engagement. Math Manipulatives for various units to scaffold abstract concepts. Implementation of small group instruction to address skill deficits and performance deficits. Implement project-based learning activities. Tutorial programs & Saturday academic sessions Math Boot Camps during the school day. Token Economy System to increase student engagement. Professional Development A math instructional coach and resource teacher to serve as a teacher mentor, model, and resource to help teachers implement high-leverage teaching techniques. Math Professional development workshops on various units. Ongoing Collegial Planning - build their capacity on standards and instructional delivery to target subskills. Curriculum mapping and to develop standards-based activities. Grade Level PLCs Co-Teaching Collaborative planning sessions for unit development. AVID professional development training. AVID high-yield strategies IB professional development training. Family Engagement Plan parent involvement workshops with a focus on strengthening previously learned math concepts and strategies. Incorporate interactive Math activities designed to improve Fluency and boost foundational Math skills. Support personnel to enhance home-school connection and strengthen parent/school communication. Teaching Materials, Manipulatives for concepts such as: Algebra Tiles, Geometry Shapes, Response Boards, Pegboards, Student Resources: Paper Tutoring, After-school tutorials, pull-out tutorials, Khanmigo, Online Subscriptions. Professional Development: PDDs, district provided trainings (Content Clinics), eLearning, PLCs

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

- Communication

Provide a tutorial schedule and invitations of program offerings to students and families. Provide a bi-lingual school newsletter to share information, strategies and resources.

- Parent Training

FAST/EOC Parent Night Paper Tutoring After-school tutorial Data Tracking Sheet Khanmigo

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

- **School**

Our School will continue to provide information sessions on approaching assessments, and strategies parents can use to help students study. Incentivize students to attend tutorial programs

- **Students**

Students will attend tutoring programs and remediation opportunities in school and monitor their progress on our data-tracking sheets

- **Parents**

Parents will monitor student grades via SIS and Google Classroom.

- **Staff Training**

PDDs District-provided trainings Grade level/standards-focused PLCs Unpacking data PLCs Best practices PLCs (5 levels of discourse, Pineapple Method) Cultural Responsiveness PLCs

- **Accessibility**

Parent-link every 2-4 weeks Parent-teacher conferences Virtual Meetings

Science

1. List prioritized needs statements.

6th Grade: SY25 Winter Diagnostic results indicate that 30.77% of students scored threshold or above. SY24 Winter diagnostic results show 39.2% of students scored threshold or above. This displays a decrease of 0.6%. The district average was 47% (an increase from 43.7% last year) making us within our not within 5% target with a -5.5% difference with an average of 41. 7th Grade: SY25 Winter Diagnostic results currently indicate that 58.78% threshold or above. SY24 Winter diagnostic results show 49.25% of students scored threshold or above. This displays an increase in +9.52%. The district average is 56.4% making us within our 5% target with a -0.4% difference.*This data subject to change as we finish testing 8th Grade: SY25 Winter Diagnostic results indicate that 31.31% of students scored threshold or above. SY24 Winter diagnostic results show 17.61% of students scored threshold or above. This displays an increase of 13.7%. The district average was 42.5% making us within our 5% target with a difference of +0.6%.

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

Vocabulary deficits Foundational reading skill deficits lead to the lack of comprehension of science vocabulary. Students are reading texts above their reading level. They are reading at various reading levels. Students have limited exposure to content area readings in science. Students lack skills in paraphrasing and summarizing. Students are not deconstructing question stems due to inability to properly identify science terminology. Students lack CBT test-taking strategies. Lack of time for teachers to reinforce content gaps from previous grade levels. Students struggle in retaining information across years 6th - 8th grade. Students lack foundational and content knowledge from previous grade levels. Students lack opportunities to develop higher-order questions or make connections between ideas. Students lack the opportunity to engage with labs and models in a way that can prompt rich discussion and allow them to generate questions and make connections. Students do not grasp intangible concepts such as cells, convection, and other scientific concepts that require more experience and breadth of knowledge. Scientific Inquiry Students have limited knowledge of scientific inquiry and the scientific method. Many concepts are abstract for students. Hands-on learning will help them apply their science skills and learn abstract concepts with ease. Professional Development There has been a struggle for teachers to implement differentiated group instruction. Teachers lack literacy training. The majority of our teachers have not been trained in AVID. Teachers have not been trained on IB. Teachers are not comfortable implementing science labs due to lack of modeling. Teachers are not comfortable generating question stems for study guides or pre/post tests. Family Engagement Parents lack the necessary skills and background knowledge to assist students with at-home learning. Lack of continued home-school connection

3. Share possible solutions that address the root causes.

Science Skills Support facilitators for small group instruction Supplemental materials to align with test standards. Ongoing Collegial Planning on Science unit development. Spiral review development. Tutorial programs Adaptive technology program for science, reading and vocabulary development. Science classroom libraries Supplemental materials to assist diverse learning with standard mastery: Vocabulary supplemental materials Cognate Posters, Heritage Dictionaries, Sciencesaurus, Mult-lingual Word Wall Student response system - dry erase boards Bell Ringers, Exit Tickets and pacing calendars. Vocabulary fluency activities and review daily. Scientific Inquiry Science Labs Science Simulations Science manipulatives for abstract concepts. Science Lab materials Microscopes 3D models and manipulatives for concepts such as: Cell models and kits Rock samples Weathering and Erosion models Space (sun-moon-earth) Convection current lab kits Layers of the Atmosphere Waves Essential labs and virtual labs to expose to scientific inquiry and the scientific method. Professional Development Science professional development workshops on various units. Data Driven PLCs PD on paraphrasing and summarizing strategies. PD on literacy strategies: marking the text, anchor charts, and test-taking strategies. PD on AVID strategies PD on IB unit planning PD Science concepts PD Literacy strategies Family Engagement Plan parent involvement workshops with a focus on strengthening previously learned science concepts and strategies. Incorporate interactive science activities designed to improve vocabulary and comprehension. Support personnel to enhance home-school connection and strengthen parent/school communication. (Small Group Instruction, Targeted literacy intervention, Teaching Materials, Differentiated text sets, Manipulatives for concepts such as highlighters and colored pens; Student Resources, Online Subscriptions, Professional Development)

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

- Communication

Send parent link communications Provide informational packets and resources for Science Fair participation. Provide informational flyers and schedule of Science tutorial offerings throughout the school year.

- Parent Training

Title 1 info night Back to school night

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

- **School**

Our School will continue to provide information sessions on approaching assessments and strategies parents can use to help students study. Incentivize students to attend tutorial programs Science wants to strengthen communication between parents regarding tutorials by sending out tutorials notices for parents to sign when students will be attending. Provide visuals, activities, and supplies for science experiments that can be easily implemented at home for Science Fair approaching SSA and FSA assessment. Offer various tutorial offerings throughout the school year to remediate and accelerate student performance.

- **Students**

Students will attend tutoring programs and remediation opportunities in school and after monitor their progress on our data tracking sheets. Participate in tutorial programs offered for Science. Complete IXL assignments. Update Science progress monitoring form after formative and summative assessments.

- **Parents**

Parents will monitor student grades via SIS and Google Classroom. Monitor student Science data goal and progress monitoring form. Monitor IXL program usage and performance. Allow their children to attend tutorial programs. Organize parent engagement workshops centered on reinforcing previously taught Science concepts and strategies. Offer interactive Science activities aimed at reviewing vocabulary and enhancing comprehension skills with family members.

- **Staff Training**

Provide training on the importance of literacy strategies and activities that could reinforce Science concepts. Provide training to reinforce the benefits of effective partnerships with parents and its correlation to student achievement.

- **Accessibility**

Offer flexible timing for parent workshops. Provide various platforms for parent workshops: virtual or in-person.

Social Studies

1. List prioritized needs statements.

Students demonstrated an overall increase of 2% in proficiency on the Civics Winter Diagnostic. Grade 6 ELA students increased by 3% from PM 1 to PM 2. Grade 8 ELA students increased by 6% from PM 1 to PM 2.

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

Lack of a comprehensive vocabulary plan across grade levels to help lessen vocabulary deficits in academic language and content specific terms. Low overall reading comprehension across subject areas and grade levels which leads to limited understanding of social studies content and standards. Lack of support facilitators in social studies classes for students with disabilities. Students are unable to make real world connections with the subject matter due to students not receiving texts that correlate with their Lexile levels. Teachers not sufficiently scaffolding lesson plans to help students achieve higher level thinking and increase comprehension. Teachers are unable to provide enough differentiated instruction due to time constraints and class sizes. Struggle with spatial thinking and comparing places on a map resulting in students' struggle to grasp a global mindset. Inability to use maps and globes to identify characteristics and boundaries of the world. Professional Development Teachers require additional opportunities to analyze data as a team. Family Engagement Parents lack the necessary skills and background knowledge to assist students with at-home learning. Lack of continued home-school connection

3. Share possible solutions that address the root causes.

Develop social skills through the implementation of mentoring programs Extended Day - Tutorial Programs Academic Bootcamps Vocabulary supplemental materials Audiobooks & Audio programs Supplemental materials to assist with standard alignment. Classroom libraries Supplemental posters, including maps that can be written on and anchor-chart/informational posters Adaptive technology program that helps increase student fluency and vocabulary and comprehension for all students. Classroom globes Multilingual word wall/cognate posters Materials for differentiated instruction Access to lesson plans that align with standards/Shared resources Multilingual Word Wall Cognate Posters Heritage Dictionaries Interactive word walls and notebooks Readers Theater/roleplay/simulation platforms or materials to increase student engagement with various concepts. Field Trips & Utilization of Traveling Trunks Professional Development PD Data analysis PD on AVID strategies PD on IB unit planning PD Literacy strategies PD Differentiated Teaching and learning strategies PLCs PD Data tracking and data chats PD - AVID high Yield Strategies PD - IB Unit Planning Development PD- Literacy Strategies PD - Social Studies Concepts Printer for Data Reports & Vocabulary Index Cards Family Engagement Organize workshops for parent engagement with a focus on reinforcing Social Studies concepts and techniques covered previously. Offer interactive activities in Social Studies to review vocabulary and improve comprehension skills together with family members. Support personnel to enhance home-school connection and strengthen parent/school communication.

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

- **Communication**

Provide parents with flyers and training on SIS and school messenger (parent link). Provide ongoing materials and resources to support students in Civics.

- **Parent Training**

Parent assistance with using SIS to monitor student grades and progress Parent training of reading and/or civics platforms

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

- **School**

Our School will continue to provide information sessions on approaching assessments, and strategies parents can use to help students study. Offer tutorial programs and remediation opportunities during the school year. Incentivize students to attend tutorial programs Provide parents with updates on all school upcoming events.

- **Students**

Students will attend tutoring programs and remediation opportunities in school and monitor their progress on our data-tracking sheet

- **Parents**

Parents will monitor student grades via SIS and Google Classroom. Coordinate parent engagement workshops aimed at reinforcing previously covered Social Studies concepts and techniques. Provide interactive activities in Social Studies to review vocabulary and enhance comprehension skills alongside family members.

- **Staff Training**

Provide training on SIS progress monitoring and reports analysis. Additional teacher training on Khanmigo

- Accessibility

Provide materials & resources in parents' home language to support their children at home in Civics.

Acceleration Success

1. List prioritized needs statements.

To increase our percentage of acceleration in comparison to previous school years. SY23 performance data was at 69% and SY24 at 66% proficiency. Our goal is to increase to 70% of proficiency.

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

-Students lack the ability to make real world connections between curriculum and foundational skills learning. -Insufficient modeling of fluent reading by teachers. -Limited practice with diverse texts that promote fluency development. -Lack of foundational reading skills lead to difficulties solving math word problems. -Students not mastering abstract concepts taught due to lack of hands-on resources such as math manipulatives. -Lack of Math fluency -Vocabulary Deficits -Students at varied levels with digital literacy due to lack of sufficient exposure. -Limited test-taking strategies and knowledge of test-taking platforms. -Differentiation strategies need to be implemented with fidelity. -Many instructors are not trained in IB unit plan development and in AVID strategies. -New teachers lack opportunities to complete CIW certifications. -Lack of continued home-school connection

3. Share possible solutions that address the root causes.

- Provide professional development for effective co-teaching and differentiation strategies. - Provide instructional support by utilizing a math support personnel and provide data-driven professional learning communities. - Engage in data team meetings to analyze student data. -Use of web-based programs to bridge math fluency gaps for each student FSA review and intervention. - Provide targeted support to students during the instructional focus block based on data analysis. - Schedule and conduct academic learning camps during the school day, extended day and Saturday camps to provide remediation and enrichment. -Additional instructional support personnel and/or professional development personnel -PLCs -Collegial Planning -Data-driven PLCs -Academic Bootcamps -Differentiation Strategies -Test Platform with question banks -Small group instruction -Data chats -Tutorial programs -Copy printed format of CIW course textbook, practice exam and course reviews. -Math fluency gaps -Continue use of adaptive learning technology platforms -Technology training for program navigation for students -Practice Review on an industrial certification platform. -Co-Teaching for CIW course. -College Tours -Field Trips -Develop social skills through the implementation of mentoring programs -Support personnel to enhance home-school connection and strengthen parent/school communication.

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

- **Communication**

Provide support and resources during open house and parent meetings to keep parents aware of EOC and industrial certification requirements.

- **Parent Training**

Provide CIW training during the school year. Provide AI - Khanmigo training during the school year. Provide FSA EOC workshops during the school year.

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

- **School**

Tutorial offerings during afterschool, in school pullouts, and Saturdays. Provide more than one test opportunity for students to earn their certification. Provide student incentives for those that pass the industrial certification assessment.

- **Students**

Participate in tutorial sessions for remediation and acceleration. Complete IXL, Algebra Nation, Khan adaptive technology program assignments. Complete CIW course assignments.

- **Parents**

Monitor IXL, Algebra Nation, Khan student usage on school adaptive technology programs. Monitor student progress on CIW assignments and test readiness. Attend family nights to learn more strategies to increase Math fluency skills to help their children at home. Provide access for their child to take advantage of the various tutorial opportunities offered at the school site.

- **Staff Training**

Provide information during EOC and industrial certification workshops . Share strategies and provide resources on approaching assessments.

- Accessibility

Provide EOC and industrial certification materials and resources to support students at home in various languages.

Action Step: Classroom Instruction

Provide students with effective and relevant instruction and resources to support academics through small group instruction and after-school tutorials to meet the needs of all learners.

Budget Total: \$429,151.75

Acct Description	Description									
Classroom Teacher	The science teacher will work with grades 6th & 7th, focused on provided accelerated coursework.									
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Out-of-system non-certified tutors will push in to support AVID sections to provide supplemental instructional support (ALL CONTENT AREAS, Grades 6th-8th)	2	\$15.00	5	7	38	Non-Certified	Original	\$39,900.00	
Educational consultants	Item	Quantity	Rate				Type	Total		
	Latinos in Action Program - The Latinos In Action program is crafted to cater to each student's unique requirements, fostering empowerment for all to thrive, uniting high achievers with those yet to discover their full potential.	1	\$2,500.00				Original	\$2,500.00		

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide ELA/Math/Science Afterschool Tutoring, grades 6th-8th non-native speakers to remediate classroom concepts. Tutorial dates Oct 15-March 31st	5	\$37.00	3	2	22	Certified	Original	\$24,420.00
	Certified teachers will provide Science Afterschool Tutoring, grades 6th-8th, to remediate classroom concepts. Tutorial dates Oct 15-March 31st	1	\$37.00	2	2	22	Certified	Original	\$3,256.00
	Certified teachers will provide Social Studies Afterschool Tutoring, grades 6th-8th, to remediate classroom concepts. Tutorial dates Oct 15-March 31st	1	\$37.00	2	2	22	Certified	Original	\$3,256.00
	Certified teachers will provide Math Afterschool Tutoring, grades 6th-8th, to remediate classroom concepts. Tutorial dates Oct 15-March 31st	5	\$37.00	2	2	22	Certified	Original	\$16,280.00
	Certified teachers will provide ELA Afterschool Tutoring, grades 6th-8th, to remediate classroom concepts. Tutorial dates Oct 15-March 31st	1	\$37.00	2	2	22	Certified	Original	\$3,256.00
	Summer program tutorial for incoming 6th graders to strengthen skills in Math, Reading, and Writing. Also focus on strategies to help students with	16	\$37.00	1	4	1	Certified	Original	\$2,368.00

Acct Description	Description																													
	<table border="1"> <thead> <tr> <th data-bbox="407 201 1003 272">Item</th> <th data-bbox="1003 201 1150 272">Quantity</th> <th data-bbox="1150 201 1268 272">Rate</th> <th data-bbox="1268 201 1369 272">Days</th> <th data-bbox="1369 201 1480 272">Hours</th> <th data-bbox="1480 201 1604 272">Weeks</th> <th data-bbox="1604 201 1753 272">Certified</th> <th data-bbox="1753 201 1883 272">Type</th> <th data-bbox="1883 201 2024 272">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 272 1003 391">organization skills, study habits, and technology. July 31, 202</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	organization skills, study habits, and technology. July 31, 202																			
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Classroom Teacher	The Social Studies teacher will work with students grades 6th-8th, providing remediation and enrichment.																													
Charter bus	<table border="1"> <thead> <tr> <th data-bbox="407 521 1470 609">Item</th> <th data-bbox="1470 521 1612 609">Quantity</th> <th data-bbox="1612 521 1774 609">Rate</th> <th data-bbox="1774 521 1902 609">Type</th> <th data-bbox="1902 521 2024 609">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 609 1470 803">College Tour to FAU (LIA) - 6th-8th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships financial aid, courses, class sizes, programs and campus life. TBD</td> <td data-bbox="1470 609 1612 803">2</td> <td data-bbox="1612 609 1774 803">\$900.00</td> <td data-bbox="1774 609 1902 803">Original</td> <td data-bbox="1902 609 2024 803">\$1,800.00</td> </tr> <tr> <td data-bbox="407 803 1470 1120">Charter Bus for Science Cox Field Trip: Hands-On Chemistry Exploration-The Science Cox field trip offers an engaging, interactive program designed to deepen students' understanding of essential chemistry concepts. Participants will investigate the physical properties of two vital substances on Earth: water and nitrogen. Through live demonstrations, students will observe real-time changes in matter and explore the atomic and molecular behaviors driving these transformations.</td> <td data-bbox="1470 803 1612 1120">1</td> <td data-bbox="1612 803 1774 1120">\$1,980.00</td> <td data-bbox="1774 803 1902 1120">Original</td> <td data-bbox="1902 803 2024 1120">\$1,980.00</td> </tr> <tr> <td data-bbox="407 1120 1470 1315">College Tour to PBSC- 8th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. TBD</td> <td data-bbox="1470 1120 1612 1315">2</td> <td data-bbox="1612 1120 1774 1315">\$900.00</td> <td data-bbox="1774 1120 1902 1315">Original</td> <td data-bbox="1902 1120 2024 1315">\$1,800.00</td> </tr> <tr> <td data-bbox="407 1315 1470 1507">College Tour to PBA- 7th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. TBD</td> <td data-bbox="1470 1315 1612 1507">2</td> <td data-bbox="1612 1315 1774 1507">\$900.00</td> <td data-bbox="1774 1315 1902 1507">Original</td> <td data-bbox="1902 1315 2024 1507">\$1,800.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	College Tour to FAU (LIA) - 6th-8th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships financial aid, courses, class sizes, programs and campus life. TBD	2	\$900.00	Original	\$1,800.00	Charter Bus for Science Cox Field Trip: Hands-On Chemistry Exploration-The Science Cox field trip offers an engaging, interactive program designed to deepen students' understanding of essential chemistry concepts. Participants will investigate the physical properties of two vital substances on Earth: water and nitrogen. Through live demonstrations, students will observe real-time changes in matter and explore the atomic and molecular behaviors driving these transformations.	1	\$1,980.00	Original	\$1,980.00	College Tour to PBSC- 8th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. TBD	2	\$900.00	Original	\$1,800.00	College Tour to PBA- 7th Grade A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships, financial aid, courses, class sizes, programs and campus life. TBD	2	\$900.00	Original	\$1,800.00				
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Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	College Tour to Lynn University - A campus visit to provide students with an opportunity to get a firsthand view of college. Get answers to important questions: scholarships financial aid, courses, class sizes, programs and campus life. (6th grade AVID Students)	2	\$850.00	Original	\$1,700.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	The Giver Novel	30	\$6.83	Classroom Libraries	Original	\$204.90
	Clipboards pk of 12	20	\$31.49	General Supplies	Original	\$629.80
	Markers Washable - count 10	40	\$3.99	General Supplies	Original	\$159.60
	Trifold Boards 24 pack	20	\$113.37	General Supplies	Original	\$2,267.40
	Highlighters	12	\$11.89	General Supplies	Original	\$142.68
	The Crossover Novel	25	\$6.48	Classroom Libraries	Original	\$162.00
	Stories from Wayside School, Louis Sachar	20	\$5.79	Classroom Libraries	Original	\$115.80
	Anchor charts	5	\$32.27	General Supplies	Original	\$161.35
	Spiral Notebooks pk of 6	60	\$4.99	General Supplies	Original	\$299.40
	Dry-Erase Markers (36 ct) Assorted Colors	15	\$29.99	General Supplies	Original	\$449.85
	Sticky Notes - Pack of 8	2	\$9.99	General Supplies	Original	\$19.98

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Blunt End Scissors pk of 12	15	\$18.59	General Supplies	Original	\$278.85
	Page Protectors (200)	15	\$24.29	General Supplies	Original	\$364.35
	White Sticky Back Chart Paper	8	\$170.02	General Supplies	Original	\$1,360.16
	Card Stock paper pk of 250	25	\$22.99	General Supplies	Original	\$574.75
	Glue sticks pk of 30	15	\$12.72	General Supplies	Original	\$190.80
	Pencils pk of 144	40	\$21.49	General Supplies	Original	\$859.60
	Color Copy Paper	1	\$602.17	General Supplies	Original	\$602.17
	Cell builder	4	\$14.99	Manipulatives	Original	\$59.96
	Mitosis Slides	3	\$28.00	Manipulatives	Original	\$84.00
	cell model kits	4	\$80.95	Manipulatives	Original	\$323.80
	Lasers	20	\$1.95	General Supplies	Original	\$39.00
	Weather and climate games	1	\$35.95	General Supplies	Original	\$35.95
	Metals lab	2	\$23.95	General Supplies	Original	\$47.90
	Chenille Stems - Box of 1,000	4	\$20.00	General Supplies	Original	\$80.00
	Constructive forces lab	1	\$144.80	Instructional Materials	Original	\$144.80
	Slides	2	\$4.95	Manipulatives	Original	\$9.90

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Making Dew Lab Kit	2	\$96.80	General Supplies	Original	\$193.60
	Goggles	100	\$9.99	General Supplies	Original	\$999.00
	Weather forecasting	4	\$58.95	General Supplies	Original	\$235.80
	Families of elements	1	\$106.00	General Supplies	Original	\$106.00
	Tweezers	10	\$3.05	General Supplies	Original	\$30.50
	Googly Eyes	2	\$20.95	General Supplies	Original	\$41.90
	Ultimate crafts kit	1	\$213.15	General Supplies	Original	\$213.15
	WH Questions Binder	4	\$149.99	Instructional Materials	Original	\$599.96
	Social Story Readers/Classroom Kit	4	\$349.99	Instructional Materials	Original	\$1,399.96
	Shipping	1	\$7.85	General Supplies	Original	\$7.85
	Adjustment - benefits credit and final allocation	1	\$6,276.00	General Supplies	Other	\$6,276.00
	BT 517059- Reduced the Adjustment- benefits and final allocation to add stipends	-1	\$3,609.00	General Supplies	Budget Transfer	-\$3,609.00
FFE; non-cap	Item	Quantity	Rate	Type	Total	
	Moon phase inquiry	1	\$184.95	Original	\$184.95	
	Cross section model plant	4	\$21.00	Original	\$84.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Animal Cell model	4	\$23.95	Original	\$95.80
	Hot glue guns	12	\$5.50	Original	\$66.00
	Thermometer	2	\$47.50	Original	\$95.00
	Cross section model animal	4	\$21.00	Original	\$84.00
	Force plate	1	\$399.00	Original	\$399.00
	Refraction block	4	\$7.55	Original	\$30.20
	Digital scale	6	\$29.95	Original	\$179.70
Extra Periods	(6) Every day extra periods: 2 - ELA grades 6th & 7th, 2 - Math grades 6th & 8th, 1 - Science grades 7th & 8th, - Social studies grades 6th & 8th				
Extra Periods	Intermittent Extra Periods- 2 Science Tutors - 2 periods per week, 1 period per day for 15 weeks. 4 Math Tutors- 2 periods per week, 1 period per day for 15 weeks. 3 ELA Tutors- 2 periods per week, 1 period per day for 15 weeks. 2 SS Tutors- 2 periods per week, 1 period per day for 10 weeks.				
Online subscription	Item	Quantity	Rate	Type	Total
	Flocabulary employs research-based techniques to raise scores on state assessments through educational hip-hop songs and digital media. The modalities offered in this program will reinforce concepts previously taught throughout the school-day, bridge fluency gaps, and accelerate learning with specific standards in all content areas for grades 6-8.	1200	\$3.61	Original	\$4,332.00
	Kami Pro - Kami is an interactive platform that allows teachers and students (across all grade levels and all content areas)to annotate existing documents,	1200	\$3.50	Original	\$4,200.00

Acct Description	Description				
	<p>Item</p>	<p>Quantity</p>	<p>Rate</p>	<p>Type</p>	<p>Total</p>
	<p>including scanned PDFs, write, draw, type, comment, augment, and enhance assignments in real-time.</p>				
	<p>IXL Learning Program Site License - is a personalized learning platform that improves learning outcomes (ELA/Math/ Social Studies) for all students, grades 6-8. IXL offers a comprehensive curriculum, Real-Time Diagnostic, personalized guidance, and actionable Analytics to give teachers everything they need to differentiate instruction and help students grow, in all</p>	<p>1200</p>	<p>\$22.50</p>	<p>Original</p>	<p>\$27,000.00</p>
	<p>Pear Deck - Pear Deck is an interactive presentation tool used to actively engage students across all grade levels (6th-8th) in individual and collaborative learning, in all content areas. Teachers create presentations using their Google Drive account. Students log into the presentations during living instruction with unique access codes and interact with questions while teachers monitor student and whole-class progress.</p>	<p>1200</p>	<p>\$3.50</p>	<p>Original</p>	<p>\$4,200.00</p>
	<p>Gizmos offers captivating online simulations of key science concepts that align with Florida State standards. Each Gizmo enhances student comprehension of challenging concepts through inquiry and exploration. Students manipulate variables, observe the virtual results, and draw conclusions.</p>	<p>1200</p>	<p>\$4.41</p>	<p>Original</p>	<p>\$5,292.00</p>
<p>Computer HW; non-cap</p>	<p>Item</p>	<p>Quantity</p>	<p>Rate</p>	<p>Type</p>	<p>Total</p>
	<p>Headphones (10 Count)</p>	<p>2</p>	<p>\$18.59</p>	<p>Original</p>	<p>\$37.18</p>
	<p>Earbuds</p>	<p>137</p>	<p>\$0.99</p>	<p>Original</p>	<p>\$135.63</p>
	<p>Headsets with microphone</p>	<p>42</p>	<p>\$17.71</p>	<p>Original</p>	<p>\$743.82</p>
	<p>Chromebook chargers</p>	<p>50</p>	<p>\$36.00</p>	<p>Original</p>	<p>\$1,800.00</p>

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Subs for Title I funded classroom teachers	2	\$18.00	7	6.5	1	Original	\$1,593.00

Action Step: Parent and Family Engagement

Provide parent training on standards, instructional programs, instructional strategies to reinforce concepts at home, and learner progress monitoring.

Budget Total: \$49,517.00

Acct Description	Description					
Parent Liaison - Para Level	Parent Liaison will assist with parent outreach, assist at parent meetings, create flyers and communication too truancy assistance, and linking families to outside agencies.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	White Copy Paper: 1 Case	4	\$35.00	General Supplies	Original	\$140.00
	Cardstock Astrobright - Terra Green, yellow,	7	\$22.00	General Supplies	Original	\$154.00
	Labels - Shipping	2	\$66.00	General Supplies	Original	\$132.00
	972X - Black Ink Cartridge - Magenta, Yellow, Cyan	12	\$170.00	General Supplies	Original	\$2,040.00
	Color Copy Paper: 4 Cases -Pink, Blue, Green, Yellow	4	\$38.00	General Supplies	Original	\$152.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Cambridge Notebook - Parent Liaison Log	2	\$15.00	Instructional Materials			Original	\$30.00		
	File Folders 100 count	2	\$32.00	General Supplies			Original	\$64.00		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will support parents during the B.E.S.T. Mathematics Night - Parents will gain knowledge of Algebra and Geometry strategies to increase Math performance on approaching BEST/ EOC Math assessments.	3	\$25.00	5	1	1	Certified	Original	\$375.00	
	Certified teachers will provide support during the FSAA Night - Parents will be provided information, support and resources to implement evidence-based practices. In the effort of building a strong home/school connection, families will utilize resources provided to streamline routines and procedural systems from school to home to develop mastery of skills.	2	\$25.00	4	1	1	Certified	Original	\$200.00	
	Certified counselor will translate for the Title I Annual Meeting: Spanish Version	2	\$25.00	3	1	1	Certified	Original	\$150.00	
	Certified teachers will support parents during the B.E.S.T. ELA/SSA/Civics Night	8	\$25.00	5	1	1	Certified	Original	\$1,000.00	
	Certified counselor will translate parents CNA Meeting: Stakeholder Meeting -	1	\$25.00	3	1	1	Certified	Original	\$75.00	

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Spanish Version									

Action Step: Professional Learning

Teachers will be provided various opportunities to develop content standards, instructional strategies, analyze data to drive remediation and acceleration activities in the classroom.

Budget Total: \$130,305.00

Acct Description	Description					
Travel out-of-state	Item	Quantity	Rate	Type	Total	
	NABE Conference Chicago, IL (Feb. 10-13, 2026) The goal of the conference is to discuss and review bilingual education programs for English language learners. Learn strategies to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. 3 individuals: Registration - \$1,300.00, transportation - \$700.00, Lodging - \$1,000.00, Per diem - \$144.00	3	\$3,144.00	Original	\$9,432.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	5	\$35.00	General Supplies	Original	\$175.00
	Chart Paper - Graph	2	\$18.00	General Supplies	Original	\$36.00

Acct Description	Description							
	Item	Quantity	Rate	Supply Type			Type	Total
	Post-It Pop-Ups - 18 pads	2	\$23.00	General Supplies			Original	\$46.00
	Color Copy Paper	5	\$38.00	General Supplies			Original	\$190.00
	972X - Black Ink Cartridge - Mag; Yellow, Cyan	8	\$170.00	General Supplies			Original	\$1,360.00
	Sticky White Easel Pads - Pack of 2	2	\$63.00	General Supplies			Original	\$126.00
Stipends	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	BT 517059- Accelerated CLS Professional Learning for science and social studies 6th-8th grade to provide teachers with the tools and strategies needed to support literacy development in content-area instruction. Successful completion of this training will earn teachers the CLS designation, qualifying them to serve as the teacher of record for students who score a Level 2 on the FAST ELA assessment.	5	\$25.00	1	4	1	Budget Transfer	\$500.00
	BT 517059- Minga Training for Student Accountability, Parent Engagement and School-wide Safety Protocol 6th-8th Grade	26	\$25.00	1	2	1	Budget Transfer	\$1,300.00
	BT 517059- New Teacher Orientation Best Instructional Practices Learning Labs - All Content 6-8 - This will be based on classroom walkthroughs and will include delivery strategies, pacing of lessons, Best Practice systems, reading core content strategies, school operations, etc.	12	\$25.00	1	3	1	Budget Transfer	\$900.00

Acct Description	Description																													
Tch Res Staff Development	Staff Development Resource Teacher will coach/advise all literacy teams, models lessons, push-in to support students, creates curriculum, and leads PLCs.																													
Teacher Collaboration	<table border="1" data-bbox="443 297 2024 610"> <thead> <tr> <th data-bbox="443 297 1016 370">Item</th> <th data-bbox="1016 297 1163 370">Quantity</th> <th data-bbox="1163 297 1287 370">Rate</th> <th data-bbox="1287 297 1388 370">Days</th> <th data-bbox="1388 297 1499 370">Hours</th> <th data-bbox="1499 297 1619 370">Weeks</th> <th data-bbox="1619 297 1772 370">Certified</th> <th data-bbox="1772 297 1900 370">Type</th> <th colspan="2" data-bbox="1900 297 2024 370">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 370 1016 610">Teachers across all content areas (Sci/ELA/Social Studies/Math) Grades 6th - 8th -B.E.S.T. /EOC Unit Plan Development/ Lesson Plans/Activities. Pre and post school</td> <td data-bbox="1016 370 1163 610">12</td> <td data-bbox="1163 370 1287 610">\$25.00</td> <td data-bbox="1287 370 1388 610">2</td> <td data-bbox="1388 370 1499 610">2</td> <td data-bbox="1499 370 1619 610">5</td> <td data-bbox="1619 370 1772 610">Certified</td> <td data-bbox="1772 370 1900 610">Original</td> <td colspan="2" data-bbox="1900 370 2024 610">\$6,000.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		Teachers across all content areas (Sci/ELA/Social Studies/Math) Grades 6th - 8th -B.E.S.T. /EOC Unit Plan Development/ Lesson Plans/Activities. Pre and post school	12	\$25.00	2	2	5	Certified	Original	\$6,000.00	
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Mission Statement

1. Mission Statement

The vision of Conniston Middle School is to enhance parent involvement, foster better communication, and encourage collaboration between parents and the school. We firmly hold the belief that when parents, schools, families, and communities unite, they forge impactful partnerships that drive student success and achievement.

Involvement of Stakeholders

Name	Title
Principal	James Thomas
Michelle Reyes	Assistant Principal
Derwin Gatlin	Assistant Principal
Javier Ortolaza	Assistant Principal
Joshua Widerman	Assistant Principal
Mariana Nicolaas	School Counselor/SAC Chair
Deborah McWatt	School Counselor
Aida DeValle	School Counselor
Paulina Parraga	School Counselor
Jose Gomez	Community in School/Business Partnerships
Jermey Barahona	Positive Youth Impact/Community Partnerships
Kaitlyn Horne	Student
Kelli Roads - SAC Stakeholder Meeting	Parent
Saliem Cattan - SAC Stakeholder Meeting	Parent
Christina Leveille - SAC Stakeholder Meeting	Parent
Michelle Newell - SAC Stakeholder Meeting	Parent

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

The School Advisory Council meets monthly to supervise the creation, evaluation, and implementation of Title I programs. Annually, in September, elections are held to select committee members. The results of these elections will be shared electronically through notices and newsletters, as well as through correspondence sent home with students, ensuring transparency and fostering engagement among both parents and committee members.

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

Our school-wide plan's central aim is to actively involve all stakeholders in identifying needs, setting priorities, and efficiently utilizing resources. In February 2025, Comprehensive Needs Assessment (CNA) meetings were held, gathering input from stakeholders to shape our Parent-Family Engagement Plan, Parent-School Compact, and parental involvement budget for the upcoming 2025-2026 school year. Through the use of recording templates, surveys, and meeting notes, drafts of the PFEP and Compact were developed for the current school year. Title I matters will be addressed during SAC/PTO meetings to evaluate, supervise, and enhance the School-Wide Plan (SWP) and PFEP. Meeting minutes will be maintained for committee review, and parent training evaluations, stakeholder input sessions, and surveys will be employed to assess progress throughout the academic year. This evaluation framework will persist to continually gauge the effectiveness of our system plan based on available data. SAC Meetings are scheduled for the third Tuesday of each month at 5:30 p.m. in the media center.

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

Following input gathered from stakeholder meetings, SAC discussions, and analysis of survey responses aimed at improving school-community interaction, decisions have been reached regarding the allocation of Title I funds for the School Year 2026 Parent-Family Engagement Plan (SY26 PFEP). These decisions include allocating funds for postage, hiring teacher presenters for parent workshops, providing childcare services for workshop attendees, and acquiring materials to develop interactive activities aimed at enhancing parental capacity throughout the academic year.

Name	Title
James K. Thomas	Principal
Michelle Reyes	Assistant Principal
Javier Ortolaza	Assistant Principal

Annual Parent Meeting

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

The Title I Annual Meeting has been scheduled for September 18, 2025, starting at 5:00 p.m. The meeting will be held in the cafeteria.

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

We'll utilize various communication channels to inform parents, teachers, and the community about the Title I Annual Meeting. This includes updates on the school website, Parent Link messages, announcements on the marquee, PA announcements, and distributing invitations.

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

Invitation, Sign-In Sheets, Agenda, PPT, parent evaluations, and reflection notes template. Additionally, copies of SY26 PFEP summary and SY26 Parent School Compact.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Establishing Trust-Based Relationships through Support Skills for Learning & Life (SLL) Practices

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

Teachers will learn to: *Implement social learning strategies aligned with Support Skills for Learning & Life (SLL) competencies, aimed at helping adults manage stress and foster a supportive school-to-home environment. *Review essential skills and mindsets required to effectively demonstrate, teach, model, and coach SLL skills to students. *Recognize the significance of the overall well-being and emotional state of all stakeholders within school settings.

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

Instructors will acquire SLL competencies crucial for stress management and fostering a secure, supportive environment from school to home. The school community will understand how to employ these skills and mindsets to effectively exemplify, teach, model, and mentor SLL practices for parents, nurturing strong parent-child relationships. Both instructors and parents will engage in self-reflection on their overall well-being and emotional state, enabling them to intentionally demonstrate SLL skills for their children.

- What will teachers submit as evidence of implementation?

*Agenda *Sign-In Sheet *Presentation *Parent/Teacher conference notes

- Month of Training

September 2025

- Responsible Person(s)

*Guidance Department *Behavior Coach *Graduation Coach *Title I Administrator

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Facilitating High-Impact Data-Driven Parent Conferences

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

Instructors will learn to employ evidence-based approaches, offer resources, deliver behavior/academic data reports, and provide feedback, all aimed at empowering parents to play an active role in their children's educational journey this school year.

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

Teachers will establish a pathway for parents to monitor student performance at home across all disciplines. Teachers will develop resources to assist parents in working with students to cultivate a growth mindset toward academic and behavioral goals.

- What will teachers submit as evidence of implementation?

During staff training, instructors will review strategies outlined in the School-Wide Successful Strategies During Parent-Teacher Conferences document. Additionally, teachers will collaborate with parent on a document containing actionable steps they pledge to implement to enhance parent conferences this school year.

- Month of Training

January 2026

- Responsible Person(s)

*Guidance Department *Behavior Coach *Graduation Coach *Title I Administrator

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Florida Alternative Assessment Parent Night

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

Parents will have the chance to learn about the Florida Alternate Assessment (FAA), tailored specifically for students with significant cognitive disabilities. Gain valuable knowledge on supporting children at home with content and test-taking strategies. Parents will learn to implement the following strategies at home: * Ways to create a conducive atmosphere at home that fosters a positive attitude towards learning and academic achievement. * Visual Schedules - empowering children to take ownership of their learning process and develop self-directed study habits. * School Online platform to incorporate educational technology tools and resources to supplement learning at home. * Strategies to enhance communication with teachers and school staff to stay informed about their child's progress and educational needs.

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

Parents will gain the ability to navigate the BrainPop learning portal, equipped with a list of supplemental materials to aid their children in preparing for tested areas. Each participant will acquire user-friendly methods for monitoring their child's progress from home. They will also learn how to effectively utilize literacy and math strategies taught during the school day to reinforce previously covered concepts at home.

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

Parents will be equipped with the knowledge and confidence to effectively implement user-friendly, performance-based tasks with their children. This will lead to reinforced concepts at home, ultimately enhancing student outcomes across all academic subjects.

- **Date of Training**

October 3, 2025

- **Responsible Person(s)**

*ESE Coordinator *Instructional Coaches * Teachers *Administrators

- **Resources and Materials**

*Chromebooks/Laptops *Brainpop Reference Document *Sample Performance Tasks activities across all disciplines *Token Board

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

FAST/SSA/EOC Civics Assessment Parent Night

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

Parents will learn to implement the following strategies at home: * Ways to create a conducive atmosphere at home that fosters a positive attitude towards learning and academic achievement. * Visual Schedules - empowering children to take ownership of their learning process and develop self-directed study habits. * School Online platform to incorporate educational technology tools and resources to supplement learning at home. * Strategies to enhance communication with teachers and school staff to stay informed about their child's progress and educational needs.

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

Parents will engage in activities spanning all content areas, available in both digital and traditional formats. These activities will serve to reinforce concepts covered during the school day. Facilitators will offer timely and detailed feedback, along with test-taking tips and resources.

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

Parents will be equipped with the knowledge and confidence to effectively implement user-friendly, performance-based tasks with their children. This will lead to reinforced concepts at home, ultimately enhancing student outcomes across all academic subjects.

- Date of Training

November 7, 2025

- Responsible Person(s)

*ESE Coordinator *Instructional Coaches * Teachers *Administrators

- Resources and Materials

*Chromebooks/Laptops *Brainpop Reference Document *Sample Performance Tasks activities across all disciplines *Token Board

- Amount (e.g. \$10.00)

\$0

5. Parent and Family Capacity Building Training #3

- Name of Training

FAST High School EOC Credit Mathematics Parent Night

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

In this workshop, participants will receive details about the upcoming Florida Assessment of Student Thinking, including achievement levels and task demands, aimed at supporting student learning at home. Parents will gain access to resources, view sample tests, and practice using preparation materials. Both parents and students will leave with a clear understanding of their respective testing expectations, the free resources accessible to them, and the importance of practicing and preparing for upcoming testing days.

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

Parents will engage in activities spanning all content areas, available in both digital and traditional formats. These activities will serve to reinforce concepts covered during the school day. Facilitators will offer timely and detailed feedback, along with test-taking tips and resources.

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

Parents will gain insights into supporting their children at home with both content and test-taking strategies. They will be introduced to resources available on the FAST portal and provided with school resources and activities to implement at home, aimed at enhancing their child's performance across all subjects. With all stakeholders aware of the resources available throughout the school year, student growth is expected to increase.

- Date of Training

December 12, 2025

- Responsible Person(s)

*Instructional Coaches *Teachers *Administrators

- Resources and Materials

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

- Amount (e.g. \$10.00)

\$0

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

Safe Schools - SCTG/Project Connect Specialist

- Describe how agency/organization supports families.

-Attend PBS team meetings, and SAC meetings as scheduling allows. -Provide PBS related PD for all stakeholders: Interventions & Consequences, ABC's of Behavior 101, Positive Interactions. -Provide community resources for opiate/other drug prevention programs for both students and parents. -Plan and organize opiate/other drug prevention programs with local agencies and organizations.

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

-Monthly Visual Analysis of Attendance & Disciplinary Data Review -Correspondence to school community -Resources provided to families

- Frequency

* Monthly *Quarterly *Ongoing

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

- Name of Agency

Communities in Schools

- Describe how agency/organization supports families.

A graduation coach is available on our campus throughout the week to support students and families facing challenges or obstacles at home, including those covered under the McKinney-Vento Act. The coach will specifically assist a target group of 36 students in 7th and 8th grades with setting academic goals and will track their progress throughout the school year. Communication between the graduation coach and parents will involve sharing academic and behavioral goals established with their children for the school year. Progress will be monitored on an individual basis or within small group settings. Parents will receive updates during quarterly checkpoints and regularly throughout the school year. 1. Monitor student academic performance to proactively prevent course failures. Maintain open communication with parents regarding their child's progress in individual courses or overall course load. 2. Collaborate closely with school counselors to identify and address early warning signs such as student attendance issues, disciplinary infractions, and progress within specific courses. 3. Actively participate in Multi-Tiered System of Supports (MTSS) and the Child Study Team to ensure comprehensive support for students' academic and behavioral needs.

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

- "Week at a Glance" student check-ins schedule - Communities in Schools monthly reports. - Informational flyer Pamphlet of Services Provided to School Site

- Frequency

* Monthly *Quarterly *Ongoing

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

- Name of Agency

Chrysalis Health

- Describe how agency/organization supports families.

Chrysalis Health supports children by providing comprehensive mental health services tailored to their individual needs. This may include therapy sessions with licensed professionals, psychiatric evaluations and medication management, as well as assistance with navigating social and emotional challenges. Additionally, Chrysalis Health offers support to families and caregivers to ensure a holistic approach to children's well-being.

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

-Conference Notes -Referrals

- Frequency

* Monthly *Quarterly *Ongoing

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

Parents receive information through various channels, including newsletters, Parent Link messages, Marquee announcements, the school website, flyers, and SAC meetings. These communications cover a range of topics such as tutorial programs, parent workshops, ELL leadership meetings, and other school events. Efforts are made to ensure that communication is provided in multiple languages to accommodate diverse language preferences within the community.

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

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

- Description

The Title I Newsletter, Student Information System (SIS), and the school website serve as platforms for keeping parents updated on student academic progress. ParentLink emails and automated calls provide timely updates on school events. Teachers communicate with parents regarding academic progress through Progress Reports midway through each 9-week term and via report cards at the term's end. Diagnostic assessment results are promptly sent home as they become available. Communication from the school is provided in the family's preferred language. Additionally, instructors share information about the curriculum and grade-level student proficiency levels during open house events and Title I parent workshops.

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

The Title I Newsletter, flyers, screenshots of ParentLink messages, screenshots of website postings, and copies of correspondence are distributed in multiple languages.

- Description

Families receive information about academic assessments through Open House events, the Title I Annual Meeting, Title I parent workshops, the Student Information System (SIS), school website postings, and ParentLink messages.

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

- Parent Workshop Meeting Agenda - Parent Workshop Presentation - Title I Newsletter

- Description

Title I newsletters, ParentLink messages, Marquee announcements, the school website, parent conferences, and SAC meetings are utilized to communicate information about Open House events, Title I family events, and parent workshops. Ongoing communication with staff is facilitated through email and correspondence placed in mailboxes, ensuring effective communication between the school and the community as needed.

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

- Title I Annual Meeting Invitation, Sign-In and Presentation - Parent Workshop Invitation Invitation, Sign-In and Presentation - SAC Meeting Invitation Invitation, Sign-In and Presentation

- Description

We held our CNA meetings between January and February 2025, during the previous school year, to identify suitable times for hosting parent training sessions. Taking into account the feedback received and the level of participation, we have adjusted our meeting times to better accommodate parent schedules.

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

- Parent Workshop Invitation, Sign-In, and Presentation: Evening Meetings to accommodate parent work Schedule - Parent Workshop Invitation, Sign-In and Presentation: In-Person Parent Workshops - Parent Workshop Invitation, Sign-In and Presentation: Virtual Parent Workshops

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

A translator is readily available whenever families visit the campus, attend meetings, or take part in parent workshops. Our Title I school correspondence is issued in both English and Spanish to ensure accessibility for all members of the school community. Bilingual flyers, ParentLink messages, and automated phone calls are distributed in the student's home language.

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

Screenshots of correspondence sent to parents during the school year, parent link messages, agendas, and newsletters.

- Description

The cafeteria, gymnasium, and media center are equipped for accessibility to accommodate parents with disabilities during various parent involvement events. Team members are on hand to assist parents during school events, Individualized Education Program (IEP) meetings, or parent conferences. Facilitators or interpreters will be arranged for participants requiring accommodations. Our guidance department will compile a list of parents facing these circumstances. A secretary will then reach out to these parents to arrange transportation and childcare if necessary.

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

-Parent communication log of needs prior to a scheduled Title I event or meeting. -Pictures of ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings based on need.

- Description

The school designates a Migrant Student liaison, who ensures that relevant information is communicated to students in languages accessible to their parents. The ESOL Department actively promotes participation in the Parent Leadership Council meetings, distributing flyers in the home language. Our campus prioritizes removing barriers and ensuring that Migrant families have equitable access to educational services, regardless of their circumstances. We provide families with CMS t-shirts, school supplies, and connections to community agencies for additional support. Transportation to school events is available upon request.

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

-Flyers/invitations to Parent Leadership Council meetings -Conference Notes -SIS data reflecting Migrant students enrolled at Conniston Middle School.

- Description

Families enrolled in the McKinney-Vento program are referred for individual assessments to identify their needs and offer necessary resources. Our campus extends support through provisions like CMS t-shirts, supplies, and connections to community agencies for tailored assistance. In instances where traditional communication methods fail, home visits are arranged, with childcare options available to facilitate parental involvement. When feasible, virtual meetings with one of our school counselors or graduation coaches are scheduled to accommodate various needs and share available community resources. The primary aim of our campus is to eliminate obstacles and guarantee that students facing homelessness have unimpeded access to educational services, irrespective of their circumstances.

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

-Copies of Referrals made to organizations to assist families in need. -Conference notes, logs, or documents of school resources distributed to students. -List of agencies contacted to assist families in need with donations.

Other Activities

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

1. At Conniston Middle School, we are committed to ensuring student safety at all times. Our comprehensive monitoring plans provide effective supervision before, during, and after school. A full-time School Resource Officer and school monitor are present throughout the school day. Faculty and staff strictly follow our SwPBS plan, developed collaboratively by our team. We address student issues promptly with appropriate support personnel, treating each student with respect and involving them as active participants in resolving concerns. Many teachers also offer academic assistance after school. 2. Our partnership with Chrysalis Health enhances our ability to support students by offering tailored mental health services, including therapy and assistance with Skills for Learning and Life (SLL) challenges. Chrysalis Health also provides support to families, ensuring a holistic approach to well-being. School counselors collaborate closely with Chrysalis Health, providing referrals and coordinating services to meet each child's unique needs. 3. Communities in Schools provides a graduation coach who supports students and families dealing with challenges, including those covered under the McKinney-Vento Act. This coach focuses on 50 students in 7th and 8th grades, helping them set academic goals and tracking their progress. Parents are regularly informed about their child's academic and behavioral goals, with updates provided during quarterly checkpoints and throughout the school year. 4. Therapists from the Children's Home Society work with selected students, addressing core issues and helping them understand their motivations, needs, and barriers to success through data-driven, evidence-based interventions. They evaluate the effectiveness of these interventions to ensure positive outcomes. 5. Our support team, including school counselors, behavior coaches, graduation coaches, and other staff, collaborates to deliver services that address both student and school needs. These services include classroom guidance, workshops, small group counseling, and individual counseling, with community referrals as needed. Our data-driven approach targets academic, Skills for Learning and Life (SLL), and middle school course failure gaps to ensure all students receive the support they need. 6. Our Skills for Learning and Life (SLL) standards are integrated into Morning Rituals and positive behavior support interventions. All staff, including office personnel, bus drivers, cafeteria workers, after-school staff, and administrators, are trained in conflict resolution and model positive interpersonal expectations. 7. We provide counseling services that align with our SLL standards, focusing on development in areas such as social skills, small group and individual counseling, and referrals to external resources. Professional development for staff emphasizes SLL principles to support social skills and self-management. 8. We encourage students to take ownership of their education by offering opportunities for voice, choice, and mastery. We maximize space and technology to enhance their potential and maintain high standards for college and career readiness through our IB/AVID program, ensuring students feel safe, supported, and valued. 9. We set clear expectations for positive interactions among adults on campus and offer processes for reporting bullying and harassment. Students can report incidents via the Fortify Florida app or through the Bullying Report Box, with these reporting methods communicated through various channels. 10. We also adhere to Florida Statutes, Section 1003.4205, including Disability Awareness, by using people-first language and ensuring equal opportunities for all students. Each grade level has a dedicated School Counselor who interacts with students during lunch periods, with support from grade-level administrators and our school police officer.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

*We use existing data systems to identify students facing challenges with attendance, behavior, or academics. By applying Data-Driven Decision-Making practices from the Pupil Progression Plan, we assess student needs and identify barriers to their success. Our goal is to improve learning outcomes through targeted tutorials, counseling, and parent workshops. *We implement a School-wide Positive Behavior Plan (SwPBS) to teach and reinforce appropriate behaviors, promoting a positive campus culture by rewarding desired conduct. *Teachers can refer students to our School-Based Team (SBT) for additional support. These referrals initiate weekly meetings where students receive Tier 2 or 3 interventions as part of our Response to Intervention (RTI) process. Referrals may address truancy, behavioral issues, academic struggles, or social and emotional concerns. RTI interventions include progress reports, credit recovery programs, intensive classes, or mentorship opportunities. *Students with over seven out-of-school suspension days, seven in-school suspension days, or seven unexcused absences, as well as those experiencing homelessness, are automatically referred to the SBT. Tier 1 *Multi-Disciplinary Teams: Effective teams are in place to address and develop action plans for academic and behavioral concerns, including a parent liaison who contacts families of students with 5 or more absences. *Adaptive Technology Programs: Utilizing IXL, Khanmigo, Read 180 *Pupil Progression Meetings/Data Chats: Setting goals for identified students. *Notification Procedures: Implementing procedures for parent notification, agency involvement, and community outreach. *Remediation and Support: Students struggling with Florida standards are supported by in-classroom support facilitators and are recommended for after school tutorials. *Assessment Tracking: Monitoring students' performance in Language Arts, Math, Science, and Civics through formative and summative assessments. *Intervention Recommendations: Students with three or more suspensions, low attendance, one retention, or significant academic struggles are referred to the School-Based Team (SBT), behavior coach, and graduation coach for support. *Evidence-Based Interventions: Developing interventions to address student needs, such as targeted solution-focused counseling (individual or group) and parent collaboration/education. Special Programs: Implementing AVID and IBMYP programs. Tier 2 *Targeted Tutorial Support Program: Students with disabilities (SWD) will receive focused tutorials in mathematics, literacy, Civics, and Science twice a week, during after school hours. Parents will receive detailed letters explaining the importance of these tutorials and seeking their permission for their children's participation. *Daily SLL Activities: All classrooms will incorporate lessons on conflict resolution, coping skills, and relationship-building. *Social Skills Training: The behavior coach and graduation coach will deliver specialized training. *Tutoring: Available after school. *Support Facilitation: Ongoing support will be provided to address needs of SWD. *Adaptive Technology Programs: IXL, Khanmigo, and Read 180 will be utilized to improve vocabulary and reading comprehension. Additionally, IXL will support fluency in Mathematics, English Language Arts (ELA), Science, and Social Studies. Tier 3 *Behavior Contracts *Behavior Intervention Plan (BIP) *Check-In Check-Out System (CICO) *Functional Behavior Assessment (FBA) *Trusted Adult Program: Mentoring for At-Risk Students *Tutorial Program: After School *IXL Program: Mathematics, English Language Arts (ELA), Science, and Social Studies *Khanmigo: Mathematics, English Language Arts (ELA), Science, and Social Studies *Read 180

Provision of a Well-Rounded Education

1. Well-Rounded Education

*Our Principal emphasizes building strong relationships with community stakeholders, including parents, students, teachers, and school counselors, to evaluate cultural awareness and interactions between students and teachers. School counselors employ evidence-based strategies to enhance cultural understanding, strengthen student-teacher relationships. *The International Baccalaureate Middle Years Programme (IBMYP) caters to students in Grades 6-8, offering an academic challenge and life skills framework tailored to this stage of adolescence. This year, we have an IB coordinator/staff resource teacher supporting the holistic approach of IBMYP, emphasizing critical thinking skills, global citizenship, and intercultural awareness alongside traditional school subjects. The IB coordinator provides support across all disciplines, integrating learning through six interactive areas that provide global contexts: Identities and relationships, Personal and cultural identity, Orientations in space and time, Scientific and technical innovation, Fairness and development, and Globalization and sustainability. *The AVID Elective is a key component of AVID Secondary, guiding students onto a college-bound path by enrolling them in challenging courses like Honors and Advanced Placement during middle school. AVID students build organizational and study skills, enhance critical thinking, receive academic support, and engage in enrichment activities to help them achieve their college goals. *Standards-based planning, a best practice in education, is enhanced by a collaborative culture where teachers work in planning teams to review and align with learning standards. Evidence-based AVID strategies are integrated into instruction to help students meet these standards. Teachers continuously reflect on their successes and challenges, collecting evidence of student learning to refine and improve their instructional practices. *The band program curriculum centers on honing instrumental techniques and individual musicianship through music theory and performance classes. Similarly, the visual and studio art programs focus on developing both conceptual and technical skills through artistic expression, led by an experienced art teacher and visiting professionals. *Student involvement in academic processes is emphasized, allowing students to articulate academic targets, analyze their own data, and develop personalized learning plans. Students become partners in the assessment process and lead conferences on their academic achievement. *After-school extended learning opportunities are offered across all disciplines to provide support with assignments, remediation, or acceleration of concepts covered during the school day. *Students are selected for pull-out tutorials based on assessment results, with a focus on ESSA-identified subgroups like students with disabilities (SWD). Additional support is offered during the school day through a pull-out schedule tailored to assist these targeted subgroups.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

*Conniston Middle School (CMS) offers AVID, ESOL, IB, and Title I parent workshops to clearly outline academic and program expectations. On campus, our AVID and choice coordinator, along with the administrator, serve as liaisons, providing support for the program's rigorous standards. All staff members engage in collaborative learning communities, meeting both formally and informally across grade levels, subject areas, and feeder schools. This structured approach fosters meaningful discussions about student learning, enhances instructional practices, and improves student performance. *Various initiatives and programs are implemented to foster a college-going culture and support administrators, teachers, students, and families in achieving college readiness: *Enhancing Student Participation and Performance in IB Coursework: Initiatives are in place to boost student involvement and success in International Baccalaureate (IB) courses. Implementation of the AVID Program: AVID empowers students with self-management and personal responsibility for academic success through a dedicated elective course focused on college readiness. *School Counselor Collaboration: School counselors work with students and parents to support high school readiness, graduation, and college readiness goals. *PSAT Administration: The PSAT is administered to middle school students to provide early exposure to standardized testing and to identify academic strengths and areas for improvement. This initiative helps students build test-taking skills and prepare for future assessments. *Partnerships with Palm Beach Atlantic University and Communities in Schools: These partnerships facilitate engagement in science curriculum, career exploration, and provide graduation coaches for students exhibiting Early Warning Signs (EWS). *IB World School Integration: Conniston Middle School, an IB World School, integrates real-world connections into every lesson and offers high school credit courses, including Algebra Honors, Geometry Honors, Physical Science, Spanish I, Industrial Certification, Band, and Dance. *International Baccalaureate Mission: The IB program aims to nurture inquisitive, knowledgeable, and compassionate individuals who contribute to a better and more peaceful world through intercultural understanding and respect.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

N/A

Professional Development

1. Professional Development

*All first-year teachers participate in the Educator Support Program (ESP), the School District of Palm Beach County's formal initiative designed to support newly hired educators. This comprehensive program includes mentorship, staff development opportunities, observations, conferences, and both written and oral feedback, helping teachers build competencies that enhance student learning. The ESP offers opportunities to refine instructional strategies, understand students as learners, and promote lifelong learning and professional growth. It systematically provides mentoring, coaching, and induction to align with the school's values and beliefs about teaching and learning. *Ongoing professional development is provided for the school-wide implementation of AVID and IB programs, both onsite and offsite. Additionally, continuous training sessions are available for adaptive technology programs, including IXL, Khanmigo, and Read 180 *Throughout the school year, two Title I staff training sessions will focus on Skills for Learning and Life (SLL) components and effective methods for conducting empowering parent conferences, including student-teacher data chats. *Teachers engage in bi-weekly Professional Learning Communities (PLCs) to review student work and assessments, identify strengths and weaknesses, and guide reteaching or corrective instruction. Regular data chats are conducted to analyze student progress, develop feedback strategies, and plan personalized learning opportunities. *Department leaders, grade-level PLC leaders, staff PD resource teachers, and administrators lead strategic common planning sessions that focus on analyzing standards, instructional pacing, formative assessments, and student needs. Teachers work collaboratively to plan, implement, and assess instruction, creating remedial and enrichment plans based on student mastery. *Teachers and administrators participate in professional conferences both within and outside the district to address content areas and pedagogical needs.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Conniston Middle School works closely with the District to attract, develop, and retain highly qualified staff through various initiatives: *Leveraging the Department of Recruitment and Retention for guidance on hiring and placement procedures. *Actively participating in job fairs, interview training sessions, and personnel workshops to efficiently identify top instructional talent. *Implementing strategic recruitment efforts through online platforms, office interviews, and recruitment events to attract qualified instructional personnel. *Monitoring and supporting applicants throughout the hiring process to streamline it and optimize instructional time. *Building and maintaining relationships with colleges and education professionals to promote District employment opportunities and benefits. *Incorporating questions in job interviews to assess applicants' knowledge and beliefs about diversity and inclusive practices, as relevant to the position. Additionally, Conniston Middle School employs various strategies to recruit, develop, and retain highly qualified and effective teachers: *Implementing the ESP Mentoring Program to pair new teachers with experienced staff members. *Developing initiatives and incentives to enhance teacher retention, including peer recognition through the Blue Marlin Splash bulletin board and SwPBS teacher incentive programs. *Collaborating with PTO/SAC to organize Teacher Appreciation activities. *Conducting annual surveys to assess teacher and staff satisfaction and address any concerns. *Offering diverse professional development opportunities and workshops throughout the year, facilitated by Professional Development personnel, Lead Teachers, and Administration. *Providing support from department leaders, grade-level PLC leaders, IB/AVID coordinator, and AVID tutors as needed. *Designing job interview questions to effectively evaluate applicants, as determined by school administrators and interview panels.