
Title I Comprehensive Schoolwide Plan
CARVER MIDDLE SCHOOL (2041)

ELA

1. List prioritized needs statements.

2024 overall ELA proficiency: GR 6 39%, GR 7 23%, GR 8 41% 2024-25 PM2 ELA SWD overall proficiency - 4.26% 2024-25 PM2 ELA ELL proficiency: Gr 6 at 11.11%, Gr 7 at 9.21%, Gr 8 at 1.35%. Overall ELA achievement for PM2 SY25: GR 6 - 27%, GR 7 32%, GR 8 - 21%

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

Basic skills for reading comprehension and vocabulary are lacking. Basic skills for the academic writing process are lacking. Many students are reading multiple levels below grade level. L25, SWD, ELL students indicate need for foundational reading skills development - also listening, speaking, writing. Increased behavior issues are a factor leading to lower academic performance. High absence and tardy rates impact learning negatively for multiple students - particularly ELL students. Teacher capacity and content area knowledge is low for new teachers. Teacher capacity in organizational skills to support and create structure in the learning environment is low for multiple teachers. Teacher struggle with delivering Differentiated Instruction for small groups. Support staff not trained on the new standards and lack of content knowledge. Daily access to technology is needed. Reading stamina is limited for many students. Missing strategies to teach students with minimal foundational skills and a lack of exposure to grade-level, rigorous texts. Students coming from other countries as potential ESE and ELL need identification and support. Students arriving from other schools arriving with weak foundational skills. No technology access at home to follow up on assignments that may require review and creating a study habit for success. Insufficient implementation of school wide plan to support delivery of reading and writing strategies across content areas. Parents are unaware of their student's current reading levels and teacher expectations for assignments. Low parental participation and involvement in the educational process. Students lack organizational skills.

3. Share possible solutions that address the root causes.

Provide students with extra practice and tutorial opportunities before/after school. Additional resources for tutorials and morning care support. Provide students with resources for remediation. Support implementation of a comprehensive plan to support literacy instruction across content areas. Classroom libraries with audio books for leveled readers. Provide PD/training for teachers to build capacity with instruction and test prep strategies. Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Provide materials necessary that can assist with after school tutorials-premade lessons or mini-lessons for easy and time saving for instructors after school and before school or during the summer. Provide instructional and human resources to teachers to better address academic issues with ESE/ELL students. Ensure students have access to technology and adaptive programs on campus and at home. Supplemental resources for enhancement, exposure, and organization. Develop a proactive plan to enforce attendance/tardy policies with students and parents. Expose students to high-interest, grade appropriate texts through library events/awareness nights with Delray Beach Library. Develop comprehensive instructional units that are designed to differentiate lessons for all students. Project based learning materials in all content area classrooms. Phonics Instruction/Materials to teach the basic foundational reading skills Reading A-Z LEVELED BOOKS (SUBSCRIPTION) Printable easy made ready for guided reading-small groups reading to supplement lack of classroom libraries. Leveled books to meet the needs of low readers who are behind 5-6 grade levels. Ready Materials (Beginning of School Year) highlighters, index cards, composition notebooks, folders to support organization skills/AVID, manipulatives that can support vocabulary/academic word walls. Sentence Strips, Anchor chart posters, Roll of paper for ELA to enlarge reference guides, create classroom posters, laminating paper). ELL online resources or speech-to-text app. Pointers for slideshows. Collegial Planning with Reading Coach and/or district specialists (ELA/Reading) Planning Days. After school and before school working computer/labs. Academic tutors/Bilingual position. Program that can be downloaded to a device to practice Language Skills (ELL) that may not require internet access-this program can be one that can be downloaded for access and practice skills daily at home. Lumos Learning workbooks aligned to Florida standards for test practice. Inside-classroom support to help with crowded Reading classrooms w/multiple needs. Offer a summer camp that can be used to frontload students with the new standards. Provide a summer Reading opportunity to read books that will assist and help with reading comprehension. More Student Incentives. School will organize and invite parents and families to school wide events: Meet the Teacher Night/Open House, Parent Trainings, ESOL Parent Night, Literacy Night.

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

- Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream. Report student progress using standards-based reporting practices and sharing student data. Schedule SAC/Parent Meetings at varied times throughout the year. Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments. Provide an easier way to share a calendar of activities on the school website for parents.

- **Parent Training**

Train parents to access/navigate Reading Plus, SIS, Khan Academy and Google classroom. Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) in Reading Plus, Phonics Skills (Phonics program), Reading Strategies that support the new standards, Comprehension Skills. Teachers share at-home activities to support reading practice outside school hours (Open House/Meet the Teacher Night). Provide resources based on the needs of the content. Test Prep Night/Test Anxiety: editing skills for reading and writing. Social Media Hazards, SLL strategies.

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

- **School**

Provide regular updates to parents at SAC meetings on current data: Reading Plus, USA, FSQ, PM, PBPA, and Literacy initiatives. Host Literacy Night to support reading at home. Provide parent tips and resources to support learning at home. Offer quarterly parent trainings/Open House meetings to improve reading comprehension skills and tips on how to encourage learning to continue at home. Offer multilingual support. Home Literacy Guides. Home Literacy Kits.

- **Students**

Login to Reading Plus and Khan Academy every week to complete assigned lessons/share progress with parents. Check Google classrooms and grades in SIS weekly to monitor progress and make up missing assignments. Engage in effective data chats with teachers/share with parents. Use daily agenda to track assignments/homework.

- **Parents**

Attend training events on campus to support Reading and ELA content and strategies. Monitor student participation on Reading Plus and track grades/progress on SIS. Participate in school events (Literacy Night/parent trainings/celebrations). Create Carver PTO.

- **Staff Training**

Train staff to communicate via Google classroom stream, ParentLink, SIS progress reports and sharing FAST student data. Train teachers to better engage/support families to support ELA content at home. Literacy PD trainings for all staff - cross-content. Paid PD for staff to learn/develop ELL support strategies. Regularly scheduled Writing PD/Training. Tier II Reading assistance. Professional Development to familiarize with the overall purpose and key features of CPALMS Understand how to navigate and operate CPALMS resources and features: Understand how CPALMS supports the implementation of the Florida Standards, Explore how CPALMS resources can support standards-driven instruction in the classroom. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA): Standard Based Instruction, AVID training philosophy, Identifying Critical Content, Making Data Driven Decisions, Writing Workshops which focus on the new rubrics and Real World projects (Project Based Learning). Reporting standards-based progress as a companion to traditional grades. Analyzing student data to help drive targeted, small-group instruction. Best practices for including parents in students' educational decisions (SIS platform, ParentLink, Parent Conferences, SEL strategies for teacher-parent relationships).

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Make sure all meetings in accessible rooms.

Math

1. **List prioritized needs statements.**

2024 FAST MATH achievement: GR 6 - 12%, GR - 7 11%, GR 8 - 37%. 2024-25 PM2 MATH SWD proficiency: Gr 6 at 0%, Gr 8 at 0%. 2024-25 PM2 MATH ELL proficiency: Gr 6 at 3.28%, Gr 8 at 3.35%. FY24 - 100 % of students were proficient in Geometry. FY24 - 87% of students were proficient in Algebra.

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

Teachers are not all well-versed in BEST standards. Some teachers struggle with classroom management. Students lack math fluency skills and foundational skills. Limited support for ESE and ELL students. There is a lack of number sense and basic mathematics computations. Current knowledge and strategies of mathematics are missing in student home supports. Limited reading levels prohibit students from being successful on word problems. Small group targeted instruction is inconsistent in classrooms.

3. Share possible solutions that address the root causes.

Provide additional instructional resources to provide extra practice and remediate to promote student growth. Provide professional development to support a specific focus on basic mathematics computations to build mathematical fluency. Ensure students readily have access to technology and adaptive programs during the school day while on campus and at home. Regularly scheduled Math PD for teachers and support facilitators. Provide additional PD with ELL and ESE coordinators and their support facilitators to improve facilitation for student subgroups. Provide opportunities for teachers to plan collaboratively and analyze data. Provide opportunities for common planning with support facilitators. Summer Planning opportunities. Professional development is ongoing throughout the year which includes standards-based instruction, content knowledge in the subject they are supporting. K-12 BEST aligned resources workbook/resources. Technology programs for remediation and extra practice.. Manipulatives and visual aids to enhance learning experience. Students do not have Calculators. Academic tutors/Bilingual position. Resources and charts in Spanish and Creole. Tutorials after school and before school Working computer/labs. More Student Incentives School will organize and invite parents and families to school wide events: Meet the Teacher Night/Open House, Parent Trainings, ESOL Parent Night.

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

• Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream. Report student progress using standards-based reporting practices. Share student assessment data regularly with parents. Schedule SAC/Parent Meetings at varied times throughout the year. Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments.

• Parent Training

Parent Trainings: Standards Based Instruction, Department Grading Practices, Use of digital platforms (Khan Academy, Math Nation) to monitor at home, Progress Monitoring Assessments (FSQs, USAs, PM1 and PM2). STEM/Math/Science Fair Night: hands-on activities that can be conducted at home. Test Prep Night/Test Anxiety, Data Night. Share resources for multiplication tables, foundational skills practice from home.

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

• School

Provide updates to parents at SAC meetings on current data: FSQ, PM. Schedule Open House style meetings for parents to learn about content, academic expectations in classrooms and assessment question types/expectations. Provide parent tips and resources to support learning at home. Ensure teachers are trained on the new state standards and curriculum for mathematics. Provide math digital platform (Khan Academy, Math Nation) training to parents to provide assistance at home.

• Students

Log in to Khan Academy or Math Nation at least twice a week to complete a weekly practice assignment. Check SIS and Google Classroom weekly to monitor grades/progress. Practice standards based instruction that will be supported through the use of digital platforms to increase math proficiency. Assist parents with navigation of the different platforms used in the school. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework.

• Parents

Will support and monitor the use of math digital platforms (Khan Academy or Math Nation) at home to ensure consistency in skills based practice. Parents will regularly monitor grades and progress on SIS and Google Classrooms. Attend training events on campus to support math content and strategies. Parents will participate in quarterly parent trainings to improve foundational math skills and tips on how to encourage learning to continue at home.

• Staff Training

Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Provide opportunities for common planning with support facilitators and district specialists. Summer Planning opportunities. Professional development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings.

Science

1. List prioritized needs statements.

2024 FAST GR 8 SCIENCE achievement: 36% 2024-25 PM2 GR 8 SCIENCE Overall proficiency: at 14.5%.

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

Students need more exposure to hands on science activities. Students need more exposure to reading in science. Students need more assistance with reading strategies. Students need more exposure to standard based questions. Students need more real-world experiences to enhance classroom learning. Inadequate knowledge of test taking strategies, test features, science vocabulary and study skills. Insufficient use of human and instructional resources to support targeted, small-group instruction. Missing a deliberate plan to support Science teachers in their attempts to engage students in Science content. Teachers require training in effective instructional strategies for our rising ELL population. Home support for Science projects and activities is lacking.

3. Share possible solutions that address the root causes.

Using Gizmo- Simulation platform that contains over 400 simulation Study Island- reading in science and standard based questions Visual aids and anchor charts for small group processing activities word wall and vocabulary building activities Folders for Data tracker/chat Reading Teacher (Teach Reading Strategies) Prepared slides for plant and animal cells for microscope 2 Science night for parents to support at home Attend PD on engagement strategies specifically designed for Science classrooms. Curate STEM-themed, classroom libraries that are high interest and grade appropriate. Increase parent involvement by ensuring they make contact at least once each quarter. Attend interdisciplinary team meetings to focus on cross-curricular planning. Provide reading strategy training for Science teachers. Ensure students have access to necessary technology on a daily basis. Provide additional instructional and human resources to support targeted, small-group instruction. Ensure students readily have access to technology and adaptive programs during the school day while on campus and home Provide extra practice and hands on activities. Provide pull out and push in support for remediation. Teacher training for differentiated instruction Provide STEM activities. Provide organizational skills and build science vocabulary through word walls. Provide materials necessary that can assist with after school tutorials-premade lessons or mini-lessons for easy and time saving for instructors after school and before school or during the summer. Offer a summer camp that can be used to frontload students with the new standards. School will organize and invite parents and families to school wide events: Meet the Teacher Night/Open House, Parent Trainings, ESOL Parent Night.

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

- **Communication**

Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments/due dates. Communicate to parents through the various platforms (ParentLink, Google classroom) to attend STEM night. Students need agendas to track assignments, communicate between parents/teachers. Publish information specific to Science through ParentLink, newsletter, school website and social media outlets. Schedule SAC/Parent Meetings at varied times throughout the year. Staff trainings to better communicate with parents.

- **Parent Training**

STEM night, Science Fair Night - hands-on activities that can be conducted at home to build science knowledge - teaching about hands on experience to build science knowledge. Science Fair Night- Inform parents and students on how to approach and conquer science fair. TEST Night/Test Anxiety: reading support (Reading Plus), and Study Island. Parent University: SIS Parent Gateway, Google Platforms, Reading Plus, Online Textbooks and Curriculum, Paper Tutorial, Khan Academy, adaptive technologies, SEL strategies.

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

• School

Offer incentives for students and parents to attend STEM nights. Communicate to parents through the various platforms to attend STEM night (Callouts and Email, Social Media). Ensure teachers are trained on the new state standards and curriculum for Science. Increase communications with parents that are positive in nature. Facilitate parent-student workshop. Organize science-themed book club.

• Students

Participate during STEM activities and encourage their parents to participate. Log in to Study Island at least twice a week to complete a weekly practice assignment. Check SIS and Google Classroom weekly to monitor grades/progress. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework. Engage in workshops.

• Parents

Attend school functions and be a continuous support system to their students and the school. Attend special events at the school site supporting Science academics. Openly and frequently communicate with Science teachers and administrators. Monitor weekly student participation in Study Island. Engage in parent-student workshop. Reinforce learning at home. Participate in conferences.

• Staff Training

Professional development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Encourage teachers to attend PDDs that encourage engagement. Trainings for teachers to assist with instructional strategies to address needs of changing student population. Science Fair project requirements must be communicated clearly to parents. Also streamline communication re assignments (Google classroom) so parents/students know when assignments are due.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: ParentLink email, voicemail, newsletter, marquee, social media. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Utilizing SIS and Google classroom.

Social Studies

1. List prioritized needs statements.

2024 FAST CIVICS achievement: 48% Winter Diagnostic for FY25 shows 36% proficiency

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

Students struggle with concepts of ancient civilizations and geographical information/concepts. The needs of diverse learners must be addressed more fully in the mainstream classroom. Students do not have prior knowledge of subject and content. Students have weak research skills. Educators require support to conduct instruction as well as implement curriculum following the Florida Department of Education standards. Reading levels for many students are below grade level preventing thorough comprehension of content. Adequate knowledge of academic vocabulary is lacking. Students need support in making real-world connections to Social Studies content. Organizational skills to support and create structure in the journey to learning. Attendance, Skipping classes, Tardiness Supplemental Materials for tutorial and morning care. Underperforming students level 2-3 levels below in reading. Lack of parent participation and involvement in school related activities. Immersive technology is needed to fulfill the school's mission.

3. Share possible solutions that address the root causes.

Provide Professional Development on using reading strategies to build student comprehension skills. Use technology and its accompanying platforms to build more interactive, cooperative activities in the classroom. Increase collaboration to develop lessons that incorporate reading strategies into daily classroom practices. Gale In Context: Middle School Kami (Full Access) promotes personalized learning, adaptability and accessibility, and nurtures collaboration. Scholastic News is a cross-curricular nonfiction digital magazine that brings the world to the social studies classroom. Discovery Education's Social Studies Textbook: standards-aligned, core-curricular resource, inquiry-based approach to enhance literacy and critical thinking skills. Study Island Civics for all grade levels. Materials for Project-Based Learning. Binders, index cards, single rings, whole punchers, pocket folders with fasteners. Tri-fold displays, easels, 3M easel pads. Posters, displays, models, maps and globes to support social studies content. Desktop computers to create small stations for Rotation Instructional Model work in class - Small group instruction. Additional resources for test prep and remediation. Provide materials necessary that can assist with after school tutorials-premade lessons or mini-lessons for easy and time saving for instructors after school and before school or during the summer. School will organize and invite parents and families to school wide events: Meet the Teacher Night/Open House, Parent Trainings, ESOL Parent Night.

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

- Communication

Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations/procedures for assignments/support Social Studies content at home. Students need agendas to track assignments, communicate between parents/teachers. Publish information specific to Social Studies through ParentLink, Google classroom stream, newsletter and social media sites. Schedule SAC/Parent Meetings at varied times throughout the year.

- Parent Training

EOC Night/Test Anxiety: vocabulary practices (flash cards). SIS Parent Gateway, Google Platforms, Online Textbooks and Curriculum, Paper Tutorial, Khan Academy, adaptive technologies, SLL strategies.

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

- **School**

School will provide resources for teachers such as trainings to effectively communicate with parents. Communicate positive information/updates and celebrate student success and participation in events such as Moot Court presentation with local judges. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Students**

Students will use resources focused on the demographic of the school community, ensuring that homes of varied socioeconomic status are fairly supported. Notify parents of planned events. Keep in contact with teachers when absent. Seek help from teachers when needed. Come to school prepared with a learning mindset. Check SIS and Google Classroom weekly to monitor grades/progress. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework.

- **Parents**

Attend special events at the school site supporting Reading and Social Studies academics. Openly and frequently communicate with Civics teachers and administrators. Monitor student grades and assignments on SIS. Monitor student use of online platforms such as Reading Plus/Google classroom. Keep contact information updated in SIS. Communicate with teachers regarding questions/concerns. Attend school functions and provide continuous support to their students and the school.

- **Staff Training**

Best practices for SIS gradebook to create fair and equitable grades as well as reporting standards-based progress as a companion to traditional grades. Best practices for including parents in students' educational decisions (SIS training, Google Classroom training, Curricular involvement). Analyzing student data to help drive targeted, small-group instruction. Professional Development on the standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Provide opportunities for Common Planning with support facilitators. Provide training for improved communication with families to support academics. Summer Planning opportunities. Professional Development for Support Facilitators ongoing throughout the year to include standards based instruction, content knowledge in the subject they are supporting.

- **Accessibility**

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee, social media sites. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Utilizing SIS and Google classroom.

Acceleration Success

1. List prioritized needs statements.

2024 FAST ALGEBRA achievement: 87% FY24-25 has 23% proficiency on the mid-term in Algebra. 2024 FAST GEOMETRY achievement: 100% FY24-25 has a 65% proficiency on the mid-term in Geometry

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

Students needs help with activating prior knowledge in math. Behavior issues in classroom. World Languages - majority of students are struggling with vocabulary, reading strategies, phonetics and grammar concepts. Little grammar reinforcement since elementary school. First language for many students is not English. Digital Discoveries - Lack of access to technology at home. DD, IT, ICT, Robotics - student placement. DD, IT, ICT, Robotics - Student population has a wide range of needs in Math/Reading. DD, IT, ICT, Robotics - ELL students need increased support and "self-paced" activities. DD, IT, ICT, Robotics - Classrooms have outdated computers. ESOL: large class sizes, lack of bilingual teachers and support facilitators, teachers without ESOL certification or endorsement. ESOL: lack of support facilitation, many students do not read on grade level, ESOL Coordinator lacks time to fully support DLAR, ELD and ELA, lack of technology support. ESOL: Many students lack language acquisition skills - limited reading and writing capacity. ESOL: many teachers are inexperienced in providing differentiated instruction for ELLS. Content Language Facilitators require training to support classroom activities and improve parent communication. ESE: Fewer than 50% of ESE support teachers are ESE certified, also not trained in academic and behavioral needs.

3. Share possible solutions that address the root causes.

Academic tutors during school day, in addition to after school. Calculators. 12 × 18 white boards. Posters with basic math operations. World Languages - ELA teachers could reinforce grammar across grade 6-8. WL teachers teach grammar concepts in English, transfer grammar to target language. WL - Supplemental reading books and vocabulary activities. WL - Support activities for ELL students to assist with comprehension in WL classes. Digital Discoveries - Need peripheral equipment: cameras, Macs, dual monitors. DD, IT, ICT, Robotics - Upgrade current computers in classroom. DD, IT, ICT, Robotics - Add equipment to supplemental instructional material. DD, IT, ICT, Robotics - Adhere to student progression plan in Pre IT department. DD, IT, ICT, Robotics - Software with Assistive Technology such as CoderZ, Code.org ESOL: More student workbooks, ESOL Coordinator will share strategies in PLCs and model effective practices. ESOL: Teachers acquire ESOL certification, increase Vocabulary Enrichment program and Phonics Instruction (System 44), Collaborative Planning/Training days, more student incentives, tools/resources to educate students new to the country. ESE: Offer competitive salaries/benefits to other counties, more training. Provide opportunities for common planning with support facilitators. Summer Planning opportunities. Professional Development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting. School will organize and invite parents and families to school wide events: Meet the Teacher Night/Open House, Parent Trainings, ESOL Parent Night.

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

- Communication

Schedule quarterly parent/teacher nights - "open house" style - to communicate teacher/content area expectations and procedures for assignments/due dates. Communicate to parents through the various platforms to attend all Parent Nights/Trainings. Students need agendas to track assignments, communicate between parents/teachers. Publish information specific to Accelerated courses, ESE, ESOL through ParentLink, newsletter, school website and social media sites. Schedule SAC/Parent Meetings at varied times throughout the year.

- Parent Training

Provide parents with strategies to assist at home. DD, IT, ICT, Robotics - Parent Trainings offered to support parents/families as they work with students at home. ESOL: Parent Training in Phonics, Reading Plus, Imagine Learning, Achieve 3000, Vista Language Acquisition.

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

- **School**

WL - Host a parent "shadowing" of student daily routine to highlight expectations. DD, IT, ICT, Robotics - Celebrate certification with "Wall of Fame." DD, IT, ICT, Robotics - Create a survey to determine individual needs. ESOL - Host ESOL Parent Night twice yearly, Parent Training in Phonics, Reading Plus, Imagine Learning, Achieve 3000, Language Acquisition Enrichment Camp, Traits of Writing, extra classroom support - two facilitators per class, professional communication with bilingual families. ESE - Provide literature/resources, plan culturally diverse parent nights/trainings. College tours. Exposure to community events/organizations/trips (museums, courthouse).

- **Students**

Be responsible for their learning and seek help from teachers and parents. Monitor academic progress via SIS and Google classrooms. DD, IT, ICT, Robotics - Share updates of student progress toward industry certification on a weekly basis. ESOL - Students will receive Phonics/Vocabulary/Fluency strategies to increase language achievement via Achieve 3000 platform. ESE - Share school activities with parents, participate and bring home correspondence/invitations.

- **Parents**

Communicate with teachers, check SIS, Google classrooms and be involved in their learning. Provide feedback to teachers regarding student needs. Parents will participate in quarterly parent trainings to improve reading comprehension skills and tips on how to encourage learning to continue at home. DD, IT, ICT, Robotics - Communicate and provide feedback for individual student needs. ESOL: Parents attend ESOL nights, read at home with their students. ESE: Engage students by being active participants in children's education. Engage in school and community partnerships.

- **Staff Training**

Professional Development on the new standards for all newly hired personnel, new teachers and support facilitators. Building capacity for all teachers as the need arises to provide coaching support throughout the year. Training to better engage with families throughout the year. Training on Identifying Critical Content and Data Driven Instruction.

- Accessibility

Provide communication in English, Haitian-Creole and Spanish. Provide communication in a variety of modes: email, voicemail, newsletter, marquee, social media sites. Offer virtual attendance as an option for SAC meetings, school events and parent/teacher conferences to increase parent attendance. Conduct home visits and/or offer to transport students home when parents cannot come to campus for meetings. Utilizing SIS and Google classroom.

Action Step: Classroom Instruction

Utilize standards-aligned curricular resources necessary to ensure student engagement and promote effective small-group and individualized instruction.

Budget Total: \$114,023.25

Acct Description	Description																	
Resource Teacher	The Math Resource Teacher will provide collaborative small-group instruction for grades 6-8 and facilitate PLCs.																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="434 1065 1012 1127">Item</th> <th data-bbox="1020 1065 1163 1127">Quantity</th> <th data-bbox="1171 1065 1289 1127">Rate</th> <th data-bbox="1297 1065 1386 1127">Days</th> <th data-bbox="1394 1065 1499 1127">Hours</th> <th data-bbox="1507 1065 1621 1127">Weeks</th> <th data-bbox="1629 1065 1772 1127">Certified</th> <th data-bbox="1780 1065 1898 1127">Type</th> <th data-bbox="1906 1065 2024 1127">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	3	\$37.00	2	1.5	10	Certified	Original	\$3,330.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Beginning in September 2025, Certified teachers will provide ELA afterschool tutorial for students in grades 6-8.	3	\$37.00	2	1.5	10	Certified	Original	\$3,330.00									
Beginning in September 2025, Certified teachers will provide math afterschool tutorial for students in grades 6-8.	6	\$37.00	2	4	3	Certified	Original	\$5,328.00										

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	learning opportunities for students in grades 6-8.									
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Whiteboard markers	100	\$5.00	General Supplies		Original	\$500.00			
	Copy Paper	100	\$34.69	General Supplies		Original	\$3,469.00			
	Shipping	1	\$224.75	General Supplies		Original	\$224.75			
	Adjustment - benefits credit and final allocation	1	\$6,275.50	General Supplies		Other	\$6,275.50			
Online subscription	Item	Quantity	Rate	Type		Total				
	Study Island will address learning gaps in science by providing personalized instructional support for 8th-grade students. (210 students)	1	\$1,500.00	Original		\$1,500.00				

Action Step: Parent and Family Engagement

Engage all parents to become informed, active participants in their child's learning community to support students' emotional, academic, career, and college goals.

Budget Total: \$41,568.50

Acct Description	Description									
Parent Liaison - Para Level	Family Inv I/ Parent Liaison will collaborate with the parents providing resources for students, and will focus on Parent Communication.									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Temp Parent Liaison to support parents with getting supplies for students, community after hours and preschool events and at monthly parent meetings	1	\$27.00	13	2	1	Non-Certified	Original	\$689.00	
	CLF support for Parent monthly meetings and non-native speakers Parent Nights	2	\$27.00	11	1.5	1	Non-Certified	Original	\$875.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Lexmark toner Colored (Cyan Magenta Yellow)	6	\$89.09	Technology			Original	\$534.54		
	Paper Copy Case Colored	3	\$145.92	General Supplies			Original	\$437.76		
	Pens	10	\$3.42	General Supplies			Original	\$34.20		
	Lexmark toner black	2	\$80.21	Technology			Original	\$160.42		
	Pencils Pre-sharpened	2	\$2.91	General Supplies			Original	\$5.82		
	Paper Copy Case	4	\$34.69	General Supplies			Original	\$138.76		

Action Step: Professional Learning

Provide ongoing professional development to build teachers' capacity to provide rigorous instruction aligned to state standards through a variety of means.

Budget Total: \$214,010.50

Acct Description	Description																	
Stipends	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
	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, etc. - August -February	5	\$25.00	1	1	20	Original	\$2,500.00										
All Teachers training on Single School Culture, Schoolwide Reading, and AVID Schoolwide practices. - August	15	\$25.00	1	6	1	Original	\$2,250.00											
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
	Item	Quantity	Rate	Supply Type	Type	Total												
	Chart Paper Post Its Easel Table Top Pack of 6	15	\$177.64	General Supplies	Original	\$2,664.60												
	Post Its- 24 pack	20	\$20.79	General Supplies	Original	\$415.80												
	Chart markers Set of 8	60	\$8.77	General Supplies	Original	\$526.20												
Paper	10	\$34.69	General Supplies	Original	\$346.90													
Tch Res Staff Development	This Resource Staff Development Teacher will work with all grade levels in all content areas to provide assistance for teachers in the classroom; will model lessons, and provide Professional Learning as needed.																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Teachers across content areas (Math, ELA, Science, Intensive Reading) will	4	\$25.00	1	2	6	Certified	Original	\$1,200.00										

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	collaborate and reflect on instructional practices and implement relevant instructional strategies to meet various students' needs.									
Single School Culture Coordinator	This Single School Culture Coordinator will be a PLC Facilitator; School Based Team Lead; Data Disaggregation for all contents areas and grades. (260 day)									

Mission Statement

1. Mission Statement

Carver Middle School's mission, through IB, Pre-IT, and AVID, is to serve the educational needs of its students and provide ongoing support for its families. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

Involvement of Stakeholders

Name	Title
Lisa Havell	Assistant Principal
Kendrah Ingraham	SSCC and SBT Coordinator
John Snyder	IB and Pre-IT Magnet Coordinator
Shannon Grice	Principal
Tanaya Anand	PD Contact
Hawanya Render	Guidance Counselor and AVID Coordinator
Donna Charles	Employee/SAC member
Ashleigh Bouchard	Parent/SAC member
Laura Bonzil	Assistant Principal
Gregory Kirkwood	Assistant Principal
Nazareth Montoya	Instructional Coach, SAC Chair
Lakin Goldwire	SWPBIS Coordinator

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

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

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

Stakeholders begin their involvement in developing the Schoolwide Plan during the Winter and Spring SAC meetings of the previous year when the CNA is written and the Actions Steps are decided upon. At these meetings, held between January 6 and February 20, 2025, discussions were held centering around the SY26 budget, PM2 Data, and the CNA process. Stakeholders reviewed the previous Parent-School Compact and offered input for the next.

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

Input was taken from stakeholders throughout SY25. Stakeholders reviewed the SY25 PFEP summary and began making suggestions as to what changes they would like to see for SY26. Those suggestions were taken into account when developing the Title I budget for SY26. Parents stated that they would like Carver to continue hosting the STEM parent trainings. They also enjoy the opportunities to attend trainings that specifically provide them with tools to assist their students at home or for academic success and test preparation. Title I funds will be used to purchase family engagement personnel, as well as supplies and necessities to grow parental participation with students at home.

Name	Title
Lisa Havell	Assistant Principal and Title I Contact
Shannon Grice	Principal

Annual Parent Meeting

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

October 9, 2025 - 6:00 p.m at Carver Middle School Media Center

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

Notification of the meeting will be provided through the school's website, marquee, ParentLink (email and callout), as well as our various social media pages.

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

Invitation, Agenda, Sign-in sheets, slide presentation, parent evaluations, Verification of Title I Annual Meeting, Copies of: Title I Schoolwide Plan, FY26 Parent and Family Engagement Plan, FY26 School-Parent Compact, Parents' Right to Know, Information about Parent Liaison and Parent Resource Center, Translators for Spanish and Creole speaking families.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Staff Training I

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

Staff members will receive training on how to conduct, as well as participate in parent meetings, step by step: planning and organization, procedures for preparation and participation in 504 and IEP meetings, translation procedures, meeting etiquette.

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

It is expected that staff will learn meeting preparation procedures for 504 and IEP meetings. Staff will also develop communication skills and strategies specific to meetings in which parents participate.

- What will teachers submit as evidence of implementation?

Teacher evidence will include: 504 and IEP meeting documentation which reflects teacher responses to 504 and IEP specific questions and goal statements, examples of participation in communication training activities.

- Month of Training

August, 2025

- Responsible Person(s)

Lisa Havell

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Staff Training II

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

Staff will learn to share data with parents by: navigating ParentLink platform to send emails regarding class information, accessing and sending SIS Progress Reports and sending PM assessment Data home electronically.

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

The expected impact is that teachers will be well-versed in sharing academic and classroom information with parents, and that this will lead to increased and detailed information being sent home. This information will assist parents in understanding their students' achievement levels and where to target support from home.

- What will teachers submit as evidence of implementation?

ParentLink emails, SIS Progress Reports, PM Data reports.

- Month of Training

January, 2026

- Responsible Person(s)

Lisa Havell

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Training I

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

Parents will learn to access and navigate student learning platforms, such as Google classroom, Reading Plus, NoRedInk, DreamBox and Khanmigo to support student learning from home. Parents will learn to create a parent SIS account via the school district website to monitor student grades and also communicate with teachers.

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

Parents will use laptops to access learning platforms used by students and also to create SIS parent accounts.

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

Ease of access to student grade and assessment data on SIS and also to assignments and progress on learning platforms, as well as ease of communication with teachers, is expected to support parent involvement in academics and increase support from home for the student learning process.

- Date of Training

August, 2025

- Responsible Person(s)

Lisa Havell

- Resources and Materials

Slide presentation and handouts, staff presenters, translators, laptop computers, evaluations in multiple languages.

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Training II

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

Parents will learn about district requirements for successful completion of grades 6-8, understand state testing data and the calculation of quality points. They will also learn how state assessment scores impact the opportunity for future student course selections.

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

Parents will have the opportunity to login to SIS to view their student's grades and assessment scores on individual computers. If parents do not have a current SIS account, staff will assist them in accessing SIS PIN and creating a parent account. Parents will view and understand how student assessment scores are used to determine student course options for the next school year.

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

It is expected that parents will have a greater understanding of how to access SIS and what information is available for them regarding their student's progress in their courses. It is also expected that parents will use this information to support their student's academic success from home. Understanding student progress and assessment data will help parents to determine if they wish to seek interventions to support their students academically, such as registering for the school wide tutorial program before and after school.

- Date of Training

November, 2025

- Responsible Person(s)

Lisa Havell

- Resources and Materials

Slide presentation and handouts, staff presenters, translators, laptop computers, evaluations in multiple languages.

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

• Name of Training

n/a

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

n/a

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

n/a

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

n/a

• Date of Training

n/a

• Responsible Person(s)

n/a

• Resources and Materials

n/a

• Amount (e.g. \$10.00)

n/a

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 Program

- Describe how agency/organization supports families.

Students who qualify will be identified and provided necessary services in order to be successful in school. Resources will also be provided, possibly in the form of referrals to community agencies for families in need of wrap around services.

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

Proof of communication (emails, logs) to district personnel, identification of specific items of support provided to families.

- Frequency

As needed

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

- Name of Agency

Feeding South Florida

- Describe how agency/organization supports families.

In partnership with Carver, Feeding South Florida worked with school staff to provide food to families in need for the week of Spring Break on April 20, 2025, during a drive through food distribution window on Carver's campus.

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

Flyer, distribution log.

- Frequency

1 time

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

- Name of Agency

Unity Church

- Describe how agency/organization supports families.

This agency provided support for our families that are struggling with shortages of personal hygiene necessities. They provided packaged hygienic products specified for males and females, which were distributed on campus.

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

Signed agreement with Unity Church, product distribution.

- Frequency

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**

Carver Middle School will provide parents timely information about TITLE I programs through frequent and varied communications, such as the school website, newsletter, our social media outlets, ParentLink emails and callouts. The school offers many opportunities to families to be involved in the school's educational and social environments, as well as access to programs that provide instructional and community assistance. Through the publication of school flyers, school newsletters, emails and social media postings, we are able to keep our families in touch with the relevant events taking place at Carver. For every TITLE I program, as it rolls out, and as it proceeds, we regularly send communications out to families. Opportunities for families and students include: morning tutorial, community services forums, daytime tutorial push in/pullout sessions, Meet the Teacher Night and state testing information night for parents, as well as SAC meetings, our Annual Parent meeting, our Parent Input meeting, and our student orientation prior to school starting. All the above mentioned events are advertised to parents and families through the methods listed below. *Parent Resource Center: our parents liaison provides easy, daily access to all information regarding TITLE I programs. *Call-out System: voice recorded messages are sent out the days before and the day of events to remind parents they are occurring. *Informational flyers are sent via ParentLink and included in the school newsletter, as well as posted on the school's website and social media (Facebook, Twitter) accounts prior to an event as reminders to parents. *Parent Link is used to email parents about important dates and events, including flyer attachments when appropriate. *Parents participating in School Advisory Council meetings (SAC) are reminded of upcoming events and important dates. *Both the School Marquee and Portable outdoor Marquee are utilized days prior to an event to invite parents to participate.

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

Copies of flyers for evening events: SAC meetings, Parent Trainings, Meet the Teacher Night. Sign in sheets for SAC, Annual meeting, and Parent Input Meeting. Social media postings.

- **Description**

There are many ways the school will inform parents about curriculum, types of assessments, and proficiency levels. Teachers share curriculum models and overarching goals with parents during Meet the Teacher Night/Open House. By sending out mid-term progress reports and then quarterly report cards, parents are kept abreast of their child's progress throughout the year. Parents are also invited to Parent Training Nights to help them understand and gain access to SIS, Google classroom, Performance Matters, Reading Plus, Khan Academy.

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

Flyers for all parent events, i.e. Meet the Teacher Night/Open House, PM (TESTING) Night, Parent Training Nights, ParentLink notifications, progress reports. Parent sign in sheets for Meet the Teacher Night/Open House, Parent Training Nights, PM (TESTING) Night.

- **Description**

Another way we keep our parents informed is through our PM Assessment Parent Night where we spend time showing our parents what the PM and End-of-Course exams look like, as well as explain what expectations (testing climate, proficiency levels, question types) students are to meet when taking these assessments. We also host a Pupil Progression night to inform parents of requirements for students to progress to the next grade level.

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

Flyers for parent events: Pupil Progression PowerPoint Presentation, Parent sign-in sheets for parent meeting. Parent Link invites in multiple languages.

- **Description**

Information about parent opportunities to participate in decision making (Annual Parent Meeting, CNA) for their children is disseminated in a variety of ways. Carver sends out flyers, paper, electronic, and social media, for all events occurring for parents. We also conduct phone call-outs, send emails, and text messages to try to ensure that all parents are reached and know about the invitation to participate in our decision making meetings.

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

We will provide pictures of social media posts, emails/callouts, as well as any flyers and correspondence that go out to parents.

- **Description**

We survey parents for preferred meeting times and days. One example of how we are flexible with scheduling is that we offer parent conferences in the mornings before school or later in the day and arrange for teacher coverage to meet with parents when necessary. We invite not just parents, but the entire family to attend evening meetings. We schedule meetings and conferences at the most convenient time for parents and double up on meetings. Parent Input meetings are held the same night as one of our SAC meetings, as much as possible to reduce the number of times parents must report to campus. For parents who cannot attend, we record the meetings and post them to our school website and send the link out via email and/or text message. Student mental health counselors who support our school often conduct home visits to reach out to otherwise unreachable parents. During the pandemic, we found that virtual meetings have proportionally high attendance rates, so we continue to use this option in conjunction with face-to-face meetings when possible or otherwise conduct trainings/meetings virtually.

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

Flyers/invitations will show various times, locations, and types of meetings, sign-in sheets, parent-teacher conference notes, calendar invites.

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**

Carver Middle is able to provide translators in Spanish and Creole for parents who are limited in English proficiency. Spanish and Creole interpreters are made available during parent-teacher conferences, SAC meetings, parent trainings, IEP/504 meetings, among others. Written communication is sent home in multiple languages.

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

Parent-School Compact and PFEP in English, Spanish, Creole. Sample communications that go out to parents via email, website, social media outlets in Spanish, Creole and English: invitations, flyers, parent-teacher conference notes when translator attended, translated parent link messages, translated letters, and the monthly newsletter.

- Description

Parents and families with disabilities can actively participate in their children's learning. Our ESE coordinator invites parents to ESE meetings and provides them with procedural safeguards. ESE parents are a part of the decision making process for their children. We hold meetings and events in large, open rooms such as the media center, to allow ease of access to and within the spaces. We provide accommodations for our families who need them such as offering home visits for conferences, the use of sound enhancement devices, and provide paper copies of all presentations, for hearing and visually impaired participants. Our campus building is ADA compliant with access ramps for handicap parking spaces and low or no door thresholds for ease of access to buildings and meeting rooms. All meetings are held in single-story buildings with ample space to allow for preferred seating or or additional space for those who may need it.

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

Evidences will include conference meeting notes, links to information. Presentations will be recorded and posted to the school website for viewing. Pictures of meeting spaces and presenters presenting, photos of handicapped parking, and elevators.

- Description

Through our Parent Liaison, Carver addresses the needs of migrant parents by providing information about available services within the community that they may benefit from in the form of pamphlets and flyers. We also utilize translators in Spanish and Creole when needed. Carver partners with the District Migrant Program to ensure that migrant families have all the assistance and access to resources as they need.

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

Supporting evidence will include: log of family/parent assistance provided, log of use of interpreters, copies of flyers/pamphlets available for families, communications with District Migrant Program.

- **Description**

Students experiencing homelessness are identified through the Student Information System (SIS). Students are put in contact with a Guidance Counselor who oversees our homeless students, as well as with one of our behavioral support counselors and also with our Parent Liaison who can help get homeless families personal items they may need. We regularly check-in with each student to ensure they have proper items needed. If not, we maintain a large Community Closet filled with things such as clothing, shoes, undergarments, school supplies, personal hygiene items and jackets that we can offer to not only the student, but to family members as well. We contact families to inform them of available items, and allow them to visit the Community Closet to acquire what is needed. Occasionally, local organizations will donate grocery bags of food to distribute to our families in need. Student Housing Questionnaire (SHQ) form (2479) is sent to families. The McKinney-Vento program flyer of services is offered to families.

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

Supporting evidence will include: pictures of the donated items, log of students and/or families serviced and services provided, copies of informational fliers for families, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services.

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

Our school integrates Single School Culture by teaching and monitoring our School Wide Positive Behavior System (SWPBS) to students and parents. The school community follows our behavioral matrix - SOAR - All students and staff are: Safe, Organized, Accountable, Respectful. Staff models and reinforces expected behaviors, and regularly communicates with parents. Action plans are updated as needed during Administrative, Department and Common Planning Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs and initiatives. Our students are provided information that pertains to their mental health. We have a Behavioral Health Professional, a Co-located Counselor, and a Behavior Coach located on our campus. These staff members meet with students to address their mental health, behavioral and academic needs. Carver Middle School's Guidance Department curriculum is designed to be preventive and developmental. In addition to seeing students individually and during classroom guidance activities, we teach skills and provide information in small group settings. We have partnered with various community agencies to provide an array of group counseling as well as activities. It is our goal to service the whole student by addressing the three domains: academic, career and personal/social. AVID is implemented on campus which targets students who would be first generation college students. A focus for AVID is to teach students how to be better organized and promote positive study skills. Positive Behavior Intervention System is also implemented. Students are rewarded through our SIS system and have the ability to earn points if they exhibit our IB learner profiles which aim to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Our Guidance Counselors make themselves available throughout the day for students, teachers and parents. ReThink lessons have been implemented to re-teach positive behavior to students when they receive consequences for behavior transgressions.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Students are identified for School Based Team through various avenues and for various reasons. These reasons may include but not be limited to: academic concerns, behavior concerns, absenteeism/tardiness, or meeting one or more of the early warning sign indicators. At the start of each school year, the SBT Coordinator provides training to staff on the referral process as well as reasons for referrals. In addition, teachers are made aware of students currently being tiered to ensure there is not a lapse in service. One way students are identified is through communication between Admin and classroom teachers throughout the year. If, through these conversations, the teacher feels that the CORE instruction /FBS Functional Basic Skills is not meeting the needs of the child, the student may be referred to SBT. In addition, absenteeism and tardiness are monitored by the Attendance clerk and grade level administrators. Students who continue to experience excessive absences/tardies are referred to the SBT. Mandatory referrals may also be made due to events that occur on campus and are governed under the Student Code of Conduct. The team meets monthly and on an as-needed basis, and consists of the Guidance Counselor, ESE Contact, Behavior Mental Health Therapist, School Psychologist, teacher, SRO and Administrator. If additional staff are required they are also invited. Monthly, monitoring logs (academic and behavior) are collected, and the SBT members (Guidance Counselor, ESE Contact and Administrator) meet to review the logs, new referrals and create an agenda. This ensures that the tiers are being monitored with fidelity and the documentation is accurate. If feedback needs to be provided to the interventionist, it can be done immediately and not after incorrectly implementing the intervention 6-8 weeks later when the team reconvenes. Tier 1 implementation: Students in grades 6-8 receive CORE instruction daily based on grade level standards for all subject areas. During whole group in ELA, Math, Civics and Science students receive on-grade level instruction. There is a focus on the three CORE ACTIONS: complex text, tasks, and talk. During small group instruction, the teacher provides targeted instruction on the child's level or the lesson may be scaffolded to meet the needs of the student to get them to proficiency in the standard. ELA students complete learning activities on the NoRedInk platform as part of the regular cycle of instruction to support Reading and Writing skills development. Tier 2: Students receiving Tier 2 academic services are enrolled in Intensive Reading where they receive additional instructional support focusing on the target set forth through SBT. This includes lessons from Wilson Just Words, Small Group collaborative work with Wilson Just Words Student Kits, Reading Plus Rotations and small groups. Students receiving Tier 2 Behavior support receive guidance, mentoring, an individualized behavior plan, and are often referred to Mental Health and/or Co-located support services. Tier 3 Students receiving Tier 3 academic services receive additional instruction focusing on the target set forth through SBT. This may include lessons from Reading Plus Differentiated Lessons, Small Group Just Words lessons, and small group push in support with Resource Teachers and the Academic Tutor. This provides the child additional, targeted instruction which focuses on his/her individual needs. Students receiving Tier 3 Behavior support will have had a Functional Behavioral Assessment implemented from which the Tier 3 target will be created.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Carver Middle School ensures that its core instructional programs and materials are aligned to the Florida Standards beginning with planning in the summer to map out proper alignment. Summer mapping includes, but is not limited to, a review of new materials, technologies, and pedagogies that will allow students to benefit from a variety of instructional vehicles directly impacting their F.A.S.T performances. This practice allows for the SIP to align with the district's five (5) year plan for increased student achievement. Each of the subject areas tested for the F.A.S.T. has a goal to increase at least five percentage points in the coming year. Core instructional needs are determined through data analysis and regular use of PLC time. The SSCC and Instructional Coach run data reports with teachers (FSQs, USAs, NGSQs, PM Assessments) and work to develop instructional practices that will best address targeted subgroups within each classroom. We offer face-to-face tutorial in Reading and Math. Student groups are specifically targeted using formative assessment data from Language Arts, Math, Civics and Science. In an effort to promote collegiality and to share best practices, Leadership includes teachers peer to peer observations. Administration conducts regular walk-throughs to ensure continuity among grade levels and subject areas. Teachers plan together and follow commonly written lesson plans and post standards and guiding questions on their Common Board Configurations in their physical and virtual classrooms. Carver has multiple curricular themes directly designed to address increasing diversity and rigor and to increase student achievement. Those systems are Advancement Via Individual Determination (AVID), the Pre-Informational Technology Academy, and the International Baccalaureate Programme (IB). Providing access to these varied opportunities caters to differentiated learning strategies for instruction and gives students options to use their knowledge and skills effectively. Electives offered: Exploring Information Technology Careers and Career Planning - understanding of information support and services career pathway; Computer Applications in Business 1 - to identify and understand computer hardware; Information and Communications Technology - Demonstrate an understanding of computer networks; Physical Education to promote health and wellness for all students; Jazz Band and Guitar - promotes confidence, team building through performing arts; World Languages - Spanish & French, students study other languages and cultures; Band - promotes confidence, and discipline through performing with an instrument; Holocaust Studies, African American History; Criminal Justice - promotes civics and political sciences. Carver Middle will also use differentiation in our implementation of our summative assessments. Teachers are encouraged to develop more concept-based, student-centered instruction that allows for more opportunities for knowledge and understanding of a concept to be assessed. Now tests can be given orally or as a small project. This method allows more children to become successful in relaying what they know. All students are encouraged to participate in extra-curricular activities. We offer a variety of personal interest clubs, sports, and academic programs: Extra-curricular Clubs: Girls and Boys Mentoring Jazz Band Tennis Golf Swimming Academic Games Robotics National Junior Honor Society SECME Yearbook Newspaper The following are athletics at Carver: Baseball Softball Soccer Basketball Volleyball Track Intramurals Volleyball Co-ed Soccer Co-ed Girls Basketball Boys Basketball Weight Lifting Flag Football Co-ed Drill Team Cheerleading

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

N/A

Professional Development

1. Professional Development

Teachers are invited to attend Summer Curriculum Planning. The purpose of the planning is to facilitate a dialogue between instructional leaders and administration to ensure Carver's continued focus on instructional growth. During those days, faculty gain a clear understanding of what the main instructional focus should be for the upcoming school year. Additionally, staff will attend IB Global and AVID conferences throughout the year. Supplemental Professional Development Days (8:15 am - 9:00am) are offered to teachers regularly which will target topics such as: Using Reading Plus, Writing Scoring, Understanding IEPs; Go To Strategies used in ESOL classrooms; CHAMPS best practices; how to implement a Positive Behavior Incentive plan in the classroom; Technology; IB Implementation; Engagement Routines; Marzano Training; School Wide Literacy Initiative; and Data Disaggregation. During the year, Carver faculty meet with Atlantic's IB faculty to vertically align curriculum and assessments in all 8 subject areas. They also address the required Approaches to Learning skill sets and articulate an appropriate progression of learning for them. Monthly meetings are held for new and developing teachers (ESP) to support them and their growth as educators. At least one teacher will attend a formal IB workshop in their subject area each year. Over the course of 5 years, at least one teacher from all 8 IB subject areas must be trained. Leadership Team meetings are held weekly to discuss ongoing changes to curriculum. Leadership Team meetings also contribute to ensure strategies that are discussed during PLC and common planning are implemented consistently. AVID and IB site teams meet regularly to discuss the new objectives that need to be met during the school year. The meeting also encourages AVID staff to collaborate on effective strategies to help students adjust to rigorous curriculum. Professional development takes place for both formal and embedded PD every 6 day rotation with IB-infused Professional Learning embedded. PLCs will focus on unit plans and aligning state standards to instructional activities and IB criteria. The SSCC and Instructional Coaches work with the teachers to strengthen instructional practices and data analysis. The IB coordinator will push into classrooms and PLCs to help with implementation of strategies used and discussed during PLCs. Strategies for Professional Development implementation Administration, SSCC, and Leadership Team members will provide a collaborative venue for teachers to conduct academic conversations regarding student data and best teaching practices. Weekly meetings will assist in growing the capacity of teachers through professional development resources and opportunities to increase student achievement. Ensure teachers are provided professional development in the implementation of the AVID College Readiness System. Items of implementation: Cornell Notes initiative. Carver Community Middle School is a yearly participant in the AVID December Conference. Carver's PLCs will develop the capacity to deliver effective instruction through a comprehensive professional development plan that embeds cultural competence, equity and access within instructional practices customized to the individual strengths, needs, interests and aspirations of the learner.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The Administrative team reaches out to the District HR department to solicit qualified applicants to hire. The administrative team attends all district job fairs for recruitment purposes. Carver also posts job openings on online recruiting services to expand exposure to the job force. A team of administrators and department heads screens teacher applications and resumes. The prerequisites for a highly qualified teacher includes past teaching/work experiences, college affiliations, advanced degrees, and experience working with diverse student populations. Retaining talent is a top priority. Carver's teacher mentoring program (Educator Support Program) uses the knowledge and experience of administration and coordinators to develop relationships which support new teacher acclimation to Carver's culture for academic success. Administration also ensures that all incoming and present teachers are heavily involved in professional development, which often involves relevant trainings that are out of state as well as within the school district. These trainings may be attended either in person or virtually. Carver Middle School's teacher mentoring program (ESP) uses classroom management and effective teaching methods as solid foundations for mentoring activities. New teachers are strongly encouraged to attend CHAMPS training at least twice a year. Monthly meetings between the prospective teacher and mentor are used to discuss observations and to review best practices. Professional Learning Communities (PLCs) and professional development activities help to promote effective pedagogical skills and instructional strategies within the classroom environment. When these actions culminate, the prospective teacher understands the requirements for team planning and its purpose to create lessons that address the needs of students at various instructional levels. More importantly, the prospective teacher is well adjusted to the rigors of the classroom environment. New teachers' classrooms are situated near an experienced teacher in their content area to promote collegiality and common planning practices. New teachers are also encouraged to observe their colleagues to gain insight into best practices for academics and classroom management. Our school uses substitutes in long term positions as interim if need be. Each department has a department chair who assist new and veteran teachers in their respective departments. Department chairs share district news and administrative initiatives. They work hand-in-hand with our SSCC and Instructional Coaches to bolster PD efforts within our PLCs, as well as to strengthen teacher buy-in with school wide PBIS focus areas and making sure that faculty are following directives and initiatives. The Administrative team, as well as all Team Leaders, have an open-door policy welcoming open communication in an effort to continue to create a culture of trust and collegiality. The administration has a partnership through the school district with Florida Atlantic University and Palm Beach State University to receive teachers from their Education Department as interns and student teachers to help build capacity in new teachers and hopefully reduce vacancies.