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

ELA

1. List prioritized needs statements.

Improve the proficiency rate of ALL students by 17% Per the FY26 ELA PM1- 25 % ELL and 8% of our SWD scored 3 or Higher

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

Low reading levels, many students do not have decoding skills (phonics) and struggle with recognizing grade level vocabulary Number of students enrolled in higher level courses is low Low level of interest, prior knowledge and transferable skills limits comprehension of content Inability of students to read and write in their native language as well as the lack of district curriculum available in Creole. Teacher capacity for incorporating Instructional strategies for literacy and higher order thinking Teacher attrition/retention due to instructional capacity with teaching the subject and skills to impact reading deficiencies. Parents are busy and are not able to support learning at home due to work and other family obligations. Language barriers and inability to comprehend the content contribute to why parents cannot support school learning.

3. Share possible solutions that address the root causes.

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

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

• Communication

In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our Parentlink callouts, our revamped social media sites and Pawcast (student produced announcements) that are added to our social media platforms to communicate with parents regularly.

- Parent Training

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

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

- School

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

- Students

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

- Parents

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

- Staff Training

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

- Accessibility

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

Math

1. List prioritized needs statements.

Improve the proficiency rate of ALL students by 19% FY26 Math PM1 -32 % ELL and 14% of our SWD scored 3 or Higher

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

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

3. Share possible solutions that address the root causes.

Acquire additional resources to conduct small group instructional support for students within our struggling sub groups Digital translators to increase parent capacity of assisting during parent trainings Realignment of services/support staff to account for surge in enrollment of students in ese and ell subgroups Ability to purchase resources to support classroom learning. Ability to purchase resources and supplies for parent training to support student learning Ability to buy resources to support targeted instruction and effective teaching of course standards PD to assist teachers in unpacking standards and teach effectively Acquire additional staff to support small group instruction in Math Acquire additional staff to coach/support teachers in providing effective content based instruction

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

- Communication

In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our Parentlink callouts, our revamped social media sites and Pawcast (student produced announcements) that are added to our social media platforms to communicate with parents regularly.

- Parent Training

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

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

- School

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

- Students

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

- Parents

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

- **Staff Training**

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

- **Accessibility**

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

Science

1. List prioritized needs statements.

Improve the proficiency rate by 24% on the FY26 Science PM3 Per the FY26 ELA PM1- 25 % ELL and 8% of our SWD scored 3 or Higher

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

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

3. Share possible solutions that address the root causes.

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

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

- Communication

In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our Parentlink callouts, our revamped social media sites and Pawcast (student produced announcements) that are added to our social media platforms to communicate with parents regularly.

- Parent Training

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

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

- School

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

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

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

Social Studies

1. List prioritized needs statements.

67 % of students reading comprehension is below proficiency on FY26 PM1 39% of students scored 3 or higher on the FY25 Civics EOC Per the FY26 ELA PM1- 25 % ELL and 8% of our SWD scored 3 or Higher

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

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

3. Share possible solutions that address the root causes.

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

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

- Communication

In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our Parentlink callouts, our revamped social media sites and Pawcast (student produced announcements) that are added to our social media platforms to communicate with parents regularly.

- Parent Training

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

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

Acceleration Success

1. List prioritized needs statements.

61% of students enrolled in accelerated courses are on track to pass the EOC 67 % of students reading comprehension is below proficiency on FY26 PM1 Per the FY26 ELA PM1- 25 % ELL and 8% of our SWD scored 3 or Higher

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

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

3. Share possible solutions that address the root causes.

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

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

- Communication

In the upcoming year to increase and improve the home/school connection, we will increase the frequency of our Parentlink callouts, our revamped social media sites and Pawcast (student produced announcements) that are added to our social media platforms to communicate with parents regularly.

- Parent Training

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

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

Action Step: Classroom Instruction

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

Budget Total: \$133,906.27

Acct Description	Description						
Classroom Teacher	The ELA/Reading Classroom Teacher will support targeted ESSA subgroups in Grades 6-8.						
Online subscription	Item		Quantity	Rate	Type	Total	
	IXL Math, ELA, and Science will be used as s supplemental instructional tool for grades 6-8.		1	\$19,426.66	Original	\$19,426.66	
Educational consultants	Item		Quantity	Rate	Type	Total	
	AVID program to begin 8/26/26-5/27/27, including AVID STEM Connections, AVID Weekly Secondary, and AVID Secondary digital licenses to assist grades 6-8. All feeder schools are AVID and it will provide organizational, learning, and teaching strategies to students and staff to promote effective learning gains.		1	\$4,599.00	Original	\$4,599.00	
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Calculators- Secondary Bulk set of 24		6	\$109.36	Technology	Original	\$656.16
	Carton Hammermill Copy Paper 8.5" x 11"		10	\$29.69	General Supplies	Original	\$296.90
	2 Compostion Notebook per semester- AVID WICOR Stragies in ELA, Math, Science and Social Studies		500	\$1.50	General Supplies	Original	\$750.00
	Expo Marker- Multi color pack		35	\$4.73	General Supplies	Original	\$165.55
	AVID Starter Package		1	\$4,740.00	Program Supplies	Original	\$4,740.00

Acct Description	Description									
	Item			Quantity	Rate	Supply Type		Type	Total	
	Final Allocation Differential			1	\$527.00	General Supplies		Original	\$527.00	
Classroom Teacher	The Math Classroom Teacher will support targeted ESSA subgroups in Grades 6-8 .									
Certified Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Tutors (PM-AFTER SCHOOL) will work with students in grades 6-8 on ELA/Reading, Math, Civics & Gr 8 Science during after school tutorial. Beginning in February 2027.		8	\$37.00	2	1.5	10	Certified	Original	\$8,880.00
	Certified Tutors (MORNING) will work with students in grades 6-8 on ELA/Reading during before school tutorial. Beginning in October 2026.		2	\$37.00	4	1	10	Certified	Original	\$2,960.00
Out-of-system Subs	Item			Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitutes provided for classroom teacher Jarvis available in August.			1	\$21.00	7	3.75	1	Original	\$538.00
	Substitutes provided for classroom teacher Whitaker available in August.			1	\$21.00	7	3.75	1	Original	\$538.00

Action Step: Professional Learning

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

Budget Total: \$214,435.33

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type		Type	Total		
	Paper, pencils, pens, notebook, binders, chart paper, post its		1	\$239.33	General Supplies		Original	\$239.33		
Coach	The ELA/Reading Coach will provide Instructional Support on effective ELA/Reading strategies, lesson planning, and best practices to improve student achievement.									
Tch Res Staff Development	The PD Resource Teacher will develop and deliver professional development sessions aligned with school goals and teacher needs. Provide coaching, modeling, and mentorship to teachers to enhance instructional effectiveness.									
Coach	The Math Coach will provide the Instructional Support Coach with effective Math strategies, lesson planning and best practices to improve student achievement.									
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers (ELA, Math, Civics, Science, ESOL/ESE) will collegially plan lessons and analyze data beginning August 2026.		30	\$25.00	1	0.5	22	Certified	Original	\$8,250.00

Acct Description	Description							
Stipends								
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Congress staff will attend Professional Learning Wednesdays after duty hours led by district and certified accredited staff on instructional practice and other district topics that align with district pillars from October thru April.	30	\$25.00	1	1	16	Original	\$12,000.00

Action Step: Parent Engagement

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

Budget Total: \$63,772.40

Acct Description	Description					
Social Service Facilitator	The Social Services Facilitator will connect students & families with community resources, collaborate with teachers, counselors, and admin to address barriers to student success, including attendance, behavior, and skills for life and learning. Additionally, advocate for students and coordinate interventionists, conducting home visits when necessary and fostering partnerships with local organizations to provide ongoing support.					
Supplies	Item	Quantity	Rate	Supply Type		Total
	Refreshments at Parent Trainings (\$3 per parent)	400	\$3.00	Program Supplies		\$1,200.00
	Card Stock Paper	30	\$11.98	General Supplies		\$359.40

Acct Description	Description								
Non-Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The non-certified data processor will provide parent support & training during school events throughout the year starting in August. (\$19.62/hr)	1	\$30.00	3	1	2	Non-Certified	Original	\$180.00
	The non-certified attendance clerks will provide parent support & training during school events throughout the year starting in August. (\$17.49/hr)	2	\$26.00	3	1	3	Non-Certified	Original	\$468.00
	The non-certified community language facilitator will provide parent support & training during school events throughout the year starting in August.	1	\$27.00	3	1	3	Non-Certified	Original	\$243.00
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide Parent Support & training during school events throughout the year starting in August.	10	\$25.00	3	1	3	Certified	Original	\$2,250.00

Mission Statement

1. Mission Statement

The Parental and Family Involvement Mission of Congress Middle School is to build a strong bridge between home and school, creating a partnership that supports the growth and success of every student. Together, families and educators will nurture our capable young people to become innovative thinkers, ethical leaders, and lifelong learners. We are committed to working hand in hand with parents to instill the values of community, responsibility, and the importance of education. Through collaboration, encouragement, and shared responsibility, we will empower our students to reach their fullest potential and become productive, responsible citizens who positively impact the world around them. "Together may we give our children the roots to grow and the wings to fly." – Anonymous

Involvement of Stakeholders

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

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

Individuals filling vacant positions will be selected through a fair voting process conducted by peers and participating members of each organization. Community members, parents, and stakeholders will play a vital role in supporting the development and implementation of the school's plans and initiatives. All stakeholders including parents, school staff and community members will be invited to participate through multiple communication channels, including send-home invitations, Parent Link messages, social media platforms, and the school's district website. Interested stakeholders may submit nominations or be nominated during the first meeting of the school year. Nominees will then be placed on an official ballot, and elections will be conducted through anonymous paper voting to ensure fairness and confidentiality.

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

Stakeholders will be responsible for recording meeting minutes to ensure all discussions, recommendations, and decisions are accurately documented. The School Advisory Council (SAC) meeting for Comprehensive Needs Assessment (CNA) development was held on February 25, 2026, at 6:00 p.m. During the meeting, stakeholders were provided with a copy of the recording form and reviewed the components of the CNA. During the meeting parents and other stakeholders Participants discussed the needs and shared valuable insight on the need to provide parent training for at-home support in math and science and how to increase student enrollment in accelerated courses. Notes and feedback were recorded directly on copies of the presentation slides used during the meeting. All parent input will be considered and incorporated into the School-Parent Compact as appropriate. During the following week's administrative meeting, the assistant principals, principal, and leadership team will review parent suggestions and discuss opportunities for future parent engagement nights and additional supports. Ongoing communication regarding the plan, stakeholder feedback, and progress updates will be maintained by the Title I contact through a shared Google document for continuous monitoring and follow-up. SAC meetings will be held monthly to provide parents with regular updates on instruction, student supports, school progress, and opportunities for continued input and collaboration.

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

To increase parents' knowledge, skills, and confidence, Congress Middle School will provide hands-on activities and content-focused capacity-building opportunities that empower families to support the development of our students. Parent University events will be held throughout the year, with teachers facilitating interactive sessions that provide families with practical takeaways, academic strategies, and tools they can use at home to reinforce student learning. These events will also highlight student success through showcases and presentations that celebrate learning and achievement. A social services facilitator will support families by connecting them with valuable school and community resources that can assist with meeting students' need for skills for learning and life. In addition, bi-monthly newsletters will be shared with parents to provide ongoing tips, learning strategies, important updates, and resources designed to strengthen parental involvement and maintain a strong home-school partnership.

Name	Title
Penni Lee	Assistant Principal
Bernadette Standish	Principal

Annual Parent Meeting

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

The meeting will be held on Wednesday, September 16, 2026, at 6:00 p.m. during our SAC meeting. Families may attend in person in the Media Center or virtually through Google Meet.

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

Stakeholders will be notified through multiple communication channels to ensure broad outreach and participation. Information will be shared on the school website, school marquee, Parent Link call-outs in multiple languages, the school's social media platforms, and through the digital daily announcements.

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

District-provided Annual Title I Meeting presentation materials, meeting agendas, and sign-in sheets will be maintained as documentation. Records will also include dates of yearly parent capacity-building training sessions, completed parent evaluation forms, and evidence of the annual review of the Family-School Compact and Parent and Family Engagement Plan (PFEP).

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating with Parents

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

This training will provide staff with the foundational understanding of the school culture that reflects how Congress Middle School presents itself both inside and outside of the building. Teachers will learn expectations for promoting a positive, professional, and welcoming environment while strengthening relationships with students, families, and the community. Staff will also receive training on how to effectively use ParentLink to communicate with parents, share important information, and maintain consistent family engagement throughout the school year.

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

Teachers will learn the Cougar Way and gain an understanding of how the school is organized around shared beliefs, goals, and practices that promote positive relationships with all stakeholders. Training will emphasize the importance of school culture and how it is shaped through the school's values, norms, routines, traditions, systems, and expectations. Staff will explore how these elements are consistently communicated to students, families, and the community to create a unified and supportive environment. Teachers will also learn strategies and tools that foster ongoing communication with stakeholders, ensuring everyone remains informed, connected, and has opportunities to share their voice. As a tangible result, teachers will implement consistent schoolwide expectations, increase positive family communication through tools such as ParentLink, strengthen student relationships, and contribute to a more positive, connected, and collaborative school climate.

- What will teachers submit as evidence of implementation?

Evidence of implementation will include ParentLink communication transcripts documenting messages sent to families, teacher comment logs from the SIS system reflecting ongoing communication with parents, and printed reports or digital transcripts of all school-to-home communications. These artifacts will demonstrate consistent, timely, and effective use of communication systems to engage stakeholders and support student success.

- Month of Training

August

- Responsible Person(s)

Leadership team

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engagement that works: AVID strategies

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

The training will highlight ways AVID strategies can be shared with families as at-home learning activities. Parents can use Call and Response to establish routines during homework time, apply 10-2-2 during study sessions by chunking assignments into smaller timeframes, use Moving Heads during family discussions where students explain ideas to different family members, and adapt Snowball Fight as a fun review game using vocabulary words, math facts, or reflection questions. These simple adaptations strengthen the home-school connection while encouraging student learning beyond the classroom. To extend the learning, families can be provided with take-home activity kits that include simple directions and materials for each strategy. A Call and Response Routine Card can give parents sample phrases to use during homework time. A 10-2-2 Homework Planner can help students break assignments into manageable chunks with built-in brain breaks. A Moving Heads Family Talk Sheet can include discussion prompts for students to rotate and explain concepts to different family members. A Snowball Fight Review Pack can provide slips of paper with vocabulary terms, math problems, or reflection questions for an interactive family game. These ready-to-use resources make it easy for parents to practice AVID strategies at home while supporting student confidence, organization, and academic success.

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

Teachers will be able to plan lessons that target benchmark-specific questions that will positively impact student understanding of content. Teachers will share strategies through school communications to all staff members, at SAC meetings, and via parent outreach. As families begin using these strategies at home, communication between school and home is strengthened through shared language, routines, and learning experiences. Parents gain practical tools to support their child's academic growth, while students see consistency between classroom expectations and home support. This creates stronger family engagement, increases parent confidence in helping with learning, and fosters a collaborative partnership where families feel connected to the school's instructional practices. The impact of increased family engagement will be reflected in improved student motivation, stronger homework completion habits, higher academic confidence, and greater overall student achievement. When families are actively involved, students are more likely to stay engaged in learning, demonstrate positive attitudes toward school, and experience greater success both academically and socially. Strong family-school partnerships also build trust, strengthen school culture, and create a united support system focused on student success.

- What will teachers submit as evidence of implementation?

Evidence of implementation will include scripts of lesson sequences with sample benchmark-specific questions utilized during lessons, PLC meeting notes documenting collaborative planning and instructional decisions, and lesson PowerPoints that reflect targeted standards, engagement strategies, and rigorous questioning techniques. Additional evidence will include documentation of AVID strategies shared with parents through newsletters, parent communication logs, family workshop materials, take-home activity resources, SAC meeting presentations, and examples of at-home learning supports provided to families. These artifacts will demonstrate alignment between classroom instruction, teacher collaboration, and family engagement efforts that support student achievement.

- Month of Training

December

- Responsible Person(s)

AVID teachers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Tools for School

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

Parents will be trained on how to navigate the SIS Parent Gateway, including the various features that allow them to view their child's grades, attendance records, and assessment scores, as well as access tools for communicating directly with teachers. This training will support families in monitoring academic progress and staying actively engaged in their child's education.

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

Parents will participate in a hands-on technology activity using computers to learn how to navigate the SIS Parent Gateway. During the session, families will explore how to access their child's grades, attendance records, assessment scores, and communication tools for contacting teachers. To build confidence and ensure active participation, parents will complete an interactive scavenger hunt that guides them through key features of the platform. Tasks may include locating current grades, checking attendance history, finding assessment results, updating contact information, and identifying how to message a teacher. This engaging activity will help parents develop the skills needed to independently monitor student progress and stay connected to their child's academic success.

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

The expected impact of parent training is increased student achievement through stronger home-school communication, improved monitoring of academic progress, and greater family involvement in learning. When parents are able to use their computer or cell phone to access assignments, grades, and teacher communication tools, they can more effectively support their child with completing work on time, staying organized, and seeking assistance when needed. Students benefit from increased accountability, improved attendance, higher homework completion rates, and quicker intervention when academic concerns arise. Parent access to real-time information also helps families celebrate successes, address challenges early, and reinforce the importance of education at home. As a result, students are more likely to stay engaged, build confidence, and demonstrate growth in overall academic performance.

- Date of Training

August/September

- Responsible Person(s)

Leadership team and selected teachers

- Resources and Materials

Resources and materials will include computers for participant use, parent invitations, a structured agenda, informational handouts, presentation slides, and evaluation forms to gather feedback from attendees.

- Amount (e.g. \$10.00)

400.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Cougars SOAR (Name will change based on Fy 27 theme)

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

Parents will learn how to navigate the SIS Parent Gateway/Clever platform to monitor student progress, including grades, attendance, and assignments. They will also be introduced to grade-level standards in Math, Science, ELA, and Civics to better understand what their children are expected to learn and master. In addition, parents will learn specific strategies for supporting academic success at home, such as conducting effective homework checks, asking standards-based questions, and reinforcing classroom-taught concepts through guided practice and review.

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

Parents will be assigned to small groups and rotate through classroom stations to participate in an interactive training experience. Each station will focus on a specific skill, including navigating the SIS Parent Gateway, understanding grade-level standards in Math, Science, ELA, and Civics, and learning strategies to support student mastery of content through effective homework checks. This hands-on structure will allow parents to actively engage with each topic, practice using the tools and resources provided, and gain practical strategies they can immediately apply at home to support their child's academic success.

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

The expected impact of this training is improved student achievement through increased parent understanding of grade-level standards and stronger home support for learning. As parents gain knowledge of how to assist their children in mastering assessed standards, they are better equipped to reinforce skills at home, monitor academic progress, and provide targeted support with assignments and homework. This increased involvement leads to greater student accountability, improved completion and accuracy of academic work, and stronger mastery of content standards. Students benefit from consistent reinforcement between school and home, resulting in higher engagement, increased confidence, and improved performance on classroom assessments and district benchmarks.

- Date of Training

December

- Responsible Person(s)

Instructional coaches and staff

- Resources and Materials

Resources and materials will include computers for participant use, parent invitations, a structured agenda, informational handouts, presentation slides, and evaluation forms to gather feedback from attendees.

- Amount (e.g. \$10.00)

400.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Data Night

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

Parents will learn how to access their student's most recent PM assessment scores and interpret performance data to better understand academic progress. They will also receive information on the specific standards assessed in Math and ELA to build awareness of learning expectations. In addition, parents will be provided with practical, research-based strategies to support learning at home, including how to review assessment reports, ask standards-based questions, and use guided practice to reinforce skills. Parents will be trained to implement specific at-home support strategies such as using error analysis to review missed questions, practicing targeted skill drills aligned to standards, and using structured homework check routines to monitor understanding and completion. These tools will help families actively support their child in increasing proficiency levels and strengthening overall academic performance.

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

Parents will participate in a hands-on, interactive training experience by rotating through small group stations in different rooms. Each station will focus on a specific skill, including navigating the SIS Parent Gateway to monitor grades, attendance, and assignments; understanding and differentiating Math and ELA standards to better support grade-level expectations; and learning practical strategies to assist students with math problem-solving and reading comprehension at home. This rotating structure will allow parents to actively engage in each topic, practice using digital tools, and apply instructional strategies they can use immediately to support their child's academic success.

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

The expected impact of this training is improved student achievement through increased parent understanding of the assessment format, testing platform, and the standards being measured. As parents gain knowledge of how assessments are structured and what skills are being evaluated, they are better equipped to support their children in preparing for testing and mastering grade-level standards. This support leads to more focused practice at home, reduced test anxiety, and stronger familiarity with question types and expectations. As a result, students demonstrate increased confidence, improved performance on assessments, and higher levels of proficiency in the assessed standards.

- Date of Training

January

- Responsible Person(s)

Instructional Coaches and staff

- Resources and Materials

Resources and materials will include computers for participant use, parent invitations, a structured agenda, informational handouts, presentation slides, and evaluation forms to gather feedback from attendees.

- Amount (e.g. \$10.00)

400.00

Coordination and Integration

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

The partnership with McKinney-Vento will provide targeted resources and support for students and families experiencing homelessness. This collaboration will ensure that Congress Middle School is able to address barriers to learning by connecting families with essential services and supports. Through this partnership, parents and students will receive assistance that promotes stability, academic continuity, and overall well-being, allowing the school to support the development and education of the whole child.

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

Documentation to demonstrate the McKinney-Vento partnership will include multilingual flyers distributed to families, email communications, and completed residency questionnaires used to identify and support eligible students. Additional evidence will include referral logs, resource connection records, and outreach documentation showing how families are informed of available services and supports. These artifacts will reflect ongoing collaboration and ensure compliance in supporting students experiencing homelessness.

- Frequency

as needed

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

- Name of Agency

City of Boynton Beach

- Describe how agency/organization supports families.

The City of Boynton Beach supports Congress Middle School by providing opportunities to host school events and meetings that strengthen family and community engagement. Through this partnership, the city also contributes financial support for parent involvement activities, helping to expand access to meaningful workshops, training sessions, and family engagement events. This collaboration enhances the school's ability to offer resources and experiences that support student learning and family involvement. By working together, the city and the school help create a stronger network of support for families, increase access to educational opportunities, and promote a connected community that values student success and family participation.

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

Documentation to showcase the partnership with the City of Boynton Beach will include meeting and event sign-in sheets, detailed agendas, and participant evaluation forms reflecting family engagement and feedback. In addition, photographs of events with descriptive captions will be used to highlight activities, attendance, and community involvement. These artifacts will provide evidence of collaboration between the school and the city in supporting parent engagement initiatives and strengthening community partnerships.

- Frequency

as needed

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

- Name of Agency

Genesis Community Health

- Describe how agency/organization supports families.

The partnership with Genesis Community Health supports students and families by providing access to essential mental and physical health services. Through this collaboration, families are connected to healthcare resources that address both immediate and ongoing health needs, helping to remove barriers that may impact student learning and well-being. Genesis Community Health also offers no-cost healthcare services to eligible families, ensuring that students have access to preventive care, treatment, and wellness support regardless of financial circumstances. This partnership strengthens the school's ability to support the whole child by promoting healthier students, improved attendance, and increased readiness to learn.

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

Evidence of the partnership with Genesis Community Health will include informational flyers distributed to families, ParentLink call-out messages, and the presence of a resource table at school events. These materials and outreach efforts will highlight available mental and physical health services, including no-cost healthcare options for eligible families. Additional documentation such as event sign-in sheets, photos with captions, and resource distribution logs will further demonstrate active collaboration and family engagement in connecting students and families to essential health services.

- Frequency

Students will be referred for services as needed.

Communication

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

- **Description**

Timely information about Title I programs, including tutoring services and parent/family training opportunities, will be communicated through multiple channels to ensure all families are informed and engaged. These methods will include ParentLink call-outs in multiple languages, marquee notifications, school newsletters, and flyers sent home in multiple languages. In addition, updates will be shared through social media platforms such as Twitter and Facebook, posted on the school website, and announced during daily morning announcements. This multi-platform approach ensures consistent, accessible communication so that families are aware of available Title I supports and opportunities to participate in academic and engagement activities.

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

Evidence of timely information sharing will include parent, teacher, and school email communications, as well as copies of all messages distributed to families regarding school programs, events, and family engagement opportunities. Additional documentation will include invitations and flyers for the Title I Annual Meeting, School Advisory Council (SAC) meetings where Title I is an agenda item, and other family engagement events. Flyers sent home regarding tutoring opportunities funded through Title I will also be maintained as evidence of communication. Screenshots of the school website, social media pages, and other electronic communication platforms where Title I information is posted will be collected and maintained as supporting documentation. All materials will be provided in families' appropriate languages as needed to ensure accessibility and understanding. These artifacts will be systematically organized and stored in the Title I documentation drive to verify consistent, timely, and equitable communication with families regarding Title I programs, services, and engagement opportunities.

- Description

The school informs parents about curriculum content and expected student proficiency levels through multiple, consistent communication channels to ensure accessibility and understanding. Information is shared during SAC meetings, parent conferences, and school-wide family engagement meetings, where teachers and administrators explain grade-level standards, assessment expectations, and student performance goals. Parents also receive instructional resources such as one-pagers, guides, and “Try This at Home” activity sheets during workshops to help them better understand the curriculum and support learning at home. In addition, the school provides advance notification of virtual workshops and academic updates through the marquee, Edline, Twitter, Facebook, the school website, newsletters, flyers sent home in multiple languages, and ParentLink messages in multiple languages. Teachers further support communication by making personal phone calls to invite families and submitting call-out logs to administration for documentation. Together, these efforts ensure families are well-informed about curriculum expectations, proficiency levels, and ways they can actively support their child’s academic success.

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

Evidence of communication and family engagement will include parent, teacher, and school email correspondence, as well as copies of all messages distributed to families. All communications will be translated into families’ appropriate languages as needed. Additional documentation will include event flyers and invitations for school events and family engagement activities, translated into families’ appropriate languages. Curriculum Night materials, including course-specific curriculum information, scope and sequence documents, and academic expectations shared with families, will also be maintained as evidence. Conference notes and records of parent-teacher meetings that provide families with information regarding their child’s current proficiency levels, academic progress, strengths, areas for growth, and available supports will be collected and maintained as supporting documentation. All communication and engagement materials will be systematically organized and stored in the Title I documentation drive. Translation of documents, when needed, will support equitable access, verify consistent outreach, and document ongoing family engagement efforts.

- Description

Parents will be informed about academic assessments used to measure student progress and achievement through multiple, consistent communication channels to ensure accessibility for all families. Information will be shared via ParentLink call-outs in multiple languages, marquee announcements, newsletters, and flyers sent home in multiple languages. In addition, details about assessments and student performance expectations will be reviewed during virtual parent conferences, SAC meetings, PTSA meetings, and other family engagement events. These sessions will explain how assessments align to state academic standards and how student achievement levels are measured. Teachers will also make personal phone calls to parents to provide individualized communication and clarification regarding assessment expectations and student performance. Call logs will be submitted to administration for documentation. Together, these strategies ensure that families are well-informed about the purpose of academic assessments, how student progress is measured, and what proficiency levels students are expected to achieve.

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

* Evidence of communication regarding academic assessments will include parent, teacher, and school email correspondence, as well as copies of all assessment-related messages sent to families. * Additional documentation will include ParentLink communications that provide information about assessments, student progress, and academic achievement. * Flyers, invitations, and materials from parent and family training events focused on understanding assessment results, student performance, and academic growth will be maintained as supporting documentation. * All assessment-related communications and materials will be translated into families' appropriate languages as needed and organized in the Title I documentation drive to demonstrate consistent, transparent, and equitable communication with families regarding student assessment and academic performance.

- Description

The school will inform parents about opportunities to participate in decision-making related to their children's education through multiple, accessible communication channels. These will include ParentLink call-outs in multiple languages, marquee announcements, and flyers sent home in multiple languages. Information will also be shared during SAC and PTSA meetings through printed agendas and handouts, as well as posted on all school social media platforms, the school website, and included in daily morning announcements. These consistent communication methods ensure that families are aware of opportunities to provide input, participate in school committees, and engage in decisions that impact student learning and school improvement efforts.

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

Evidence of communication regarding academic assessments will include parent, teacher, and school email correspondence, as well as copies of all assessment-related messages sent to families. Additional documentation will include ParentLink communications that provide information about assessments, student progress, academic achievement, and guidance for understanding student scores on Progress Monitoring (PM) assessments. Flyers, invitations, and materials from parent and family training events focused on understanding assessment results, student performance, academic growth, and interpretation of PM assessment data will be maintained as supporting documentation. Progress reports and report cards distributed at strategic points throughout each nine-week grading period will also serve as evidence of ongoing communication regarding student academic progress. Opportunities for family involvement in the decision-making process will be documented through invitations, agendas, sign-in sheets, meeting minutes, surveys, and feedback forms from Title I meetings, School Advisory Council (SAC) meetings, and other forums where parents provide input regarding academic programs, assessment practices, and school improvement efforts. All assessment-related communications and materials will be translated into families' appropriate languages as needed and organized in the Title I documentation drive to demonstrate consistent, transparent, and equitable communication with families regarding student assessment, academic performance, and participation in school decision-making processes.

- Description

To remove barriers to family participation, the school offers flexible meeting dates and times to accommodate varying family schedules and needs. Meetings, trainings, events, and activities are held in both in-person and virtual formats whenever possible to ensure accessibility for all families, including those with health concerns or transportation limitations. Information from all meetings is organized and maintained by the Title I contact and is available to parents upon request. This includes agendas, presentations, sign-in sheets, and resources shared during events. Meeting times, schedules, and additional details are regularly updated and communicated to families in advance to support planning and increase participation. By providing multiple formats, flexible scheduling, and accessible documentation, the school ensures that all families have meaningful opportunities to engage in their child's education regardless of barriers.

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

Evidence of flexible meeting options will include parent-teacher conference invitations offering multiple days and time options, SAC meeting notices indicating both in-person and virtual attendance formats, and parent-teacher IEP meeting invitations with flexible scheduling availability. All documents will be provided in families' appropriate languages as needed to ensure accessibility and clear communication. These materials will be maintained as part of the Title I documentation to demonstrate efforts to remove barriers and increase family participation in school meetings and decision-making processes.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Parents and families with limited English proficiency (LEP) will be encouraged and invited to participate in all school activities, either in person (when applicable) or virtually. All communications will be provided in families' home languages to ensure clear understanding and equitable access to information. Parent learning sessions will be scheduled throughout the school year to help families understand how to best support their child's academic, social, and emotional needs. Certified Language Facilitators (CLFs) will be available during parent conferences, meetings, and school events to provide interpretation and translation support as needed. In addition, bilingual staff members will assist families whenever possible to strengthen communication and engagement. To further support inclusivity, the school will collaborate with the ESE and the Multicultural Department to secure additional language assistance when needed, including support for languages beyond the school's primary offerings. These efforts ensure that all families feel welcomed, valued, and fully included in the school community.

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

Evidence of services for families with limited English proficiency will be maintained on file in Google Drive and/or a designated binder. Documentation will include sign-in sheets for in-person and virtual events, flyers and communications provided in multiple languages, and attendance records from meetings and trainings. Additional evidence will include ParentLink communication logs in multiple languages and documentation of interpreter/translator participation, including signatures from translators present at meetings. These artifacts will demonstrate consistent efforts to ensure equitable access, communication, and engagement for all families.

- Description

Parents and families with disabilities are encouraged to actively participate in their child's education and school activities. The school is committed to ensuring equitable access by providing appropriate accommodations based on individual needs. These supports may include accessible meeting locations, ramps, home visits, virtual or in-person conferences, and sign language interpreters, among other services as needed. The school will collaborate with the District ESE Department to secure additional support when necessary, including requesting certified interpreters or other specialized services. Through these efforts, the school ensures that all families are able to meaningfully engage in their child's learning in a supportive and accessible environment.

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

Evidence of accessibility and accommodations for parents and families with disabilities will be maintained on file in Google Drive and/or a designated binder. Documentation will include sign-in sheets from meetings and events, email requests for services, and records of accommodations provided as appropriate. Additional evidence will include photographs of accessible features such as parking lot accommodations, elevator access, ramps, and other building modifications that support physical accessibility. These materials will demonstrate the school's commitment to ensuring equitable access and meaningful participation for all families.

- Description

School activities and programs are designed to support families engaged in migratory work by providing targeted resources that help students overcome disruptions in their education, as well as cultural, language, and social barriers. These supports are intended to strengthen continuity of learning and increase student success within the school setting. The school will request updated migrant student lists from the data processor and collaborate closely with the District Migrant Education Program contact to ensure eligible students and families receive appropriate services and supports. When needed, accommodations such as childcare during meetings and events may be provided to help families participate more fully in school activities. In addition, school supplies and other educational resources may be available through the school and District Migrant Education Program to further support student learning and academic success.

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

Evidence of support for families engaged in migratory work will include photographs of distributed school supplies, thank-you notes from families, and sign-in sheets from meetings and events. Additional documentation will include flyers and emails demonstrating meeting flexibility and communication with the Migrant Education Department, as well as brochures and informational materials outlining available services and supports. These artifacts will collectively demonstrate the school's efforts to engage migrant families and provide resources that support student success and continuity of learning.

- Description

Parents and families experiencing homelessness are provided with targeted resources to support their children's academic progress and overall well-being. Transportation assistance is offered when possible to help parents participate in school activities, ensuring continued engagement in their child's education. The school also helps connect families with essential supports such as food, clothing, and other basic needs to promote stability and academic success. The school will request updated lists of students experiencing homelessness from the data processor and notify the District McKinney-Vento contact to ensure appropriate services are coordinated. Residency questionnaires will also be completed to identify and support eligible families. While many services are coordinated through the District Homeless Education Program, Congress Middle School actively supports families by providing school supplies and limited clothing items as needed to help remove barriers to learning.

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

Evidence of support for families experiencing homelessness will include photographs of distributed school supplies and clothing items, thank-you notes from families, and sign-in sheets from meetings and events. Additional documentation will include lists of identified students (maintained confidentially in accordance with district guidelines), completed housing questionnaires, and flyers or brochures outlining available McKinney-Vento services and community resources. These artifacts will also include communication records and outreach materials provided to families to ensure awareness of available supports. Collectively, this evidence will demonstrate the school's commitment to identifying, supporting, and meeting the needs of students experiencing homelessness.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

Congress Middle offers an array of competitive and intramural sports as well as clubs. Sports include softball, baseball, along with male & female basketball, soccer, volleyball and track & field. Intramural sports include soccer, track & field, basketball, and more. Clubs include cheerleading, robotics, SECME, Multicultural, Student Council, National Junior Honor Society, Newspaper Club, Environmental Club, No Place For Hate Club & Marching Cougar Band. Before & Afterschool Program provides participants a safe after-school environment where adolescents can participate in developmentally appropriate activities that capture and hold their interests. The program will provide opportunities for student enrichment and academic improvements through recreational activities, homework assistance and tutoring, as well as social skills development including conflict resolution and team building. Through meaningful participation in the before/after school activities, students will develop positive relationships with adults and each other and enhance their acclimation to school life to lead them in acquiring lifelong skills. For Enrichment: Math Cougar Calculation is hosted during the summer to assist in front loading and reinforcing skills for students taking Advanced 6, 7 Math and Algebra Five amazing choice (magnet) programs are offered in the area of Pre-Engineering, Pre-Medical Sciences, Digital Video Design, Digital Media Design, and STEAM (Science, Technology, Engineering, Arts, and Math). The Pre-Medical Program at Congress Middle School is a signature program. It introduces students to the vast variety of medical professions that are available. The students begin with an understanding and awareness of health careers; identify life stages and health care needs and principles of wellness. Year two is a further in-depth look into health careers and an understanding of legal and ethical issues related to health care. Students also become CPR certified. The program culminates in year three with presentations from participants working in the medical research & careers fields. The Congress Middle School Digital Video strand is one of the best programs in the school district. Digital video can be found everywhere. From the internet world wide to the hundreds of millions of Smartphones like iPhone/iPads and Droids, digital video can be found everywhere. This middle school Choice Program course is one of few in the district which exposes students to every niche in this fast growing sector in telecommunications technology. The possibilities are endless and CMS is on the cutting edge.* A Digital Tool Certificate may be offered with this course. The Digital Graphic Design curriculum at Congress Middle School is a unique course that enables students to identify, analyze and create various forms of graphic art by interacting with the latest versions of graphic design software used in the professional industry. These programs include: Adobe Photoshop C.S.6, Adobe Illustrator C.S.6 and InDesign C.S.6, just to name a few. With a strong conceptual design framework, students will utilize a variety of media and combine text with 2D and 3D graphics to create real world examples of professional graphic artistry. A wide array of tools will be used to produce the following: logos, labels, icons, advertising graphics, flyers, magazines, brochures, posters, presentation boards, photo enhancements, SLR/ Digital Photography and website development. Pre-Engineering is a highly interactive curriculum introducing students to the many facets of engineering. Our sixth grade program challenges the students with an Aerospace and Aeronautics program with a NASA flair. The seventh grade course is Robotics, where students learn engineering concepts while building computer programmable devices. As eighth graders, students will experience CAD (Computer Assisted Drafting) in order to complete the cycle of engineering concepts to prepare them for high school engineering magnet programs! The Arts are integrated into Science, Technology, Engineering, and Math (STEM) learning experiences in the STEAM program at Congress Middle School. Students engage in a rigorous curriculum designed to stimulate artistic creativity through technology rich, project-based learning while simultaneously promoting academic achievement through the study of STEM disciplines. They can learn different styles of Dance in a Dance studio and have the opportunity to visit art museums. Industry certification and HS credit is earned via Computer Technology courses offered.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

N/A

Professional Learning

1. Professional Learning

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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

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