## Title I Comprehensive Schoolwide Plan

# CARVER MIDDLE SCHOOL (2041)

# ELA

1. List prioritized needs statements.

Overall ELA achievement for PM2 SY26: PM 2 -- Grade 6 Level 3+ is 35.29% -- Grade 7 Level 3+ is 32.50% -- Grade 8 Level 3+ is 37.04%. Our school serves a significant population of students performing below grade level in reading. Targeted, differentiated instruction to support ELL, SWD, and Lowest 25% students. Explicit instruction in academic and multisyllabic vocabulary. Strengthening foundational reading skills through structured literacy interventions. Increased focus on reading fluency to improve overall comprehension. Support for students' social-emotional and mental well-being. Strategies to promote improvement, student ownership, growth mindset and ongoing SMART goal achievement strategies. Provide teacher training and professional development to support implementation of the new ELA curriculum adoption from Savvas Learning Company for the 2026–27 school year. Increased parent involvement in literacy support and school initiatives. ELA Newsletter — Celebrating Learning & Growth. Masterboard planning and hiring process to provide staffing support for SWD population in core content courses.

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

Ongoing student behavior challenges impacting instructional time. Attendance concerns, including absenteeism, tardiness, and class avoidance. Limited access to extended learning opportunities, such as tutoring and supervised morning support. A significant number of students reading below grade level. Need for consistent classroom management systems and structured learning environments. Gaps in foundational literacy skills among students enrolling from other schools and other countries. 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. Students coming from other countries as potential ESE and ELL need identification and support. No technology access at home to follow up on assignments that may require review and creating a study habit for success. 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.

High-Interest Reading Materials for classroom centers to provide engaging, real-world texts that enhance reading comprehension and student motivation. Goal Setting and Growth Mindset: Integrate growth mindset into class; provide reminders and encouragement and tangible goal setting. Basic Classroom Supplies and other essential materials to maintain daily instruction and student organization. Professional Development & Training: Ongoing training for new or recently hired teachers to build capacity and support fidelity in ELA instruction and curriculum implementation. FAST Preparation Workbooks: Lumos Learning workbooks aligned to Florida standards, including full-length practice assessments with automatic remediation to support targeted FAST preparation. Formative Assessment Tools: Easy, ready-made skill-based unit assessments to give teachers immediate insight into student mastery of grade-level standards; can be used for small-group instruction, tutoring, or supplemental support. Classroom Reference & Visual Aids to support visual learning. Headphones & Listening Equipment: Class sets of headphones for each ELA classroom and Intensive Reading groups, and replacements as needed, for audio-based learning. Accommodations & Assessment Support: Staff training to ensure implementation of extended time and other accommodations for students with ESE, ESOL, or 504 plans during assessments. Provide students with extra practice and tutorial opportunities before, during and after school. Additional resources for tutorials and morning care support. Provide students with resources for remediation. 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. Develop comprehensive instructional units that are designed to differentiate lessons for all students. Project based learning materials in all content area classrooms. Collegial Planning with Instructional 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 Provide a summer Reading opportunity to read books that will assist and help with reading comprehension. Evidence based behavior resources for School Counselors. More Student Incentives.

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

• Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream. Add Remind 101 for parents to join. Report student progress using standards-based reporting practices and sharing student data. Schedule SAC/Parent Meetings at varied times throughout the year. Open House/Meet the Teacher Night 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. Offering family literacy workshops to teach strategies that support reading and vocabulary development at home. Providing take-home materials and resources, such as leveled readers, fluency practice, and FAST-aligned workbooks. Sharing student progress data regularly with parents, along with actionable strategies to reinforce learning at home. Hosting school-wide literacy events to encourage family involvement and foster a home-school connection. Maintaining consistent communication through newsletters, Parent Link messages, and classroom updates to keep families informed and engaged in literacy goals. Incorporating parent feedback to tailor engagement opportunities and address the needs of ELL, SWD, and struggling readers. Regular Updates: Share student progress through newsletters, emails, or parent portals.

• Parent Training

Parent Workshops: Host literacy nights to teach parents strategies for supporting reading and writing at home. Bilingual Support: Provide translated materials and interpreters for multilingual families. Reading Lists & Guides: Share recommended books and comprehension strategies. Digital Access: Ensure parents know how to use platforms like CommonLit, Read180 and Newsela or other platforms for parent tracking purposes. Home Literacy Kits: Include graphic organizers, writing prompts, and phonics activities. 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.

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: Read 180, USA, 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. Parent Univeristy nights. Add position for Parent-Community Liaison.

- Students

Login to Read 180 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. Arrive to class on time daily. Use a daily agenda to track assignments/homework. Bring school flyers home in a timely manner.

- Parents

Attend training events on campus to support Reading and ELA content and strategies. Monitor student participation on Read 180 and track grades/progress on SIS. Parents will regularly monitor attendance, grades and progress on SIS and Google Classrooms. Participate in school events (Literacy Night/parent trainings/celebrations). Attend Carver PTSA Meetings and Events - also Parent University nights.

- 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 training for all staff - cross-curricular strategies. Paid PD for staff to learn/develop ELL support strategies. Regularly scheduled Writing PD/Training. Professional Development to familiarize with the overall purpose and key features of CPALMS 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, Spanish and Portuguese. Provide communication in a variety of modes: email, callout, social media postings, website updates, flyers, newsletter, marquee. Offer virtual attendance as an option for PTSA, TITLE I and 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 are in accessible rooms.

# Math

1. List prioritized needs statements.

PM 2 -- Grade 6 (196 tested) Level 3+ is 20.92% -- Grade 8 Test (318 tested in 7th and 8th) Level 3+ is 16.04% Carver ALG SY26 Midterm Exam = 25% at/above threshold Carver GEO SY26 Midterm Exam = 37.50% at/above threshold Students need help with basic math skills and basic English vocabulary. Masterboard planning and hiring process to provide staffing support for SWD population in core content courses.

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. 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. Most students do not speak English as a first language, so they do not understand content presented.

3. Share possible solutions that address the root causes.

Translation tools, devices and/or programs to help ELL students understand the English math language. Visual Aids - written English and other languages side by side. Provide additional instructional resources to provide extra practice and remediation 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 - Collaboration between departments. Provide additional PD with ELL and ESE staff and support facilitators to improve support and provision of accommodations for student subgroups. Common planning with support facilitators. Practice real world equations at home. 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 before, during and after school. Working computers/labs to accommodate student needs. Evidence based behavior resources for School Counselors. More Student Incentives.

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

• Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream, email and social media. Add Remind 101 for parents. Report student progress using standards-based reporting practices. Share student assessment data/progress reports regularly with parents. Schedule PTSA/SAC/Parent Meetings at varied times throughout the year.

• 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 (USAs, PM1 and PM2). STEM/Math Fair Night: hands-on activities that can be conducted at home. Test Prep Night and Data Night. Share resources for multiplication tables, foundational skills practice from home. Provide resources based on the needs of the content. Parent University for High School Credit courses.

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

• School

Provide updates to parents at PTSA, TITLE I, SAC meetings on current data: FSQ, PM. Schedule Open House/Parent Night style meetings for parents to learn about content, academic expectations in Math classrooms and assessment question types/expectations. Host Informational Night for high school credit courses. Provide parent tips and resources to support learning at home. Ensure teachers are trained on the state standards and curriculum for mathematics. Provide math digital platform (Khan Academy, Math Nation) training to parents to provide assistance at home. Add position for Parent-Community Liaison.

• 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. Arrive for class on time daily. Use a daily agenda to track assignments/homework and keep up with assignments. Bring school flyers home in a timely manner. Share information with parents. Attend Open House/Parent Night.

• 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. Check grades regularly. Parents will regularly monitor attendance, grades and progress on SIS, Google Classrooms and Khan Academy Success. 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 teachers and support facilitators. Building capacity for all teachers via district trainings 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, instructional strategies and classroom management.

• Accessibility

Provide communication in English, Haitian-Creole, Spanish and Portuguese. Provide communication in a variety of modes: email, callout, social media postings, website updates, flyers, newsletter, marquee. Offer virtual attendance as an option for PTSA, TITLE I and 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 are in accessible rooms.

## Science

1. List prioritized needs statements.

FY25 SSA results showed a baseline proficiency of 29% - indicating a clear need for targeted intervention. FY26 Science Winter Diagnostics 15.5%. SY26 Checkpoint 3 = 28.8% proficiency. Targeted, differentiated instruction to support ELL, SWD, and Lowest 25% students. Masterboard planning and hiring process to provide staffing support for SWD population in core content courses.

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

Instructional Vacancy: 6th Grade Science has lacked a consistent, long-term instructor for two years. Data Context: This turnover is a primary driver behind the current 15.5% science proficiency. Students need more exposure to hands-on science activities. Students need more exposure to reading in science. Reading proficiency currently at 37.04%. Students need more assistance with cross-curricular 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. Teachers require PD 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.

Strategic Pivot: We are transitioning from a period of staffing instability to a comprehensive, teacher-supported model designed to surpass last year's benchmarks by 10% increase. Professional Growth: All science teachers will attend 4 District Teacher Cadre sessions to align with current state standards. Virtual Labs (Gizmos): Using 400+ interactive simulations to provide students with "hands-on" digital experiences. Science Literacy (Study Island): Focused practice on reading comprehension within scientific contexts and standard-based questioning. Targeted Support (Flocabulary): Using multimodal content to build vocabulary specifically for our L25 (Lowest 25%) students. Visual Learning (Generation Genius): Leveraging NSTA-backed video lessons to simplify complex scientific concepts. Small Group Tools (Anchor Charts): Using visual scaffolds to help students process information during collaborative activities. Vocabulary Building (Word Walls): Utilizing cardstock for high-visibility word walls to reinforce daily academic language. Data Tracking (Student Folders): Maintaining individual folders to facilitate Data Chats, allowing students to track their own growth and goals. Ensure students readily have access to technology and adaptive programs during the school day while on campus and home. 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. Send home practice materials - flashcards/manipulatives. Offer a summer camp that can be used to frontload students with the science standards. Evidence based behavior resources for School Counselors.

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

• Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream, email and social media. Add Remind 101 for parents. Report student progress using standards-based reporting practices. Share student assessment data/progress reports regularly with parents. Schedule PTSA/SAC/Parent Meetings at varied times throughout the year. Staff training to better communicate with parents.

• Parent Training

STEM Night: Focus on hands-on activities to enhance students' understanding and knowledge of science concepts. Science Fair Night: Provide guidance to parents and students on effectively planning for and completing the science fair project. Google Classroom Navigation: Provide guidance to parents on how to navigate Google Classroom to access student makeup work. Parent University: SIS Parent Gateway, Google Platforms, Online Textbooks and Curriculum, Paper Tutorial, Khan Academy, adaptive technologies, SEL strategies. Provide resources based on the needs of the content.

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

• School

Provide High-Quality Science Instruction: Deliver rigorous, SSA-aligned lessons using Generation Genius , Gizmos and other platforms to ensure students have both visual and hands-on laboratory experiences. Facilitate Data Transparency: Send home updated Student Data so families know exactly which standards their child has mastered and where they need support. Bridge the Literacy Gap: Integrate Study Island and Flocabulary into the science curriculum to build the reading skills necessary for success on the SSA and winter diagnostics. Offer Professional Staff Support: Ensure all instructors attend District Teacher Cadres to remain experts in current science standards and parent engagement strategies. Add position for Parent-Community Liaison.

• Students

Participate during stems and encourage their parents to participate. Own Their Growth: Maintain a personal Data Tracker Folder and set specific monthly goals to increase their proficiency scores. Engage in Scientific Inquiry: Actively participate in Gizmo simulations and small-group processing activities using Anchor Charts. Master Academic Vocabulary: Utilize Flocabulary and classroom Word Walls to learn and apply at least 10 new scientific terms per unit. Apply Literacy Skills: Complete Study Island pathways focused on "Reading in Science" to improve comprehension of complex test questions. 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. Use a daily agenda to track assignments/homework. Bring school flyers home in a timely manner.

- Parents

Monitor Progress via Google classroom: Review students grades bi-weekly with their child to discuss growth, celebrate small wins, and understand which science standards need more focus. Encourage Scientific Literacy: Support their child in using Study Island or reading science-themed articles at home to build the comprehension skills required for the 37.04% reading proficiency gap. Reinforce Academic Language: Help their child practice the weekly vocabulary from the Word Wall to ensure they are comfortable using scientific terms in everyday conversation. Ensure Digital Engagement: Provide time and space for students to access digital tools like Flocabulary, ensuring that the "Lowest 25%" (L25) support continues outside of school hours. Partner with Teachers: Attend parent-teacher conferences and science workshops to stay informed about the curriculum and the school's 10% proficiency growth goal. 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

Staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Science) To extend learning beyond the classroom, staff will receive targeted training to better support families at home: Data Transparency: Using student folders during conferences to turn "grades" into "growth goals." Trainings for teachers to assist with instructional strategies to address needs of changing student populations. 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, Spanish and Portuguese. Provide communication in a variety of modes: email, callout, social media postings, website updates, flyers, newsletter, marquee. Offer virtual attendance as an option for PTSA, TITLE I and 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 are in accessible rooms.

## Social Studies

1. List prioritized needs statements.

Carver CIVICS Midterm Exam SY26 = 20% at/above threshold. Carver CIVICS SY26 Checkpoint 3 = 56.30% proficiency. Middle Years learners require engaging resources which accommodate differentiated learning. Digital databases to cultivate research skills and support research based projects. Exposure to world cultures to assist focus/understanding of content aligned state standards. Masterboard planning and hiring process to provide staffing support for SWD population in core content courses.

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

Students struggle with concepts of ancient civilizations and geographical information/concepts. Students do not have prior knowledge of subject and content. Students have weak research skills. Reading levels for many students are below grade level preventing thorough comprehension of content. Adequate knowledge of academic vocabulary is lacking. Organizational skills to support and create structure in the journey to learning. Attendance, Skipping classes, Tardiness. 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. Use Immersive Technology and its accompanying platforms to build more interactive, collaborative activities in the classroom to support needs of all learners. Increase professional 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 Materials for Project-Based Learning. Basic school supplies for students. Classroom supplies for teachers to provide hands on learning activities. Additional resources for test prep and remediation. Increase skills in Civics - Use index cards to review content. Podcast for Ccivics content. 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. Evidence based behavior resources for School Counselors.

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

- Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream. Add Remind 101 for parents. Report student progress using standards-based reporting practices. Share student assessment data/progress reports regularly with parents. Students need agendas to track assignments, communicate between parents/teachers. Schedule PTSA/SAC/Parent Meetings at varied times throughout the year. Staff training to better communicate with parents.

- Parent Training

Vocabulary practices (flash cards). SIS Parent Gateway, Google Platforms, Online Textbooks and Curriculum, Paper Tutorial, Khan Academy, adaptive technologies, SLL strategies. Bilingual Support: Provide translated materials and interpreters for multilingual families. Practice with resources based on the needs of the content. Learn about the country and citizenship.

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

- School

Provide regular updates to parents at SAC meetings on current data: Read USA, Midterm, EOC. Provide teacher resources to effectively communicate with parents. Provide staff trainings to assist teachers how to better ebgage/support families from home with Social Studies content. Provide parent tips and resources to support learning at home - newsletter. Offer quarterly parent trainings/Open House meetings to improve reading comprehension skills, tips on how to encourage learning to continue at home. Offer multilingual support. Provide resources for teachers such as training 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. Add position for Parent-Community Liaison.

- Students

Login to 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. Receive and share resourrces with parents. Engage in effective data chats with teachers/share with parents. Use a daily agenda to track assignments/homework. Usa calendars/reminders to stay informed re class/grades. Bring school flyers home in a timely manner. Keep in contact with teachers when absent. Seek help from teachers when needed. Come to school prepared with a learning mindset.

- Parents

Attend special events at the school site supporting Reading and Social Studies academics. Openly and frequently communicate with Civics teachers and administrators. Attend training events on campus to support Social Studies content and strategies. Monitor student participation on Social Studies assignments and track grades/progress on SIS. Review at home skills covered each quarter. Participate in school events. Participate in communication with teachers. Attend Carver PTSA Meetings and Events - also Parent University nights.

- Staff Training

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. 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 training for all staff - cross-curricular strategies. Paid PD for staff to learn/develop ELL support strategies. Summer Planning opportunities. Mini workshops to support content.

- Accessibility

Provide communication in English, Haitian-Creole, Spanish and Portuguese. Provide communication in a variety of modes: email, callout, social media postings, website updates, flyers, newsletter, marquee. Offer virtual attendance as an option for PTSA, TITLE I and 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 are in accessible rooms.

## Acceleration Success

1. List prioritized needs statements.

Carver ALG SY26 Midterm Exam = 25% at/above threshold - SY26 Checkpoint 3 = 85.40%. Carver GEO SY26 Midterm Exam = 37.50% at/above threshold - SY26 Checkpoint 3 = 87.50%. Carver Digital Discoveries Checkpoint 3 = 98.10%. Carver Advanced IT Checkpoint 3 = 100% for tested students (4 of 24). Increase Industry Certification and Digital Tools student performance by 10%. Carver Digital Discoveries - Increase Industry Certification and Digital Tools Student Performance by 25%. Introduce new Digital Tools Certifications to better serve Level 1 & 2 readers as well as ELL students. Introduce Drone Coding to students. Use curriculum to better leverage skills in Core subject areas. Introduce new Digital Tools Certifications to accommodate level 1 & 2 Readers and ELL population Masterboard planning and hiring process to provide staffing support for SWD population in core content courses.

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

Students need to strengthen foundational skills in math concepts. Lack of student access to technology at home. Student placement issues. The student population has a wide range of needs in Math and Reading. (All levels) ELL students need increased support and “self paced” activities. Need for peripheral equipment (Cameras, Mac’s, Dual Monitors)

3. Share possible solutions that address the root causes.

Beginning of the year Bootcamp to support success in accelerated IT courses. Summer Boot Camp for incoming Algebra and Geometry students. Academic tutors during school day, in addition to after school. Calculators. Student placement based on math and reading achievement. Add equipment to supplement instructional material. Adhere to student progression plan in Pre-IT Department. Software with Assistive Technology such as CoderZ, Code.org, Etc. Upgrade current computers in classroom. Drone competitions Summer Planning opportunities. Professional Development ongoing throughout the year which includes standards based instruction, content knowledge in the subject they are supporting. Evidence based behavior resources for School Counselors.

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

- Communication

Communicate with parents and families through SIS Parent Gateway/ParentLink/Google classroom stream, email and social media. Add Remind 101 for parents. Report student progress using standards-based reporting practices. Share student assessment data/progress reports regularly with parents. Schedule PTSA/SAC/Parent Meetings at varied times throughout the year. Staff training to better communicate with parents. Students need agendas to track assignments, communicate between parents/teachers. Open House/Meet the Teacher Night 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

Provide resources based on the needs of the content. Parent Trainings that may be offered to support parents/families as they work with their students at home (Vocational) Parent Trainings to help monitor assignments/grades and encourgae enrichemnt at home.

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

- School

Provide regular updates to parents at SAC meetings on current data. Provide parent tips and resources to support learning at home. Offer quarterly parent trainings/Open House meetings to improve comprehension/skills and tips on how to encourage learning to continue at home. Host a parent “shadowing” of the student daily routine to highlight expectations. Celebrate successes and create a certification “Wall of Fame” Create a survey to determine individual student needs (technology access, etc) Add position for Parent-Community Liaison.

- Students

Login to SIS and learningn platforms 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 a daily agenda to track assignments/homework. Stay on track with assignments. Bring school flyers home in a timely manner. Attend Robotics Club and events regularly. Share updates of student progress towards industry certification on a weekly basis.

- Parents

Communicate and provide feedback for individual student needs. Attend training events on campus to support accelerated course content and strategies. Monitor student participation and track grades/progress on SIS. Participate in school events (parent trainings/celebrations). Attend Carver PTSA Meetings and Events - also Parent University nights.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Vocational) Train staff to create newsletter to share current content requirements and student accomplpishments. Train staff to communicate via Google classroom stream, ParentLink, SIS progress reports and sharing student data. Train teachers to better engage/support families to support accelerated content at home. Paid PD for staff to learn/develop ELL support strategies. Workshops which focus on the new content requirements and Real World projects (Project Based Learning). Reporting standards-based progress as a companion to traditional grades.

- Accessibility

Provide communication in English, Haitian-Creole, Spanish and Portuguese. Provide communication in a variety of modes: email, callout, social media postings, website updates, flyers, newsletter, marquee. Offer virtual attendance as an option for PTSA, TITLE I and 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 are in accessible rooms.

## Action Step: Classroom Instruction

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

Budget Total: **$87,307.00**

| Acct Description | Description |
|---|---|
| Classroom Teacher | Classroom teacher will provide additional mathematics instruction for students in grades 6–8, including 7th grade accelerated and Algebra courses, in a smaller class-size setting. |
| Out-of-system Subs | **Item** / **Quantity** / **Rate** / **Days** / **Hours** / **Weeks** / **Type** / **Total**<br>Substitute coverage for Title I Math Teacher position 20007097 / 1 / $21.00 / 7 / 6.5 / 1 / Original / $933.0 |
| Supplies | **Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total**<br>Whiteboard Markers / 70 / $5.00 / General Supplies / Original / $350.00<br>Copy Paper / 2 / $35.00 / General Supplies / Original / $70.00<br>Pens, pencils and post-its / 1 / $19.00 / General Supplies / Original / $19.00 |

## 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: **$38,224.00**

| Acct Description | Description |
|---|---|
| Parent Liaison - Para Level | Family Involvement/Parent Liaison will collaborate with parents by providing student resources and supporting ongoing parent communication. |

## Action Step: Professional Learning

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

Budget Total: **$183,818.00**

| Acct Description | Description |
|---|---|
| Single School Culture Coordinator | Single School Culture Coordinator will serve as PLC facilitator and school-based team lead and support da disaggregation across all content areas and grade levels to ensure data-driven instruction. |
| Tch Res Staff Development | Staff Development Resource Teacher will support all grade levels and content areas by assisting teachers the classroom, modeling lessons, and providing professional learning as needed. |

# 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 |
| Tanaya Anand | 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 |
| Kristen Guerrise | Parent/SAC member |
| Laura Bonzil | Assistant Principal |
| Gregory Kirkwood | Assistant Principal |
| Nazareth Montoya | Instructional Coach, SAC Chair |
| Kendrah Ingraham | SWPBIS Coordinator |

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

Staff members are encouraged to nominate themselves for SAC participation for their unique roles and responsibilities in the functioning of our campus. They are leaders involved in the various programs and areas of focus for our students. Other members, who serve in various positions, are recruited via information advertised for all school stakeholders through multiple outlets at the start of the school year. Interested stakeholders attend the SAC meeting designated for member nominations, which includes hearing from nominees regarding what they will bring to the SAC to support our students. Once speeches have concluded, the current SAC members vote in new officers and other SAC positions. All SAC members focus their talents on improving our school, participate in meeting discussions regarding school issues and vote on items required for optimal functioning of the SAC in accordance with state law and district policy.

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 26, 2026, discussions were held centering around the SY27 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 SY26. Stakeholders reviewed the SY26 PFEP summary and began making suggestions as to what changes they would like to see for SY27. Those suggestions were taken into account when developing the Title I budget for SY27. Parents stated that they would like Carver to continue hosting the STEM parent nights. 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 8, 2026 - 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, FY27 Parent and Family Engagement Plan, FY27 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 communicate with parents, as well as how to effectively participate in parent meetings: planning and organization, procedures for preparation and participation in parent conferences, 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 various methods of communicating with families and also methods for 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, 2026

• 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 2027

• 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, 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 commincate 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 commication with teachers, is expected to support parent involvement in academics and increase support from home for the student learning process.

• Date of Training

September 2026

• Responsible Person(s)

Lisa Havell

• Resources and Materials

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

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

January 2026

- Responsible Person(s)

Lisa Havell

- Resources and Materials

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

5. Parent and Family Capacity Building Training #3

## 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 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 communtication (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 works with school staff to provide food to families in need at a designated time of the school year, 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

Migrant Education Program (MEP)

• Describe how agency/organization supports families.

This department provides support for our families by identifying students and families who are eligible for Supportive/Supplemental Services - Translations, medical, dental, nutrition, hygiene, mental health, transportation, and advocacy - and Academic Services - reading and mathematics computer programs, computer lab, test prep, academic resources.

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

Flyer, distribution log for resources and/or services.

• 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 marquee, website, social media pages, ParentLink emails and callouts. The school offers many opportunities for 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 marquee announcements, the publication and distribution of school flyers, 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 information, 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 undertand and gain access to SIS, Google classroom, Performance Matters, DreamBox, 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, Parent Training Nights, Annual Meeting, ParentLink notifications, progress reports. Parent sign in sheets for Meet the Teacher Night/Open House, Parent Training Nights, Annual Meeting.

- Description

The school will host two Parent Trainings. The first Parent Training will focus on Communication between parents and teachers/school staff to support student success. We also host a second Parent Training, 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.

Parent Link invites in multiple languages, flyers for parent events, Slide Presentations, Parent sign-in sheets for parent trainings, parent evaluations of parent trainings.

- 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 screenshots of social media posts, emails/callouts, as well as flyers and correspondence that go out to parents.

- Description

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 offer a virtual - Google meet option and also 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.

- 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 identifies 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 outerwear 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 flyers 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 Suppport (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. Student progress is tracked via monthly, grade-level School Based Team meetings, and adjustments for student support are identified, implemented and monitored by the team. School climate is tracked via monthly SWPBS meetings, during which attendance, discipline and incentives are discussed and plans made to address. School Effectiveness Questionnaire (SEQ) results are also tracked and this data is used to inform school imprvement initiatives. 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 and a Co-located Counselor located on our campus. These staff members meet with students to address their mental health, behavioral and academic needs. Teachers may request support from these counselors for their students via a shared Google form on the school staff daily newsletter. Carver Middle School's Guidance Department curriculum (ReThink ED) 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. Positive Behavior Intervention System is also implemented. Students are rewarded through our SIS system and have the ability to earn points if they exhibit SOAR behaviors and/or our IB learner profiles which aim to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Students may "spend" their points at our school store - the Eagles' Nest - two mornings each week. Our Guidance Counselors make themselves available throughout the day for students, teachers and parents.

## SBT/MTSS Implementation

1. SBT/MTSS Implementation

Students are identified for School Based Team through various avenues and for various reasons. These include: academic, behavior, absenteeism/tardiness concerns, or meeting one or more of the early warning sign indicators identified in the School Improvement Plan (SIP). At the start of each school year, the SBT Lead provides training to staff on the referral process, and reasons for referrals. Teachers are made aware of students currently being tiered to ensure there is no lapse in service. Students are identified primarily through communication between Administration and classroom teachers. 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 School Based Team meets monthly, as well as on an as-needed basis, and consists of the SBT Lead, Guidance Counselor, ESE Contact, Behavior Health Therapist, School Psychologist, Lead Teacher, SRO and Administrator. If additional staff are required, they are also invited. Parents may be invited as well. Monthly, monitoring logs (academic and behavior) are collected, and the SBT members (Lead, 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, inclusive of Content Literacy Strategies (CLS). 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 proficeincy 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. Social Studies teachers include annotating text, and using those annotations to write a summary of key concepts and events. Science classes have the Science Literacy Skills workbooks (Class set) from the same publisher, which supportliteracy of the content in the textbook. Tier 2: Students receiving Tier 2 academic services are enrolled in Intensive Reading where they receive additional instructional support focusing on the targets identified via the READ 180 MAP Assessment: Grade 6 M/J Intensive Reading 1 (#1000010); Grade 7 M/J Intensive Reading 2 (#1000012); Grade 8 M/J Intensive Reading 3 (#1000014). ESOL students are scheduled for M/J Developmental Language Arts Through ESOL (Reading) (#1002181). The curriculum for Intensive Reading is the READ 180 program. Classroom instruction includes the READ 180 online platform, hard copy READ 180 Workshop consumable assignments and small group rotations with teachers to practice foundational skills. The universal screening tool for students enrolled in Intensive Reading at the start of the year is the READ 180 MAP Assessment. Fast Bridge Assessment is also used. The universal screening tool for students who are placed into Intensive Reading in September is the PM1 Assessment. 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 If the student scored a Level 1 on the ELA FAST PM3, place the student into an Intensive Reading class: 1. Administer NWEA MAP Growth Assessment: 2. Place the student into a Read 180 Intensive Reading Class* *Students who score below 195 on the MAP Growth Assessment indicating they are substantially below grade level, will be automatically enrolled in a targeted intervention program that focuses on phonics, fluency, vocabulary, and comprehension ( Read 180 with CODE, etc). Students receiving Tier 3 academic services receive additional instruction focusing on the target set forth through SBT. This may include Small Group READ 180 lessons, and small group push in support with an ESE Support Facilitator in General Education courses. 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 school 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 two curriculum themes designed to address the need for diversity and rigor and to increase student achievement. They are: 1. 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. 2. 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. 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 Learning

1. Professional Learning

For the 2026-2027 school year, we have implemented the Strategic Planning Sheet on Google form, to be completed by all teachers in the weekly Content Area PLC meetings. The Strategic Planning Sheet tracks planning strategies and resources, instructioanl strategies, how instruction is scaffolded, and formative and summative assessments used. These responses are monitored by administration for feedback, guidance and support. Also in PLCs, teachers receive training and continued exposure to the Three Types of Errors students make during assessments: Conceptual, Procedural and Strategic. Content Area teachers are registered to attend School District Content Clinics throughout the year to bring back resources and strategies to share with their teams. ELA will attend School District Targeted Trainings for SAVVAS textbook implementation and instructional strategies in Septmeber. School Wide coaching strategies this year are focused on: Strategic Planning, Scaffolded Instruction and content specific instruments for Monitoring Comprehension. The Instrucitonal Coach facilitates PLCs and provides information for implementation of these items, along with administrative expectations. Three teachers will attend IB training for Social Studies teachers at the District Offices on November 2-3 2026. Additionally, staff will attend IB Global conferences throughout the year to share IB resources and classroom strategies with their peers. During the year, Carver faculty meet with Atlantic's IB faculty to vertically align curriculum with Atlantic's Career Academies for Criminal Justice and Medical. 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 biweekly to discuss ongoing changes to Curriculum and Instruction. Leadership Team meetings also contribute to ensure strategies that are discussed during PLC and Common Planning sessions are implemented consistently. 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. This School Wide IB Framework is presented and supported by our IB Coordinator. The Instructional Coach works with the teachers to strengthen instructional practices and refine data analysis for classroom populations. The IB Coordinator will conduct PLCs for Elective Courses to assist with implementation of strategies used and discussed during Content Area PLCs. Strategies for Professional Development implementation Administration 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. 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. Teachers are invited to attend Summer Curriculum Collegial 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.

## 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. To recruit new talent, Carver's administration also posts on our social media sites and uses word of mouth with our current teachers to inquire about possible newcomers through our teacher cinnections. 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 encourgaed 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 in the hope of reducing vacancies.