

---

**Title I Comprehensive Schoolwide Plan**  
**WESTERN PINES COMMUNITY MIDDLE (2451)**

---

# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

According to PM 2 Data we increased within all grade levels: 6th +12 7th +5 8th +1 6th grade challenges were Poetry, Central Idea, Context & Connotation, Interpreting Figurative Language and Morphology 7th grade challenges were Context & Connotation, Interpreting Figurative Language and Morphology 8th grade challenges were Literary Elements, Argument, Central Idea, Purpose & Perspective Structure, and Comparative Reading Although, ELA has shown growth with PM 1 and PM 2 it has been challenge to maintain our goal according FSA the 3 year data trend

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

Staffing Students lack of Academic Vocabulary, and Comprehension Lack of stamina New standards

## 3. Share possible solutions that address the root causes.

Reading and ELA teachers need to continue to collaborate to ensure every teacher knows the standards Conduct walk-throughs to observe teacher instruction and ensure lessons are aligned to focus standards and properly using the gradual release model. Continue sharing out of best practices during PLCs and modeling Review the curriculum and resources to ensure the rigor is being implemented Continued unified text annotating such as, highlighting, underlining and circling ELA Camp

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

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Literacy Night, ensure parents are aware of SBT/ESE meetings Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) Communication with parents, clarify interpretation of assessment results Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) CLF to assist

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Literacy Night, ensure parents are aware of SBT/ESE meetings in order to support their child.

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

- **School**

Our school will provide multiple opportunities and literacy resources to increase access from home and provide incentives.

- **Students**

Students will be held accountable for their learning and personal goals. Students will also participate in before/afterschool tutoring for remediation or enrichment purpose.

- **Parents**

Parents will participate parent conferences and monitor SIS for progress reports, report cards and test scores. Parents will also attend events held at the school.

- **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 (ELA) Communication with parents, clarify interpretation of assessment results

- **Accessibility**

Physical accessibility and accommodations for families with disabilities, experiencing homelessness or engaged in migrant work school counselor team will continue to work with our struggling families to ensure we are providing support and resources. CLF to assist, school counselors and ESE coordinator are available

# Math

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

According to PM 2 Data we increased within all grade levels: 6th +7 7th +6 8th +12 6th grade challenges were Geometric Reasoning, Data Analysis and Probability 7th grade challenges were Proportional Reasoning and Relationships 8th grade challenges were Algebraic Reasoning

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

Staffing issue-down one math teacher New Standards

## 3. Share possible solutions that address the root causes.

Math Camp Implement Peer Tutoring program Conduct walk-throughs to observe teacher instruction and ensure lessons are aligned to focus standards and properly using the gradual release model. Continue sharing out of best practices during PLCs and modeling Review the curriculum and resources to ensure the rigor is being implemented

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

### • Communication

Communication will be added to our Tiger Ambush in multiple language and call outs.

### • Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Paper Online Tutoring- provide parents with a presentation on the purpose and use of Paper in math and other subject areas Math Bootcamp

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

- **School**

School will provide a comprehensive tutoring program through the morning and afterschool program

- **Students**

Students will utilize spiral review notebook, attend tutoring, attend Math Boot Camp

- **Parents**

Parents will participate in parent conferences, ensure that students are registered for Morning and/or Afterschool tutoring and monitor student grades through SIS

- **Staff Training**

Staff Trainings will assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) through PLC's

- **Accessibility**

CLF to work closely with ESOL students and their families Parent night Home visits when necessary

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Science is 3rd in the District However, after we reviewed data we weak in our 6th and 7th grade standards.

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

6th and 7th standards need to be remediated along with 8th grade standards.

**3. Share possible solutions that address the root causes.**

Hands on labs Science Camp Implement Peer Tutoring program Conduct walk-throughs to observe teacher instruction and ensure lessons are aligned to focus standards and properly using the gradual release model. Continue sharing out of best practices during PLCs and modeling Review the curriculum and resources to ensure the rigor is being implemented along with remediation from 6th and 7th grade

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

**• Communication**

Communication will be added to our Tiger Ambush in multiple language and call outs.

**• Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Science Night

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

**• School**

School will provide a comprehensive tutoring program through the morning and afterschool program.

**• Students**

Students will spiral review for 6th and 7th grade standards and attend pull out and push ins.

- **Parents**

Parents will assist by attending and trainings and ensure students are signed up for Science Camp, participate parent conferences and monitor SIS for progress reports, report cards and test scores

- **Staff Training**

Staff Trainings will assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) through PLC and Science labs.

- **Accessibility**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) CLF to work closely with ESOL students and their families ESE night Home visits when necessary

## **Social Studies**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

In Civics we are 10th within the District which is a weakness for our school we are usually in the top 5

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

New Staff Academic Vocabulary 7th grade has the most behavior challenges

### 3. Share possible solutions that address the root causes.

Identify “movers and shakers” to pull out during elective Conduct walk-throughs to observe teacher instruction and ensure lessons are aligned to focus standards and properly using the gradual release model. Continue sharing out of best practices during PLCs and modeling Review the curriculum and resources to ensure the rigor is being implemented along with spiral review

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

- **Communication**

Communication will be added to our Tiger Ambush in multiple language and callouts.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) Civics Night.

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

- **School**

School will continue to support teachers and continue push in and pull outs and before/afterschool tutoring

- **Students**

Students will spiral review of content and attend camps offered.

- **Parents**

Parents will ensure students are signed up for Civics camp and continue to communicate with teachers participate parent conferences and monitor SIS for progress reports, report cards and test scores.



- **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 (Social Studies) PLCs and collaborate with ELA for Reading Strategies

- **Accessibility**

Physical accessibility and accommodations for families with disabilities, experiencing homelessness or engaged in migrant worth school counselor team will continue to work with our struggling families to ensure we are providing support and resources. CLF to assist, school counselors and ESE coordinator are available ESE Coordinator School Counselors

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Increase the number of students in Algebra and our Pre-IT 7th & 8th grade Academy

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

New Standards Changing Certification Exams

3. Share possible solutions that address the root causes.

Continue sharing out of best practices during PLCs and modeling Conduct walk-throughs to observe teacher instruction and ensure lessons are aligned to focus standards and properly using the gradual release model. Ensure rigor through curriculum and resource checks

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

- **Communication**

Communication will be added to our Tiger Ambush in multiple language and call outs.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) Provide parent night-training for change in curriculum and standards

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

- **School**

School will provide a comprehensive tutoring program through the morning and afterschool program.

- **Students**

Students will attend tutoring, accountability to complete self checks

- **Parents**

Parents will participate in parent conferences, ensure that students are registered for Morning and/or Afterschool tutoring and monitor student grades through SIS

- **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 (Acceleration) PLC District Training

- **Accessibility**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) CLF to work closely with ESOL students and their families

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic achievements and potentials.

**Budget Total: \$268,189.64**

<b>Acct Description</b>	<b>Description</b>					
Resource Teacher	Teacher will provide push-in/pull-out reading curriculum support for students in grades 6-8.					
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	i-Ready Support ELA Teachers with Standards	1	\$14,312.00	Original	\$14,312.00	
	iXL support in Science online program	1	\$5,638.00	Original	\$5,638.00	
	Top Score Digital- 6th Grade	1	\$750.00	Amendment	\$750.00	
	Top Score Digital- 7th Grade	1	\$750.00	Amendment	\$750.00	
	Top Score Digital- 8th Grade	1	\$750.00	Amendment	\$750.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Smiley's Over the ear headphone	116	\$9.44	Technology	Original	\$1,095.04
	Scholastic Scope (print and digital)	73	\$10.00	Instructional Materials	Original	\$730.00
	Scholastic Scope Shipping	1	\$78.08	Instructional Materials	Original	\$78.08

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper Case to support student learning	72	\$44.61	General Supplies	Original	\$3,211.92
	Chart Paper 2 pack	40	\$34.69	General Supplies	Original	\$1,387.60
	Student Binders	400	\$2.00	General Supplies	Original	\$800.00
	Boxes presharpended pencils for students for learning	60	\$9.00	General Supplies	Original	\$540.00
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$45,370.00	General Supplies	Original	\$45,370.00
	(Cyan) Printer Toner to print color academic reports for students and teachers	2	\$69.00	Technology	Original	\$138.00
	(Yellow) Printer Toner to print color academic reports for students and teachers	2	\$70.00	Technology	Original	\$140.00
	(Magenta) Printer Toner to print color academic reports for students and teachers	2	\$70.00	Technology	Original	\$140.00
	Colored copy paper to support and enhance instruction	181	\$4.00	General Supplies	Original	\$724.00
	(Black) Printer Toner to print color academic reports for students and teachers	2	\$85.00	Technology	Original	\$170.00
	Dividers	400	\$1.00	General Supplies	Original	\$400.00

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Dry Erase Answer Paddles w/ Pen & Erasers (set of 9)	30	\$62.23	General Supplies	Amendment	\$1,866.90
	Dry Erase markers (12 pack)	50	\$9.00	General Supplies	Amendment	\$450.00
	Alcohol Swabs 100/pk (to clean Headphones)	100	\$9.00	General Supplies	Amendment	\$900.00
	Large Command Hooks 14/pk (for Headphones)	18	\$13.00	General Supplies	Amendment	\$234.00
	Top Score materilas to support writing in grades 6-8th with online resources and PD	1	\$5,118.75	Instructional Materials	Amendment	\$5,118.75
	Student Binders	800	\$2.00	General Supplies	Amendment	\$1,600.00
	Cardstock	10	\$13.00	General Supplies	Amendment	\$130.00
	Reduced Allocation after Survey 3	-1	\$11,224.65	General Supplies	Amendment	-\$11,224.65
	Reclassified Top Score Digital Grades 6-8- moved to online subscriptions	-3	\$750.00	Instructional Materials	Budget Transfer	-\$2,250.00
Resource Teacher	Resource teacher will provide support to students in need of individualized remediation and support teachers in providing interventions, advocating and monitoring interventions to support student learning.					
Extra Periods	To enable two teachers to deliver content to students that are scoring in the lower levels of the content areas, 6 staff, all core academic content areas, grades 6-8					

## Action Step: Parent Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **\$8,151.70**

<b>Acct Description</b>	<b>Description</b>										
Computer HW; non-cap	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Color Printer for Coach to print data Lexmark CS521dn Color Laser Printer						1	\$524.71	Original	\$524.7	
Parent Support by School Staff	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	CLF-Translation services during parent trainings		1	\$23.00	1	1.5	2	Non-Certified	Original	\$68.00	
	Parent training 6-8 -January 2024		7	\$25.00	1	2.25	1	Certified	Original	\$394.00	
	Parent Training 6-8 October 2023		7	\$25.00	1	2.25	1	Certified	Original	\$394.00	
Enrichment Contracts	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Jurassic Parts - 2 hour Hands-on science night for parents and students.						1	\$800.00	Original	\$800.00	
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Supplies for parent trainings (clipboards, pens, pencils, cardstock, individual whiteboards, markers, erasers)			1	\$501.00	General Supplies		Original	\$501.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Student Planner Books (flat rate for 1200 books) to support school-home communication.	1	\$3,475.69	General Supplies	Original	\$3,475.69
	Toner ( 1 cartridge black) to printing of color iReady and EDW reports for parents	2	\$85.00	Technology	Original	\$170.00
	Bright Color Copy Paper (ream) to support school-home communication.	5	\$4.97	General Supplies	Original	\$24.85
	Chart Paper 2 pack	5	\$34.69	General Supplies	Original	\$173.45
	Toner (1 cartridge each color - Magenta, Cyan, and yellow) to print color iReady and EDW reports for parents	6	\$70.00	Technology	Original	\$420.00
	School to Home folders	500	\$1.85	General Supplies	Amendment	\$925.00

## Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff for students' increased academic achievement.

**Budget Total: \$1,288.16**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Colored toner to print academic reports for students and teachers	6	\$70.00	Technology	Original	\$420.00
	Chart Paper 2 pack	5	\$34.69	General Supplies	Original	\$173.45
	Black toner to print academic reports for students and teachers	2	\$85.00	Technology	Original	\$170.00
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Color Printer for Coach to print data Lexmark CS521dn Color Laser Printer	1	\$524.71		Original	\$524.71

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.



## 1. Mission Statement

Western Pines Community Middle School's mission is to provide high-quality curriculum and instruction in a supportive and effective environment that enables students to meet the state's student academic achievement standards. We acknowledge the significance of creating a strong partnership with parents and community members in order to positively impact the students in our school. To foster effective parent involvement, the staff at Western Pines Comm Middle appreciates input from parents and community members in our decision-making and encourages everyone to join us in the activities outlined in this plan.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Philip Preddy	Principal
Liz Jimenez	Assistant Principal
Christina Stuart	Assistant Principal
Brenda Villalobos	TOSA
Linda Brenna	Parent
Mahrya Homack	Parent
Jennifer Schofield	Parent
Danielle Agudelo	Parent
Julie Highsmith	Parent
Tammi LeBlanc	Staff/ Treasurer II
Cindi Walker	Community Member
Michele Mongognia	Parent
Parker Harris	Student

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

Western Pines Comm Middle School members are selected based school awareness and parent needs. We ensure that the members selected are representative of the student population (ELL, ESE, Accelerated Coursework). We also request members to volunteer if they would like to participate and provide training's for parents. We utilized the ParentLink system and Weekly Newsletter to inform parents in multiple languages in order to ensure we are reaching out to all parents.

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

Western Pines Comm Middle School stakeholders are invited in developing our Schoolwide Plan. We invite our stakeholders to participate by attending meetings either virtually or in person. We held our CNA meetings for staff on 03/01/2023 and for stakeholders on 03/02/2023 with an agenda for Title 1 and an opportunity for discussion of the schools needs. Western Pines Comm Middle School Title 1 Annual meeting will be held on September 8, 2023 at 6:00 PM.

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

Western Pines Comm Middle School included stakeholders input into funding by disaggregating our school data and the needs of our students. It was determined that our staff, parents and families need support in preparing our students for academic success. We purchased iReady to support our ELA classes and we are having curriculum nights to inform parents of all the programs Western Pines Comm Middle School has to offer based on students' needs (remediation and enrichment opportunities).

Name	Title
Philip Preddy	Principal
Liz Jimenez	Assistant Principal
Christina Stuart	Assistant Principal
Brenda Villalobos	TOSA

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;

- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

September 8, 2023 at 6:00 PM in Western Pines Comm Middle School cafeteria.

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

Western Pines Comm Middle School will inform parents, teachers and the community members of the Annual Meeting by means of the school newsletter, website, letters home (backpack), marquee, parentlink, and invitations to the staff via email in multiple languages for all stakeholders.

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

In order to prepare for the Annual Meeting the following materials or supplies will be needed: A computer with a projector in order to host the meeting, a PowerPoint including what it means to be a Title I School, copies of Western Pines Comm Middle School Title I Schoolwide Plan, copies of the Parent and Family Engagement Plan, including the School-Parent Compact, special programs such as Migrant Education and McKinney-Vento, Parent's Right-to-Know, and other opportunities for parents. Additionally, translators will be needed to for our Spanish speaking families.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Skills for Learning and Life (SLL) Training

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

To prevent and intervene with bullying, Palm Beach School District uses the multi-tiered system of support (MTSS) embedded in the Response to Intervention (RTI) mode; to ensure intervention strategies are delivered with an increasingly higher intensity as school staff and student needs align with the District's SLL framework based upon required Health Instruction as outlined in Florida State Statute 1003.42(n)(4) and involves acquiring and effectively applying knowledge, attitudes, and skills of self-awareness and self-management, responsible decision-making, resiliency, relationship skills (including conflict resolution), and social awareness (including understanding and respecting other viewpoints and backgrounds).

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

The expected impact of this training is that parents and teachers are able to communicate with each other more smoothly in order to promote emotional, academic and behavioral support.

- What will teachers submit as evidence of implementation?

Sign-In Sheets Agenda Presentation/Hand-outs Teacher artifacts Teacher Training Evaluation Follow-up for teachers Reflection - Administration's analysis of teacher feedback and evaluation of staff training in SWP Tool

- Month of Training

August

- Responsible Person(s)

Brenda Villalobos

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Academic Standard Training

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

CPALMS is an online toolbox of resources and interactive tools that helps educators effectively implement teaching standards it is the State of Florida's official source for standards information and course descriptions. <https://www.cpalms.org/>

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

The expected impact of this training is that teachers and parents will be able to communicate to provide a learning partnership that promotes academic success.

- What will teachers submit as evidence of implementation?

Sign-In Sheets Agenda Presentation/Hand-outs Teacher artifacts Teacher Training Evaluation

- Month of Training

Ongoing October-February

- Responsible Person(s)

Brenda Villalobos

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- **Name of Training**

Skills for Learning and Life (SLL) Training

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

We will provide all stakeholders with an authentic Family Partnerships with families and school staff to have many meaningful opportunities to build relationships and collaborate to support students' life skills and academic development; Reinforce Character Education and build the skills necessary for students to meet Florida Character & Resiliency Education expectations.

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

Overview of District's Curriculum Framework i.e. social media tips, bullying, coping skills

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

The expectation is that all stakeholders have skills to support their children at home.

- **Date of Training**

October

- **Responsible Person(s)**

Brenda Villalobos

- **Resources and Materials**

Invitation Agenda Sign-in sheets Presentations Evaluations Handouts



- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training?

N/A

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Parent University Science Night

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

According to research science nights reinforce what is happening in the classroom while building a family-school partnership and support students success and review science curriculum standards.

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

We will have jurassicparts here to reinforce curriculum within the classroom. Jurassicparts was developed by certified teachers with science degrees. The programs are designed to excite and intrigue the minds of our audience. They ensure their programs are age appropriate and that each participant will have a memorable experience. Provide a Science Night that will include Stage Demonstrations with various experiments over a 2 hour period. SCINIGHT-S... Science Night - Loan of Specimens and Non-Consumable, provide six stations of various science related topics that would be relatable to middle school aged students. Station topics may include Rocks & Minerals, Animal Anatomy, Animal Classification, Shark Biology, Florida Fossil History, Energy Experience, etc.

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

To improve student academic achievement with the partnership among the school, parents and community.

- Date of Training

December 2023

- Responsible Person(s)

Brenda Villalobos

- Resources and Materials

Smart Board

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Curriculum Parent University

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

To ensure parents understand the importance of celebrate diversity, nurture open minds, and allow students to take a global awareness home. Also, highlighting the significance of reading outside of the school environment and what strategies to best assist their children at home.

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

Stations will be set up to allow parents to explore each content area. Stations will include laptops with different computer programs such as iReady, IXL(Math and Science), Reading Plus, Plickers (Civics). Also, an overview of PAPER which is an online tutoring service that is available 24/7.

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

To offer parents with an overview of standards and what to expect with FAST according to the curriculum and how to best support their children at home.

- Date of Training

February

- Responsible Person(s)

Brenda Villalobos

- Resources and Materials

Agenda Sign In Sheets Handouts Powerpoint Presentation Smartboard Laptops for stations

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

### 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

ESOL/ELL

- Describe how agency/organization supports families.

Western Pines will hosted 2 parents nights and provide resources by our multicultural department and vital information as it pertains to our migrant and ELL population. Our CLF will also be present to provide translation if needed and inform parents how they support their children within the school setting.

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

Flyers Presentation Newsletters

- Frequency

Twice a year

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

Any assistance with the following as needed -Uniforms -Housing Referrals -Transportation -Food Assistance

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

Newsletters Sample of Referrals Log distribution

- Frequency

As needed throughout the year

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

- Name of Agency

Professional Development

- Describe how agency/organization supports families.

To provide teachers with content based professional development through subject area on what they need in an easy-to-access and easy-to-utilize manner and support families with any questions, comments and/or concerns.

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

Email Presentation List Resources

- Frequency

As needed throughout the year

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

At Western Pines we communicate with our community in various ways Annual Title 1 Meeting, student announcements, monthly SAC meetings, website, newsletters sent via (text messages/email), parentlink callouts, parent training's, and parent conferences. Teachers will post on their google classroom and/or post a flyer showing the dates and times of our tutorials in their classroom.



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

Invitations Flyers Newsletters Photo of Marquee

- Description

Western Pines Comm Middle School will inform parents about the curriculum and expected proficiency levels through the use of SIS Gateway, report cards, progress reports, open house, SAC meetings, parent conferences, tutorials, and parent trainings. Throughout the school year, these various methods will ensure that families are aware of the expectations their students must meet in order to be successful.

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

Open house/curriculum night presentation Grade level goals per content area Parentteacher conference notes

- Description

Western Pines Comm Middle School will inform parents about forms of academic assessment used to measure student progress and achievement levels of State academic standards through the use of progress reports, SAC meetings, and SIS Gateway Gradebook utilizing district benchmark assessments. Throughout the school year, various methods will ensure that families are aware of the expectations their students must meet in order to graduate from high school. Detailed reports for student assessments for FAST/EOC are sent home with students and posted on SIS Gateway.

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

Progress reports Assessment results (FSA, Diagnostic, iReady, RRR, etc.) LEP meeting sign-in sheets

- Description

We will announce opportunities for parents to participate in decision-making related to the education of their children by means of the weekly newsletter, marquee, parent link call out, the school website, flyers, and invitations. At the Title 1 Parent Meeting we will explain the purpose of SAC and invite stakeholder to assist in the decision making towards are school goals. We will encourage attendance at parent conferences, annual stakeholder meeting and our Parent Input Meeting.

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

Title I Annual meeting invitation Sign-in sheets SAC meeting invitations and sign-in sheets

- Description

We will offer our meetings and trainings in the evening in order to support our working families. We will also offer CLF services for our meetings, trainings, and activities in order to ensure there is not a language barrier. We will provide a link to parents that may not be able to attend in person.

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

Agenda Newsletters Marquee photos

## **Accessibility**

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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**

Western Pines Comm Middle School will have staff members present that are fluent in students' native language to assist with translation. Materials and resources will be translated in students' native language.

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

Agendas Flyers Sign-in sheets FY 24 Compact/PFEP Summary

- **Description**

Western Pines Comm Middle School will provide full opportunities for participation in parental involvement activities for all parents and family members with disabilities. Our school campus is ADA compliant and offers availability of disabled parking, special seating during meetings, all restrooms are handicap accessible and our showers in our clinic are also handicap accessible.

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

Photos of handicapped parking Ramps Seating

- **Description**

Western Pines Comm Middle School will provide full opportunities for participation in parental involvement activities for all parents and family members with parent and families members of migratory children. We will survey our families and provide migrant or any other resources needed.

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

Annual meeting presentation Flyer of services Flyer of services offered translated letters CLF/sign language facilitator timesheets

- Description

Social Services facilitator will be present daily at school site to assist with parents and families experiencing homelessness. Calls may be made to notify families of meeting times and meetings will be posted to website for those that can not attend. We will survey our families and provide migrant or any other resources needed. We will survey our families and provide McKinney Vento or any other resources needed.

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

Copy of referral Email seeking support for families Flyers Annual meeting presentation

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

- Name of Activity

N/A

### 2. Activity #2

- Name of Activity

N/A

### 3. Activity #3

• Name of Activity

N/A

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

### 1. Building Students' Non-Academic Skills

Non Academic skills are just as important, if not more important that academic skills and abilities. During our Tiger Time every other day, we offer lessons that each teacher delivers that addresses coping skills, social emotional needs, resilience and persistence. Students work on goal setting, study habits and organizational skills. Teachers are provided with a calendar that has links to lessons that have been prepared by our counselors to address the non academic skills that our students need in order to be successful. In addition, teachers and counselors deliver lessons in classrooms every month that address the importance of mental health and promotes developing healthy habits. District requirement: SLL MUST be taught during Tiger Time on DAYS 1,4 School Counselor will be participating in lesson on rotating basis Teacher referral for counseling Email/chat/cell vs referral form Student self-referral for counseling (NEW) Parent Training (NEW) College Fridays (RETURNING) Mental Health Mandatory Lessons (NEW format) Character Now instruction focuses on six themes to organize charter education program: 1. Showing Empathy and Kindness 2. Being Responsible 3. Having a Growth Mindset 4. Demonstrating Trustworthiness 5. Demonstrating Respect 6. Being a Good Citizen All faculty and staff teach, review and enforce the school-wide expectation matrix based on PBIS, on "ROAR"! R "Respect yourself and others, O "Own your grades and actions", A "Always be safe on campus at all times, and R "Reach your goals!"

## **SBT/MTSS Implementation**

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

SDPBC's core curriculum includes six units of study using McGraw Hill StudySync instructional materials in addition to ancillary materials/texts that build background and infuse statutory mandates. The core curriculum is framed around different components of Balanced Literacy, Multi-Tiered System of Supports (MTSS), and the Focused Instructional Model (FIM), each of which are supported by strong evidence. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 1 core curriculum services (time and focus) may differ by school. Core curriculum: is aligned to Florida's B.E.S.T. ELA Standards addresses reading comprehension, vocabulary, text-based writing, speaking and listening, and language consists of print-rich, on grade-level, culturally relevant and high-interest texts provides whole group and explicit, systematic, scaffolded differentiated instruction allows multiple opportunities for practice and application of standards-based instruction, literacy skills and strategies with meaningful texts/contexts incorporates writing in response to reading promotes gradual release of information through the sequence of modeled instruction, guided practice, and Independent practice embeds ongoing formative assessments at varying points of instruction uses a variety of progress monitoring tools such as curriculum-based measures utilizes Tier 1 interventions and strategies for all students includes resources for accommodations and scaffolds (i.e., ESOL, 504, IEP) includes resources for students with disabilities (i.e., Access Points Curriculum) provides multiple means of engagement, representation, and action/expression (i.e., UDL) Grades 6 - 12: When identifying students with a substantial deficiency in reading, the District follows this process: Review student's FAST ELA PM3. If the student scored a 1 or 2, administer the Reading Plus InSight Assessment to determine placement. If the student scored 2 or more years below grade-level on the Reading Plus Assessment, administer the HMH Phonics Inventory. On the HMH Phonics Inventory, If the student: scored 23 or above on the HMH Phonic Inventory (Developing or Advanced Decoder), place the student into an Intensive Reading class and a content area class with an appropriately trained teacher. scored 0 - 22 on the HMH Phonics Inventory (Pre- or Beginning Decoder). Place the student into an Intensive Reading class that includes a phonics-based intervention AND a content area class with an appropriately trained teacher or an additional period of Intensive Reading. Based on the data above, students receive either supplemental (tier 2) or supplemental (tier 2) and intensive (tier 3) district-approved reading interventions as indicated by the District's 6-12 Reading Placement decision tree. Intervention instruction must include the evidence-based programs and/or strategies that align with the student's IEP, ELL plan, or academic intervention plan and address their targeted skill gaps. Students receiving reading intervention have an ongoing record of progress monitoring if the student is performing below grade level. Students must continue to be provided with these interventions until the reading deficiency is remediated as measured by multiple sources of student data.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

*\*The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

Western Pines Community Middle School teachers utilize formative and informative data to drive instruction. We have a school-wide i We created a Standing PLC Schedule (List of Dates for Each subject to be put on master calendar) PLC Dates (both Dept & GL) and PLC Documentation Form. Our school participates in a school-wide ELA Initiatives: Vocab/Word of the Day On the announcements each morning Must be written on the board (LA will send out the list each 6 days) Use the word at least 1x per class period in context of the subj. Quiz during D5 Tiger Time through LA teacher's Google Classroom S.E.E.S Posters will be given for SS/LA/Reading rooms; training by ELA teachers Use and Refer to when applicable Big 7 Reading Strategies Will be printed and given to post in all classrooms; training by ELA teachers Use and referred to when applicable Appropriate rigorous classroom is aligned with DOK Question Stems Choose 5 higher order question stems and post where you will see them to prompt your questioning. Math/Science ELA SS Fine Arts Generic 1 & 2 & 3 & 4 DOK circle Conducting Data Chats Students receive in class direct/pull out services for ESE/ELL Progress monitoring class and grade level progress through Professional Learning Communities Implementing methods of instruction based on student's needs AICE IXL-Science iready- ELA Reading Plus- Intensive Reading Million Word Challenge Enrichment activities include SECME, Promise Club and academic games Before and Afterschool and/or tutorial programs are provided for enrichment and remediation ELA, Math, Science, IT and Medical. Middle School Course Recovery for identified students will also available during our Before and Afterschool programs.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;



- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

Western Pines offers 6-8th Gifted/Mixed ELA classes 8th grade elective - Global Perspectives PBC 9th graders are enrolled in AICE General Paper AICE track (7 courses in 3 yrs) = Bright Futures Scholarship Pre-Med 8th grade High School credit Pre-IT 8th grade High School credit Our school is working on inviting all of 8th grade visiting several college throughout Florida.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

## 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

With the goal of providing relevant professional development opportunities, we surveyed our faculty. Following are the most to least requested professional development activity options: -Game based learning/gamification of curriculum -Differentiation of instruction to reach all learners -Using Google Forms data for better understanding of student needs -Department/Grade Level PD - ex: BEST benchmarks, Performance Matters, EDW - Classroom arrangement for optimal learning -Improving communication with parents -Classroom management strategies - Ongoing training and coaching is provided to the district's strategic plan, Positive Behavior Support and ROAR Intervention Considerations Tier 1 Interventions Identify the behavior you want to address Choose from possible Tier 1 Interventions Review information for Intervention: why, when, and how to implement it Tier 2 Interventions Implement Tier 1 Interventions with fidelity Move to Tier 2 Interventions when data indicates no progress Tier 3 Interventions Data, Data, Data! Collect data on the progress or lack of progress at all tiers of intervention Use Tier 3 Intervention Techniques

# Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

## Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

## Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Recruitment: The school principal notifies district recruitment and retention staff of current vacancies and needs. The school principal creates a recruitment video which is shared on social media. The school principal supports growing teachers by supporting substitutes and academic tutors as they completed college and certification requirement. Principal attends teacher job fairs in Palm Beach County. Current teachers recruit teachers from within their circle of influence. A model coaching cycle is practiced to build teacher capacity. The principal practices an open door policy extending a welcoming invitation to staff, parents, students and community members. Retention: Teachers and academic tutors are eligible for opportunities for part time pay hours for the purpose of before/afterschool and Saturday tutorial. Veteran teachers are assigned to each new teacher. Talent Development and Leadership Opportunities: Teachers are afforded the opportunity to serve as grade level and/or content mentors, grade level, department and Professional Learning Community leaders. They also coordinate school based clubs and community and parent events. Ongoing professional development is facilitated by district, Regional and school based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the BEST standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/iReady for reading instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the BEST standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice.