
Title I Comprehensive Schoolwide Plan
CRESTWOOD COMMUNITY MIDDLE (1691)

ELA

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

1. List prioritized needs statements.

The priority according to FY22 FSA data shows that the percentage of students meeting high standards decreased by 1%. Our priority is to increase the percentage of students meeting high standards by 10 percent, from 52% to 62%.

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

Fidelity of implementation: Crestwood teachers have not been consistent in providing rigorous standards-based instruction. Teachers are not utilizing student performance data results (FSQs & USAs) to assess “where students are” and differentiate their instructional practices. Students who have been identified as being in our lowest 25% need explicit instruction with phonics and vocabulary and they have language skills and writing skills gaps. Lack of utilization of alternative assessments to measure student performance: Teachers are using standard criteria to determine student mastery of content. Lack of adaptive technology tools to tailor targeted students' academic instruction and monitor student progress. Minimizing the “gate keeper” mindset is also preventing academic growth because the number of students enrolled in advanced courses is minimal when compared to corresponding demographic percentages by ethnicity. Lack of parent engagement in student academic data chats: Teachers do not consistently engage parents in data chat discussions throughout the year to review their student's performance. Lack of motivation and poor attendance have negatively impacted students' grades and test scores.

3. Share possible solutions that address the root causes.

Our reading and language arts teachers are collaborating on literacy standards. Reading teachers will reinforce the ELA standards that are being taught in the language arts classroom. Specifically, these students will receive intensive reading support in addition to small group differentiated instruction. Infuse adaptive technology tools to tailor targeted students' academic instruction and monitor student progress. In our professional learning communities, teachers will participate in 1) SLL collaborative sessions to deepen their understanding of growth & fixed mindsets, efficacy, and relationship-building; 2) Course acceleration meetings to analyze placement criteria and identify academic barriers preventing "non-traditional" students from being enrolled in advanced courses. Teachers will participate in collaborative data sessions to learn how to utilize and interpret various data sources (district assessments, diagnostic data, grades, FSA, etc.) to determine student growth; 3) Increase the number of course sections to advance courses and use a variety of data sources to broaden selection criteria to increase student enrollment. Conduct grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences. Implement data chat discussions: Teachers meet one-on-one with students to review their performance data; Teachers work collaboratively with students in learning how to set individual academic goals, articulate their academic targets and monitor their progress. The school will provide parents their SIS username and password in the first few weeks of school to access student biweekly and mid-progress reports. Continue to provide interactive, technology-based activities to provide opportunities for students to learn and strengthen literacy skills. During the initial Parent/Teacher conference: parents should be provided with an overview of their child's test scores, current performance levels and resources to increase student performance in English Language Arts.

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

Crestwood MS will inform families about curriculum, forms of assessments and resources via Choice curriculum night, parent trainings, school flyers/mailings, Parentlink call-outs, postings to school website, Facebook, Twitter and parent-teacher conferences/data chats.

• Parent Training

Parents will receive training on the following: 1) Parents will be introduced to online district programs and learn how to utilize these resources to support their child's learning at home; 2) Parents will learn techniques in helping their students apply test-taking strategies to minimize test anxiety and build testing and endurance; 3) Parents will learn how to effectively address their students' needs in order to strengthen communication and foster positive relationships with their middle school child. Crestwood MS will offer flexible time for meetings, trainings and activities by offering differentiating times of school events and activities throughout the year, and coordinating child-care support with school-based clubs. These opportunities will be announced via school flyers/mailings, Parentlink callouts, postings to school website, Facebook, Twitter and parent-teacher conferences.

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

- **School**

The faculty and staff of Crestwood Middle School will work to strengthen the School-Parent Compact to support ELA as follows: Create a safe, academically-enriched learning environment. Respect and celebrate the cultural diversity of students and families. Provide ongoing communication with families and students through conferences, emails, SIS, agendas and newsletters. Promote a welcoming atmosphere where visitors are encouraged to become involved. Provide families with strategies, tools and resources that can be used to support academics, social and emotional needs.

- **Students**

The faculty and staff of Crestwood Middle School will work with students to strengthen the School-Parent Compact to support ELA as follows: Come to school every day on time, prepared, and ready to learn. Complete all assignments and ask for help when needed. Follow the motto, "Attitude determines Altitude." Report any concerns to the school and/or family member.

- **Parents**

The faculty and staff of Crestwood Middle School will work with parents to strengthen the School-Parent Compact to support ELA as follows: Ensure that the student is on time, attends daily, and follows the dress code policy. Monitor homework and communicate with teachers the needs of your child through their agendas. Inform CMS staff of any concerns regarding their child's academic success and request assistance as needed. Participate in parent trainings, conferences, events, and activities that support learning at home.

- **Staff Training**

Staff will receive training on the following: 1) Teachers utilize student performance data (i.e. FSQs, USAs, NGSQs) in conducting data chats with students. During these chats, students learn how to identify their academic targets, as well as set goals, and monitor their progress using data feedback strategies. The strategies listed are not the only things that have been successful in improving outcomes for students; 2) Parent-teacher conferences - teachers will review with parents their student's performance data – their individual academic targets and how the student's growth/progress is tracked. Using technology devices, teachers will share with parents online district programs and provide hands-on guidance in how to utilize these resources to support their child's learning at home; 3) Through professional learning opportunities, teachers are learning how to differentiate their instructional practices by implementing AVID/WICOR strategies that help students to develop learning, study, and academic behavioral skills that are essential to success in rigorous coursework, critical thinking and inquiry-based learning; 4) Lastly, all teachers are infusing literacy-based strategies into direct instruction of academic language in order to provide students with the necessary language to strengthen students' skills and increase proficiency within the discipline they are learning.

- **Accessibility**

Crestwood MS will ensure equity & access to academic programming & support in several ways: 1) Conducting grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences; 2) Community language facilitators will be available to translate at meetings to provide accommodations for parents & families with limited English proficiency. Documents in Spanish will be available; 3) Meetings will be held in a handicap accessible area to provide accommodations for parents & families with disabilities; 4) School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates.

Math

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

1. List prioritized needs statements.

The priority according to FY22 FSA data shows that the percentage of students meeting high standards in Math increased by 3%. Our top priority is to increase the percentage of students meeting high standards in Math by 9%, from 53% to 62%.

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

Lack of utilization of alternative assessments to measure student performance. Teachers are using standard criteria to determine student mastery of content. Minimizing the “gate keeper” mindset when compared to corresponding demographic percentages by ethnicity. Lack of parent engagement in student academic data chats: Teachers do not consistently engage parents in data chat discussions throughout the year to review their student’s performance. Based on the FY22 FSA scores 77% of students in the 6th grade were not proficient in math skills across 5 strands, 95% of students in the 7th grade regular classes were not proficient in math skills across 5 strands, and 72% of students in the 7th grade advanced and the 8th grade were not proficient in math skills across 4 strands. Not proficient includes levels 1,2, and 3 students. Lack of motivation and poor attendance have negatively impacted students' grades and test scores.

3. Share possible solutions that address the root causes.

Students who are identified as our Lowest 25% to participate in tutorials targeting standards that the students have not yet met or exceeded the threshold. These tutorials will be offered to students in grades 6th-8th. Infuse adaptive technology tools to tailor targeted students’ academic instruction and monitor student progress. Implement data chat discussions: Teachers meet one-on-one with students to review their performance data; Teachers work collaboratively with students in learning how to set individual academic goals, articulate their academic targets and monitor their progress. Math teachers develop instructional lessons that target specific math standards based on their performance data outcomes. Conduct grade level-academic parent nights in which teachers meet with parents to present, review & explain their student’s performance data; including student data performance discussions during parent-teacher conferences. The school will provide parents their SIS username and password in the first few weeks of school to access student biweekly and mid-progress reports. Continue to provide interactive, technology-based activities to provide opportunities for students to learn and strengthen math skills. During the initial Parent/Teacher conference: parents should be provided with an overview of their child’s test scores, current performance levels and resources to increase student performance in math. Students placed in accelerated math courses with level 3 FSA scores will be provided additional support with a math coach and/or through tutoring opportunities provided by the teachers of those courses. Math teachers will continue to use FSQ’s and USA’s as resource tools to differentiate instruction and utilize them as error analysis with students to increase knowledge and understanding of math skills.

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

- **Communication**

Crestwood MS will inform families about curriculum, forms of assessments and resources via Choice curriculum night, parent trainings, school flyers/mailings, Parentlink call-outs, postings to school website, Facebook, Twitter and parent-teacher conferences/data chats

- **Parent Training**

Parents will receive training on the following: 1) Parents will be introduced to online district programs and learn how to utilize these resources to support their child's learning at home; 2) Parents will learn techniques in helping their students apply test-taking strategies to minimize test anxiety and build testing and endurance; 3) Parents will learn how to effectively address their students' needs in order to strengthen communication and foster positive relationships with their middle school child. Crestwood MS will offer flexible time for meetings, trainings and activities by offering differentiating times of school events and activities throughout the year, and coordinating child-care support with school-based clubs. These opportunities will be announced via school flyers/mailings, Parentlink callouts, postings to school website, Facebook, Twitter and parent-teacher conferences.

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

- **School**

The faculty and staff of Crestwood Middle School will work to strengthen the School-Parent Compact to support Math as follows: Create a safe, academically-enriched learning environment. Respect and celebrate the cultural diversity of students and families. Provide ongoing communication with families and students through conferences, emails, SIS, agendas and newsletters. Promote a welcoming atmosphere where visitors are encouraged to become involved. Provide families with strategies, tools and resources that can be used to support academics, social and emotional needs.

- **Students**

The faculty and staff of Crestwood Middle School will work with the students to strengthen the School-Parent Compact to support Math as follows: Come to school every day on time, prepared and ready to learn. Complete all assignments and ask for help when needed. Follow the motto, "Attitude determines Altitude." Report any concerns to the school and/or family member.

- **Parents**

The faculty and staff of Crestwood Middle School will work with parents to strengthen the School-Parent Compact to support Math as follows: Ensure that the student is on time, attends daily, and follows the dress code policy. Monitor homework and communicate with teachers the needs of your child through their agendas. Inform CMS staff of any concerns regarding their child's academic success and request assistance as needed. Participate in parent trainings, conferences, events and activities that support learning at home.

- **Staff Training**

Staff will receive training on the following: 1) Teachers utilize student performance data (i.e. FSQs, USAs, NGSQs) in conducting data chats with students. During these chats, students learn how to identify their academic targets, as well as set goals, and monitor their progress using data feedback strategies. The strategies listed are not the only things that have been successful in improving outcomes for students; 2) Parent-teacher conferences - teachers will review with parents their student's performance data – their individual academic targets and how the student's growth/progress is tracked. Using technology devices, teachers will share with parents online district programs and provide hands-on guidance in how to utilize these resources to support their child's learning at home; 3) Through professional learning opportunities, teachers are learning how to differentiate their instructional practices by implementing AVID/WICOR strategies that help students to develop learning, study, and academic behavioral skills that are essential to success in rigorous coursework, critical thinking and inquiry-based learning; 4) Lastly, all teachers are infusing literacy-based strategies into direct instruction of academic language in order to provide students with the necessary language to strengthen students' skills and increase proficiency within the discipline they are learning. Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) Crestwood MS will ensure equity & access to academic programming & support in several ways: 1) Community language facilitators will be available to translate at meetings to provide accommodations for parents & families with limited English proficiency. Documents in Spanish will be available 2) Meetings will be held in a handicap accessible area to provide accommodations for parents & families with disabilities 3) School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates.

- **Accessibility**

Crestwood MS will ensure equity & access to academic programming & support in several ways: 1) Conducting grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences; 2) Community language facilitators will be available to translate at meetings to provide accommodations for parents & families with limited English proficiency. Documents in Spanish will be available; 3) Meetings will be held in a handicap accessible area to provide accommodations for parents & families with disabilities; 4) School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates.

Science

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

1. List prioritized needs statements.

The priority according to FY 22 data shows that the percentage of students meeting high standards in Science decreased by 6%. Our priority is to increase the percentage of students meeting high standards by 17 percent, from 45% to 62%.

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

Fidelity of implementation. Crestwood teachers have not been consistent in providing rigorous standards-based instruction. Science teachers are not utilizing student performance data results (NGSQ's & USA's) to assess "where students are" and differentiate their instructional practices. Lack of utilization of alternative assessments to measure student performance. Teachers are using standard criteria to determine student mastery of content. Lack of parent engagement in student academic data chats. Teachers do not consistently engage parents in data chat discussions throughout the year to review their student's performance. Lack of motivation and poor attendance have negatively impacted students' grades and test scores.

3. Share possible solutions that address the root causes.

In our professional learning communities, analyze data, implement cross-curricular strategies and reteach standards in which students are performing below the threshold. The Science department meets with a district support staff member during their professional learning communities. Students who have been identified as being in our lowest 25% are attending tutorials targeting standards that the students have not yet met or exceeded the threshold. These tutorials will be offered for all 8th grade students during their academic boot camp time. Infuse adaptive technology tools to tailor targeted students' academic instruction and monitor student progress. Conducting grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data: Including student data performance discussions during parent-teacher conferences. The school will provide parents their SIS username and password in the first few weeks of school to access student biweekly and mid-progress reports. Continue to provide engaging activities and technology activities to provide opportunities for students to practice Science skills. During the initial Parent/Teacher conference: parents should be provided with an overview of their child's test scores, current performance levels and resources to increase performance in Science.

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

• Communication

Crestwood MS will inform families about curriculum, forms of assessments and resources via Choice curriculum night, parent trainings, school flyers/mailings, Parentlink call-outs, postings to school website, Facebook, Twitter and parent-teacher conferences/data chats

- **Parent Training**

Parents will receive training on the following: 1) Parents will be introduced to online district programs and learn how to utilize these resources to support their child's learning at home; 2) Parents will learn techniques in helping their students apply test-taking strategies to minimize test anxiety and build testing and endurance; 3) Parents will learn how to effectively address their students' needs in order to strengthen communication and foster positive relationships with their middle school child. Crestwood MS will offer flexible time for meetings, trainings and activities by offering differentiating times of school events and activities throughout the year, and coordinating child-care support with school-based clubs. These opportunities will be announced via school flyers/mailings, Parentlink callouts, postings to school website, Facebook, Twitter and parent-teacher conferences.

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

- **School**

The faculty and staff of Crestwood Middle School will work to strengthen the School-Parent Compact to support Science as follows: Create a safe, academically-enriched learning environment. Respect and celebrate the cultural diversity of students and families. Provide ongoing communication with families and students through conferences, emails, SIS, agendas and newsletters. Promote a welcoming atmosphere where visitors are encouraged to become involved. Provide families with strategies, tools and resources that can be used to support academics, social and emotional needs.

- **Students**

The faculty and staff of Crestwood Middle School will work with students to strengthen the School-Parent Compact to support Science as follows: Come to school every day on time, prepared and ready to learn. Complete all assignments and ask for help when needed. Follow the motto, "Attitude determines Altitude." Report any concerns to the school and/or family member.

- **Parents**

The faculty and staff of Crestwood Middle School will work with parents to strengthen the School-Parent Compact to support Science as follows: Ensure that the student is on time, attends daily and follows the dress code policy. Monitor homework and communicate with the teacher the needs of your child through their agendas. Inform CMS staff of any concerns regarding their child's academic success and request assistance as needed. Participate in parent trainings, conferences, events and activities that support learning at home.

- **Staff Training**

Staff will receive training on the following: 1) Teachers utilize student performance data (i.e. FSQs, USAs, NGSQs) in conducting data chats with students. During these chats, students learn how to identify their academic targets, as well as set goals, and monitor their progress using data feedback strategies. The strategies listed are not the only things that have been successful in improving outcomes for students; 2) Parent-teacher conferences - teachers will review with parents their student's performance data – their individual academic targets and how the student's growth/progress is tracked. Using technology devices, teachers will share with parents online district programs and provide hands-on guidance in how to utilize these resources to support their child's learning at home; 3) Through professional learning opportunities, teachers are learning how to differentiate their instructional practices by implementing AVID/WICOR strategies that help students to develop learning, study, and academic behavioral skills that are essential to success in rigorous coursework, critical thinking and inquiry-based learning; 4) Lastly, all teachers are infusing literacy-based strategies into direct instruction of academic language in order to provide students with the necessary language to strengthen students' skills and increase proficiency within the discipline they are learning.

- **Accessibility**

Crestwood MS will ensure equity & access to academic programming & support in several ways: 1) Conducting grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences; 2) Community language facilitators will be available to translate at meetings to provide accommodations for parents & families with limited English proficiency. Documents in Spanish will be available; 3) Meetings will be held in a handicap accessible area to provide accommodations for parents & families with disabilities; 4) School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates.

Social Studies

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

1. List prioritized needs statements.

The priority according to FY22 FSA data shows that the percentage of students meeting high standards in Civics increased by 6%. Our priority is to increase the percentage of students meeting high standards by 5 percent, from 69% to 74%.

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

Fidelity of implementation: Crestwood teachers have not been consistent in providing rigorous standards-based instruction. Teachers are not utilizing student performance data results (FSQs & USAs) to assess “where students are” and differentiate their instructional practices. Students who have been identified as being in our lowest 25% need explicit instruction with phonics and vocabulary and they have language skills and writing skills gaps. Lack of utilization of alternative assessments to measure student performance: Teachers are using standard criteria to determine student mastery of content. Lack of adaptive technology tools to tailor targeted students' academic instruction and monitor student progress. Minimizing the “gate keeper” mindset is also preventing academic growth because the number of students enrolled in advanced courses is minimal when compared to corresponding demographic percentages by ethnicity. Lack of parent engagement in student academic data chats: Teachers do not consistently engage parents in data chat discussions throughout the year to review their student's performance. Lack of motivation and poor attendance have negatively impacted students' grades and test scores.

3. Share possible solutions that address the root causes.

In our professional learning communities, teachers will work collaboratively to plan and develop lessons focused on targeted strategies aligned to the standards, implement concrete, actionable goals to strengthen standards-based instructional practices and monitor progress of plans to determine impact on student achievement. Teachers will participate in collaborative data sessions to analyze student performance data results, identify students' strengths & areas needing improvement; determine achievement targets and develop progress monitoring plans to track student growth. Students who have been identified as being in our lowest 25% to participate in tutorials targeting standards that the students have not yet met or exceeded the threshold. These tutorials will be offered for all students grades 6th-8th. Our Social Studies and English-Language arts teachers are collaborating on literacy standards. Social Studies teachers will reinforce the ELA standards that are being taught in the language arts classroom. Specifically, these students are receiving intensive reading support in addition to small group differentiated instruction. Infuse adaptive technology tools to tailor targeted students' academic instruction and monitor student progress. In our professional learning communities, teachers will participate in 1) SLL collaborative sessions to deepen their understanding of growth & fixed mindsets, efficacy, and relationship-building; 2) Course acceleration meetings to analyze placement criteria and identify academic barriers preventing "non-traditional" students from being enrolled in advanced courses. Teachers will participate in collaborative data sessions to learn how to utilize and interpret various data sources (district assessments, diagnostic data, grades, FSA, etc.) to determine student growth. Conduct grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences. Implement data chat discussions: Teachers meet one-on-one with students to review their performance data; Teachers work collaboratively with students in learning how to set individual academic goals, articulate their academic targets and monitor their progress. Conduct a family game night . Each department presents content related games. Community Service night. Make opportunities for students to go out and help the community. Example Forgotten Soldiers - students would pack boxes for service members. The school will provide parents their SIS username and password in the first few weeks of school to access student biweekly and mid-progress reports. Continue to provide interactive, technology-based activities to provide opportunities for students to learn and engage in Social Studies related content. During the initial Parent/Teacher conference: parents should be provided with an overview of their child's test scores, current performance levels and resources to increase student performance in Social Studies content.

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

- Communication

Crestwood MS will inform families about curriculum, forms of assessments and resources via Choice curriculum night, parent trainings, school flyers/mailings, Parentlink call-outs, postings to school website, Facebook, Twitter and parent-teacher conferences/data chats.

- **Parent Training**

Parents will receive training on the following: 1) Parents will be introduced to online district programs and learn how to utilize these resources to support their child's learning at home; 2) Parents will learn techniques in helping their students apply test-taking strategies to minimize test anxiety and build testing and endurance; 3) Parents will learn how to effectively address their students' needs in order to strengthen communication and foster positive relationships with their middle school child. Crestwood MS will offer flexible time for meetings, trainings and activities by offering differentiating times of school events and activities throughout the year, and coordinating child-care support with school-based clubs. These opportunities will be announced via school flyers/mailings, Parentlink callouts, postings to school website, Facebook, Twitter and parent-teacher conferences

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

- **School**

The faculty and staff of Crestwood Middle School will work to strengthen the School-Parent Compact to support Social Studies as follows: Create a safe, academically-enriched learning environment. Respect and celebrate the cultural diversity of students and families. Provide ongoing communication with families and students through conferences, emails, SIS, agendas and newsletters. Promote a welcoming atmosphere where visitors are encouraged to become involved. Provide families with strategies, tools and resources that can be used to support academics, social and emotional needs.

- **Students**

The faculty and staff of Crestwood Middle School will work with students to strengthen the School-Parent Compact to support Social Studies as follows: Come to school every day on time, prepared, and ready to learn. Complete all assignments and ask for help when needed. Follow the motto, "Attitude determines Altitude." Report any concerns to the school and/or family member.

- **Parents**

The faculty and staff of Crestwood Middle School will work with parents to strengthen the School-Parent Compact to support Social Studies as follows: Ensure that the student is on time, attends daily, and follows the dress code policy. Monitor homework and communicate with teachers the needs of your child through their agendas. Inform CMS staff of any concerns regarding their child's academic success and request assistance as needed. Participate in parent trainings, conferences, events, and activities that support learning at home

- **Staff Training**

Staff will receive training on the following: 1) Teachers utilize student performance data (i.e. FSQs, USAs, NGSQs) in conducting data chats with students. During these chats, students learn how to identify their academic targets, as well as set goals, and monitor their progress using data feedback strategies. The strategies listed are not the only things that have been successful in improving outcomes for students; 2) Parent-teacher conferences - teachers will review with parents their student's performance data – their individual academic targets and how the student's growth/progress is tracked. Using technology devices, teachers will share with parents online district programs and provide hands-on guidance in how to utilize these resources to support their child's learning at home; 3) Through professional learning opportunities, teachers are learning how to differentiate their instructional practices by implementing AVID/WICOR strategies that help students to develop learning, study, and academic behavioral skills that are essential to success in rigorous coursework, critical thinking and inquiry-based learning; 4) Lastly, all teachers are infusing literacy-based strategies into direct instruction of academic language in order to provide students with the necessary language to strengthen students' skills and increase proficiency within the discipline they are learning.

- **Accessibility**

Crestwood MS will ensure equity & access to academic programming & support in several ways: 1) Conducting grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences; 2) Community language facilitators will be available to translate at meetings to provide accommodations for parents & families with limited English proficiency. Documents in Spanish will be available; 3) Meetings will be held in a handicap accessible area to provide accommodations for parents & families with disabilities; 4) School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates.

Acceleration Success

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

1. List prioritized needs statements.

The priority according to FY22 EOC data shows that the percentage of students meeting high standards in Acceleration courses increased by 6%. Our priority is to increase the percentage of students meeting high standards by 5 percent, from 75% to 80%.

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

Minimizing the “gate keeper” mindset is also preventing academic growth because the number of students enrolled in advanced courses is minimal when compared to corresponding demographic percentages by ethnicity. Lack of utilization of alternative assessments to measure student performance: Teachers are using standard criteria to determine student mastery of content. Lack of parent engagement in student academic data chats: Teachers do not consistently engage parents in data chat discussions throughout the year to review their student’s performance & provide opportunities for students to be enrolled in rigorous academic courses. Lack of motivation and poor attendance have negatively impacted students’ grades and test scores.

3. Share possible solutions that address the root causes.

In our professional learning communities, teachers will participate in 1) SLL collaborative sessions to deepen their understanding of growth & fixed mindsets, efficacy, and relationship-building; 2) Course acceleration meetings to analyze placement criteria and identify academic barriers preventing “non-traditional” students from being enrolled in advanced courses. Teachers will participate in collaborative data sessions to learn how to utilize and interpret various data sources (district assessments, diagnostic data, grades, FSA, etc.) to determine student growth; 3) Increase the number of course sections to advance courses and use a variety of data sources to broaden selection criteria to increase student enrollment. Our acceleration and language arts teachers are collaborating on literacy standards. Acceleration teachers will reinforce the ELA standards that are being taught in the language arts classroom. Specifically, these students will receive intensive literacy support in addition to small group differentiated instruction. Conduct grade level-academic parent nights in which teachers meet with parents to present, review & explain their student’s performance data; Including student data performance discussions during parent-teacher conferences. Implement data chat discussions: Teachers meet one-on-one with students to review their performance data; Teachers work collaboratively with students in learning how to set individual academic goals, articulate their academic targets and monitor their progress. The school will provide parents their SIS username and password in the first few weeks of school to access student biweekly and mid-progress reports. Continue to provide interactive, technology-based activities to provide opportunities for students to learn and engage in accelerated content. During the initial Parent/Teacher conference: parents should be provided with an overview of their child’s test scores, current performance levels and resources to increase student performance in accelerated content.

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

- Communication

Crestwood MS will inform families about curriculum, forms of assessments and resources via Choice curriculum night, parent trainings, school flyers/mailings, Parentlink call-outs, postings to school website, Facebook, Twitter and parent-teacher conferences/data chats.

- **Parent Training**

Parents will receive training on the following: 1) Parents will be introduced to online district programs and learn how to utilize these resources to support their child's learning at home; 2) Parents will learn techniques in helping their students apply test-taking strategies to minimize test anxiety and build testing and endurance; 3) Parents will learn how to effectively address their students' needs in order to strengthen communication and foster positive relationships with their middle school child. Crestwood MS will offer flexible time for meetings, trainings and activities by offering differentiating times of school events and activities throughout the year, and coordinating child-care support with school-based clubs. These opportunities will be announced via school flyers/mailings, Parentlink callouts, postings to school website, Facebook, Twitter and parent-teacher conferences.

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

- **School**

The faculty and staff of Crestwood Middle School will work to strengthen the School-Parent Compact to support Acceleration as follows: Create a safe, academically-enriched learning environment. Respect and celebrate the cultural diversity of students and families. Provide ongoing communication with families and students through conferences, emails, SIS, agendas and newsletters. Promote a welcoming atmosphere where visitors are encouraged to become involved. Provide families with strategies, tools and resources that can be used to support academics, social and emotional needs.

- **Students**

The faculty and staff of Crestwood Middle School will work with students to strengthen the School-Parent Compact to support Acceleration as follows: Come to school every day on time, prepared, and ready to learn. Complete all assignments and ask for help when needed. Follow the motto, "Attitude determines Altitude." Report any concerns to the school and/or family member.

- **Parents**

The faculty and staff of Crestwood Middle School will work with parents to strengthen the School-Parent Compact to support Acceleration as follows: Ensure that the student is on time, attends daily, and follows the dress code policy. Monitor homework and communicate with teachers the needs of your child through their agendas. Inform CMS staff of any concerns regarding their child's academic success and request assistance as needed. Participate in parent trainings, conferences, events, and activities that support learning at home.

- **Staff Training**

Staff will receive training on the following: 1) Teachers utilize student performance data (i.e. FSQs, USAs, NGSQs) in conducting data chats with students. During these chats, students learn how to identify their academic targets, as well as set goals, and monitor their progress using data feedback strategies. The strategies listed are not the only things that have been successful in improving outcomes for students; 2) Parent-teacher conferences - teachers will review with parents their student's performance data – their individual academic targets and how the student's growth/progress is tracked. Using technology devices, teachers will share with parents online district programs and provide hands-on guidance in how to utilize these resources to support their child's learning at home; 3) Through professional learning opportunities, teachers are learning how to differentiate their instructional practices by implementing AVID/WICOR strategies that help students to develop learning, study, and academic behavioral skills that are essential to success in rigorous coursework, critical thinking and inquiry-based learning; 4) Lastly, all teachers are infusing literacy-based strategies into direct instruction of academic language in order to provide students with the necessary language to strengthen students' skills and increase proficiency within the discipline they are learning.

- **Accessibility**

Crestwood MS will ensure equity & access to academic programming & support in several ways: 1) Conducting grade level-academic parent nights in which teachers meet with parents to present, review & explain their student's performance data; Including student data performance discussions during parent-teacher conferences; 2) Community language facilitators will be available to translate at meetings to provide accommodations for parents & families with limited English proficiency. Documents in Spanish will be available; 3) Meetings will be held in a handicap accessible area to provide accommodations for parents & families with disabilities; 4) School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates.

Action Step: Classroom Instruction

Push-in academic support via small group instruction focusing on enrichment and students with intensive instructional needs.

Budget Total: \$243,331.02

Acct Description	Description								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Required for Classroom Teacher Positions	3	\$16.00	7	6.5	1	Original	\$2,184.00	
Classroom Teacher	Intensive Science Teacher will provide Science instruction for students in need of additional Science instruction based on student performance results.								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Science Grades 6-8 (ESE, ELL,L25). Tentative start date April 2024.	3	\$37.00	1	1	4	Certified	Original	\$444.00
	Students in grades 6-8 ELA, (including ESE, ELL,L25) will be provided extended learning opportunities to focus on skills needed to be successful in reading and math. Tentative start date April 2024	10	\$37.00	1	1	4	Certified	Original	\$1,480.00
	Civics/Social Studies Grades 6-8 (ESE, ELL,L25). Tentative start date April 2024	4	\$37.00	1	1	4	Certified	Original	\$592.00
Classroom Teacher	Intensive Math Teacher will provide math instruction for students in need of additional math instruction based on student performance results.								
Classroom Teacher	Intensive Reading Teacher will provide reading instruction for students in need of additional reading instruction based on student performance results.								
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Colored Paper	2	\$27.33	General Supplies			Original	\$54.66	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens	1	\$5.99	General Supplies	Original	\$5.99
	Copy Paper	2	\$53.99	General Supplies	Original	\$107.98
	Pencils (72/pack)	1	\$11.39	General Supplies	Original	\$11.39

Action Step: Parent and Family Engagement

Parents will be provided monthly meetings/trainings centered around support topics involving academic and social-emotional support strategies to enhance parent awareness and support of students' academic and behavioral needs.

Budget Total: \$4,864.98

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
Supplies	Student Agendas	1050	\$3.50	General Supplies	Original	\$3,675.00
	Copy Paper (case)	4	\$53.99	General Supplies	Original	\$215.96
	Woodburn Press pamphlets (includes shipping)	1	\$433.71	General Supplies	Original	\$433.71
	Pencils	2	\$11.39	General Supplies	Original	\$22.78
	Pens	2	\$5.99	General Supplies	Original	\$11.98

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Chart Paper	2	\$49.99	General Supplies	Original	\$99.98
	Highlighters	4	\$12.79	General Supplies	Original	\$51.16
	Folders	4	\$32.99	General Supplies	Original	\$131.96
	Index Cards	5	\$6.09	General Supplies	Original	\$30.45
	Refreshments for parent trainings	64	\$3.00	Program Supplies	Original	\$192.00

Action Step: Professional Development

Teachers will participate in collegial planning and data analyzation to plan for instruction.

Budget Total: **\$0.00**

Acct Description	Description
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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

Crestwood Middle School is committed to providing all students a world-class education with excellence and equity to empower each student to reach his or her potential. We will achieve our mission by:

- As a District, we are committed to dismantling racism and other systems of oppression and inequity. We will create equitable and inclusive schools that ensure students have what they need to be successful in school and life.
- As a District, we acknowledge the existence of - and will eliminate - systems, processes, and mindsets that perpetuate race, ethnicity, poverty, disability, language status, undocumented status, religious affiliation, gender identity, and sexual orientation as predictors of achievement.
- We are not “gender neutral” or “gender blind;” rather we seek to acknowledge the individual journey of every student as they explore their own gender.
- Cultivating a school culture where positive relationships with students are fostered in a safe and nurturing learning environment, where students can develop their voice, and acquire skills in taking ownership of their learning.
- Setting high academic standards and providing rigorous and individualized instruction to meet the needs of all students
- Ensuring all students are prepared to succeed in high school and their post-secondary endeavors
- Fostering a sense of community and service within our students through the implementation of civic-based initiatives

This will be accomplished through the continued enhancement of programs and services, strengthening of parent and community involvement and maintaining an open line of communication among all stakeholders.

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
Stephanie Nance	Principal
Melissa Kaliser	Assistant Principal
Martin Pasquariello	Assistant Principal
Claude Smith	Assistant Principal
Blanche Martin	Mathematics Department Instructional Leader
Andrea Ojeda	English-Language Arts Department Instructional Co-Leader
Desiree Bisignano	Social Studies Department Instructional Leader
Amanda King	Exceptional Student Education Department Instructional Leader
Karen Taccone	Business Partner
Carmen Campbell	Community Member
Jacqueline Alves	Teacher
Jose Rodriguez-Valdes	Support Employee
Beverly Wessel	Science Department Instructional Leader
Ashley Harris	English-Language Arts Department Instructional Co-leader
Jeneve Jarvis	Performing and Fine Arts Department Instructional Leader
Sheena Powell	Electives and Academies Department Instructional Leader
Alexa Lee	Parent

Name	Title
Joseph Anderson	Parent
Jim Spafford	Business Partner

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

The selection process was open to all stakeholders. All stakeholders received a summer newsletter announcing the selection process. In addition, all stakeholders were emailed via Parentlink and asked to respond to the Google form. Interested stakeholders were invited via email to attend the open planning meetings.

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

Stakeholders will be involved in jointly developing the Schoolwide Plan as follows: Stakeholders participated in focus groups to review and discuss components of the plan. During the meetings, stakeholders provided input which was documented in the plan. Planning meetings were held as follows: weekly admin. team meetings, which occurred on Tuesdays from 9:45 a.m. until 11:00 a.m.; monthly Academic Leadership meetings - January 25, 2023, February 22, 2023 and March 15, 2023 from 4:15 p.m. - 5:15 p.m. in the Crestwood MS media center; and monthly School Advisory Council meetings which occurred January 5, 2023, February 2, 2023 & March 2, 2023 from 6 p.m. until 7 p.m. in the media center - stakeholders had the option to attend face-to-face or virtually via google meet.

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

Stakeholders provided input as to how Title I funding will support parent and family engagement by participating in focus groups to review and discuss components of the plan. During the meetings, stakeholders provided input which was documented in the plan. Meetings were provided in the following forums: monthly Academic Leadership meetings and monthly School Advisory Council meetings. Based on the input from these meetings, it was determined that Title I funds will be used to support student agendas to improve parent communication and parent trainings would be focused on increasing parent involvement and social-emotional support: Goal Setting Strategies & Support and Understanding the Changing Dynamics as Students Matriculate Through the Middle School Journey.

Name	Title
Stephanie Nance	Principal
Claude Smith	Assistant Principal

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?

The actual date, time and location of the Annual Meeting is October 12, 2023 at 6:00 p.m. in the 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.).

We will notify parents, teachers and the community of the Annual Meeting via school marquee, Parentlink callout, and postings on the school website, Facebook and Twitter pages.

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

Resources that will be prepared for the Annual Meeting include: invitation, agenda, sign-in sheets, Title I Annual Meeting Powerpoint Presentation, copy of the FY24 Parent and Family Engagement Plan, including the FY24 School-Parent Compact; evaluations.

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

Cultivating Positive Parent Connections

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

Staff will learn the "Hamburger Method" - verbal language that will help promote academic, behavioral, and social-emotional attributes based on teacher observation and student performance.

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

The expected impact on family engagement is to establish and strengthen positive and ongoing communication between parents and teachers, and to provide parents with targeted areas to support their child's academic growth and development.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes as evidence of implementation of positive (balanced) communication between parents and teachers providing targeted areas to support their child's academic growth and development.

- **Month of Training**

September 2023

- **Responsible Person(s)**

Stephanie Nance, Claude Smith, Lisa Hutchins, Monika Pugh, Marianne Saa

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

TBD

- **Number of Participants**

The number of participants: 55 staff members

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

As a result of the training, teachers will be able to utilize a guided document that outlines the essential components discussed during parent-teacher conferencing. These essential components include: Identifying students' strengths, areas for improvement, academic support plan and progress-monitoring. This training aligns to our school mission statement which focuses on cultivating positive relationships with our students and parent-families.

- **Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?**

on

- **How do you know?**

We know teachers are implementing this strategy through our active participation in parent-teacher conferences.

- What went well with the training

What went well with the training: Teachers were able to collaborate with each other and share best practices in how they have utilized the strategy to cultivate positive relationships with their students and parents.

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

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Increasing Parent Awareness for Academic Monitoring (Setting Our Targets)

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

Staff will learn how to use the Performance Matters Unify database to review & discuss various data sources with parents, how teachers utilize the results to individualize student instruction, and how their child's student performance data impacts their academic achievement.

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

The expected impact on family engagement is to increase parent awareness of how data is used to monitor their child's academic progress and ways in which parents can support & monitor their child's development.

- What will teachers submit as evidence of implementation?

Teachers will submit completed Setting Our Targets: Action Planning and Time Task Calendar, student sample of completed Student Data Chat sheet, student performance data - district assessments, teacher-developed assessments, as evidence of implementation.

- Month of Training

October 2023

- **Responsible Person(s)**

Stephanie Nance, Martin Pasquariello, Melissa Kaliser, Claude Smith, Lisa Hutchins, Monika Pugh, Marianne Saa

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

TBD

- **Number of Participants**

The number of participants: 55 staff members

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

The teachers were able to use student performance data to identify targeted standards; teachers were able to learn how to facilitate students data chats and guide students on how to interpret their individual student data. The teachers were also able to review and provide a list of available resources to parents and students.

- **Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?**

on

- **How do you know?**

We know the teachers are implementing the strategy through instructional rounds that are conducted by school administration.

- **What went well with the training**

Teachers were excited to learn another technique that would help to increase student engagement and ownership of learning.

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

Improvements to be made: Provide a step by step guide for teaches to access their performance data within the data reporting platforms (EDW/SIS).
Provide a step by step guide for students to access their performance data within their student portal.

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

Understanding the Changing Dynamics of the Middle School Journey

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

Parents will learn Skills for Learning & Life (SLL) strategies such as problem solving skills, coping, managing emotions to learn to implement with their children at home, parents will learn how to identify social and emotional characteristics of students as they matriculate through middle school.

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

The interactive hands-on component of the training will include: Parent Roundtable discussions - Parents of older middle school students will share their experiences, strategies and effective "tips" with parents of younger middle school students; Parents of same grade level students will share their transition experiences from elementary to middle school; Parents will engage in role-play scenarios dealing with real life situations.

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

The expected impact of the training on student achievement is that parents will learn how to effectively address their students' needs in order to strengthen communication and foster positive relationships with their middle school child.

- Date of Training

October 19, 2023

- Responsible Person(s)

Stephanie Nance, Claude Smith, Lisa Hutchins, Monika Pugh, Marianne Saa, Chauncy Davis

- Resources and Materials

Resources and materials will include: Presentation, brochures, post-it notes, markers, pens, pencils

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$96.00

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Increasing Parent Awareness for Academic Monitoring

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

Parents will learn how to use the Student Information System (SIS) Parent Portal to learn how to access and interpret their child's student performance data, as well as gain an understanding of how their child's student performance data impacts their academic achievement.

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

The interactive hands-on component of the training will include: Navigation of Parent Portal to increase their awareness of how data is used to monitor their child's academic progress and ways in which parents can support & monitor their child's development, review of a student sample of a completed Student Data Chat form and learn how to access additional supplemental technology resources (i.e. CPalms, Paper, Reading Plus, IXL, Study Island).

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

The expected impact on family engagement is to increase parent awareness of how data is used to monitor their child's academic progress and ways in which parents can support & monitor their child's development.

- Date of Training

December 14, 2023

- Responsible Person(s)

Stephanie Nance, Claude Smith, Lisa Hutchins, Monika Pugh, Marianne Saa

- Resources and Materials

Presentation, Chromebook devices, Data Chat Sheets, brochures, post-it notes, markers, pens, pencils

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$96.00

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

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

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

Multicultural Department

- Describe how agency/organization supports families.

This department has provided us with translation of resources for the parents who speak languages other than English.

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

Staff training, translated documents and teacher lesson plans

- Frequency

As needed

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

- Name of Agency

Barnes & Noble

- Describe how agency/organization supports families.

This organization has provided Crestwood parents opportunities to celebrate student success through literacy in providing incentives to encourage reading.

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

Recognition banners, school-wide announcements via WCMS, School Facebook and Twitter websites

- Frequency

Annually

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

- Name of Agency

Kona Ice

- Describe how agency/organization supports families.

This organization has supported family centered events at Crestwood Middle School to encourage community and service within our families through the support of school based initiatives.

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

School wide announcements via WCMS, School Facebook and Twitter websites.

- Frequency

Annually

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**

Crestwood MS will provide families timely information about the Title I program via the Annual Title I parent meeting, parent trainings, Parentlink call-outs, postings to school website, Facebook, Twitter, school marquee and School Advisory Council meetings.

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

Screenshots of school website, school Facebook & scripts from Parentlink call-outs.

- **Description**

Crestwood MS will inform families about curriculum and proficiency levels via Choice curriculum night, parent trainings, Parentlink call-outs, postings to school website and parent-teacher conferences/data chats.

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

Scripts from Parentlink call-outs, screenshots of school website and conference notes from parent-teacher conferences.

- **Description**

Crestwood MS will inform parents about forms of academic assessments to measure student progress achievement levels via Open House, parent-teacher conferences/data, SIS Parent gateway notification and postings to school website.

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

Scripts from Parentlink call-outs, screenshots of school website and conference notes from parent-teacher conferences.

- **Description**

Crestwood MS will inform parents about opportunities to participate in decision making relating to the education of their children via school flyers, Parentlink call-outs, posting to school website, Facebook, Twitter and School Advisory Council (SAC) Meeting, Title I Annual Meeting, Stakeholder Meeting.

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

Screenshots of school webpage and social media snapshots, scripts from Parentlink call-outs, and copies of school flyers.

- Description

Crestwood MS will offer flexible time for meetings, trainings and activities by offering differentiating times (morning and afternoons; virtual-hybrid) of school events and activities throughout the year and coordinating child-care support with school-based clubs. These opportunities will be announced via school flyers, Parentlink call-outs, postings to school website, Facebook, Twitter and parent-teacher conferences.

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

Conference notes from parent-teacher conferences (as noting virtual or rescheduled meetings to accommodate parents), scripts from Parentlink call-outs, copies of school flyers, screenshots of school website (as modes of communication).

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**

Community language facilitators will be available to translate at meetings (parent/teacher conferences, SAC meetings, IEP/LEP meetings and parent trainings) to provide accommodations for parents and families with limited English proficiency. Communication will be translated.

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

Translated documents: School-Parent Compact, PFEP summaries, parent-teacher conference notes when translator attended, translated parent link messages.

- **Description**

Meetings will be held in a handicap accessible area to provide accommodations for parents and families with disabilities. We will arrange for hearing & vision interpreters to attend meetings. Designated staff members will be assigned to entry and exit areas to assist parents and families with disabilities.

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

Photos of meeting location(s) showing seating layout, audio enhancement, agendas, sign-in sheets.

- **Description**

When meeting with families, school counselors will provide families with a welcome packet that provides an overview of school programs, bell schedule, staff listing, clubs and other school-related items. School counselors will reach out to families and work with them to help ensure timely sharing of information so that parents can become more involved and remain apprised of all school updates. School counselors will make referrals as needed to the Migrant Education department as well as share information regarding available resources and support, such as school uniforms & school supplies distribution sites and immunization outreach locations. School counselors will make referrals as needed to outside agencies regarding mental health services as well as share information with families regarding available resources.

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

Conference notes, translated documents, referrals to Migrant department, referrals to outside agencies (mental health services).

- **Description**

School counselors will provide families with a welcome packet that provides an overview of school programs, bell schedule, staff listing, clubs and other school-related items. School counselors will collaborate with case managers to outline on-campus support plan and use information from the Student Housing Questionnaire (SHQ) to identify support & resources through the District and/or outside organizations. School counselors will provide information and make referrals to outside agencies regarding available resources and support, such as food banks, school uniforms & school supplies distribution sites and immunization outreach locations.

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

Conference notes on services/support provided, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered.

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**

Counselors Chat & Chew

- **Brief Description**

Counselors Chat & Chew is a quarterly meeting where the school counseling team provides an open virtual hybrid forum for parents to meet their child school counselor, engage with other parents, ask questions, and learn strategies.

2. Activity #2

• Name of Activity

All Pro Dads

• Brief Description

All Pro Dads is a quarterly meeting in which fathers, male caregivers, and guardians engage in collaborative activities with their child and other parents about various topics (i.e. how to maintain positive interactions with your child, listening to your child, and providing support at home).

3. Activity #3

• Name of Activity

N/A

• Brief Description

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

Crestwood MS builds students' skills outside of academic subject areas as follows:

- Crestwood staff will engage in annual Single School Culture training to ensure that relationship building is a clear priority throughout the school, by engaging with stakeholders to assess the current state of cultural awareness and student-teacher relationships.
- The School-wide Positive Behavior Support initiative focuses on providing students with opportunities to learn how to cultivate and engage in positive relations with peers, staff, and parents.
- Crestwood school counselors address social-emotional needs of students via group counseling sessions, in-class Skills for Learning and Life (SLL) lessons and school-based team meetings. Based on data and discussion, team members identify students who are in need of additional academic and/or social-emotional support.
- School counselors coordinate and organize the implementation of our Safe Schools-Peer Ambassadors programs, in which students are taught peer intervention and de-escalation skills designed to provide support to fellow peers experiencing conflict.
- Crestwood staff provides opportunities to celebrate student success via individual teacher recognition awards; through school-wide initiatives such as Honor Roll assemblies, which focus on the academic achievement of students.
- S.W.A.G. (Students With Amazing Growth) focuses on recognizing students who have shown improvement academically, behaviorally, or socially.
- Character Counts which recognizes students for demonstrating positive traits in caring, trustworthiness, honesty, etc.
- Performing Arts programs such as Spotlight on Young Musicians & Visual Arts competitions, in which students showcase their musicality and are recognized for their artistic talents.
- Administration will provide and demonstrate to faculty members strategies for gaining information about students' cultures and assure all teachers participate in the process of discussing and integrating culturally responsive instructional environments.
- Administration will provide professional development training and support for teachers who need help in devising methods and structures for cultivating learning environments where positive relationships with students are fostered in a safe & nurturing learning environment, where students can develop their voice, and acquire skills in taking ownership of their learning.

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

• An early warning system is in place at Crestwood Middle school. Indicators used in the system which are utilized are listed below: • Crestwood will ensure an effective multi-disciplinary team is in place to problem solve and create action plans. Interventions utilized in reading will include Level 1 students placed in an intensive reading course. Interventions utilized in math will include Level 1 math students placed in an intensive math course. • After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). There are 3 Tiers for supporting students: There are 3 Tiers in the process: Tier 1 implementation: All students in the CORE subjects: math, language arts, science and social studies receive instruction daily. All core subjects focus on three core actions: complex text, tasks and talk. During small group and differentiation teachers instruct on student's grade level. ELA students complete 4 iReady components every week and use Ready Florida workbooks in small groups. Tier 2: Students receiving academic services are enrolled in Intensive Reading where additional instructional support is set forth. Lessons are from iReady Tool Box, Small Group collaborative work with iReady Ready books and small group push in support with academic tutors. Students receiving Tier 2 behavior support receive guidance, mentoring, an individual behavior plan and are often referred to Mental health, DATA and/or Co-located support services. Tier 3: Students receiving academic services receive additional instruction focusing on the target set forth through SBT. This might include resources from iReady Tool Box, Small Group Just Words lessons, and small group push in support with Academic Tutors. This provides the child additional targeted instruction that focuses on his/her individual needs. Students receiving Tier 3 behavior support will have a Functional Behavioral Assessment implemented. • Administration will engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (in-class SEL support, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. • The school based team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments.

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.
- Courses/electives that are not considered core-content.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- 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

Crestwood ensures all students are provided with a well-rounded education as follows:

- Teachers will embed cultural activities within the curriculum and daily coursework.
- Crestwood's Afterschool programming facilitates opportunities for quality afterschool programs which ensure that students have access to engage in academics and recreation activities that help to develop students into healthy, well-adjusted and responsible individuals.
- Crestwood teachers will create conditions for learning that are student-centered, personalized learning environments.
- Crestwood teachers will conduct quarterly data chats with students; students will learn to articulate their academic targets, set goals, and monitor progress.
- Administration will provide professional learning opportunities in which teachers learn how to articulate, demonstrate, and teach the specific practices that reflect the application of a growth mindset culture, and rigorous, standards-based instruction.
- Teachers will clarify their expectations for positive, interpersonal interaction, and create the structures and processes to cultivate academic learning environments to help students take ownership of their learning through voice and choice.
- Students will learn how to analyze their own data, derive feedback, and partner in developing their plan for learning.
- Teachers will provide students the opportunity to participate in an in-school academic boot camp in which teachers provide differentiated instruction aligned to content standards for their grade level.
- Based on student data, administration will broaden the scope of selection criteria for placement in advanced courses and increase the number of course selections for advanced courses.
- Administration will conduct data chats with teachers to build teacher capacity and minimize the “gate-keeper” mindset through analysis of student data and review rigorous standards-based instructional practices.
- Crestwood staff will engage parents in data chat discussions to foster positive, academic relationships with parents and provide accessibility to a support system of services to promote safety and awareness.
- Administration will provide teachers opportunities to learn how to differentiate their instructional practices by implementing AVID-WICOR strategies that help students to develop learning, study, and academic behavioral skills that are essential to success in rigorous coursework, critical thinking, and inquiry-based learning.

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;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- 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

Crestwood builds students' awareness and readiness for postsecondary opportunities and the workforce as follows:

- Work collaboratively with feeder schools grades K-12 to develop an academic continuum that targets specific choice academies & programs to ensure a K-12 continuum within the local community schools.
- Offering of choice academies at the middle school that align to feeder school academies
- Collaborate with feeder high schools to host articulation activities that highlight choice academy pathways and opportunities for selection and placement.
- Partnership with local colleges and universities in providing annual College Day tours.
- Host an annual Career Day in collaboration with local business partners and community members.
- Choice Academy Night: Outreach to area feeder elementary schools to invite prospective new students and parents to learn more about academy programs.
- Eagle Marketing Initiative: Mobile marketing initiative in which academy team members and administration conduct academy presentations at local feeder schools to provide awareness and information regarding school programs.
- School-Based Field Experience: Partnerships with local colleges and universities to provide college interns opportunities to partner with master teachers and shadow classes to gain observation insight and experience.
- Professional development: Provide teachers opportunity to collaborate and build capacity via weekly professional learning communities and ongoing school-based and district professional development trainings.
- Fostering a sense of community and service within our students through the implementation of civic-based initiatives.
- Accelerated HS courses offered via on-campus virtual lab.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming

- 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
- Kindergarteners
- 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

Crestwood teachers and staff are provided with the following opportunities to improve the delivery of instruction and use of data to support instructional decisions as follows:

- Growth Mindset Culture: At each collaborative staff meeting, school administration engages instructional staff in activities which focus on the development of a deeper analysis of educators' mindsets and how those mindsets impact instructional practices, conditions for learning, and student-teacher relationships.
- Shadowing opportunities: Provided for new and veteran teachers to "shadow" master teachers in order to deepen pedagogical understanding and understanding of what effective content delivery "looks and sounds like."
- PLCs: Teachers participate in meetings three times a month to collaborate, deepen understanding of content standards, review student performance data, and align instruction. Teachers meet by common content area; research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed, in addition to teachers sharing best instructional practices
- Professional development: Teachers regularly participate in professional development trainings – departmental strategic planning meetings, district-led trainings: all trainings are tailored to each grade level/content area department.
- Provide teachers opportunities to engage in mentoring and coaching segments that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning and set high expectations for all school personnel, and include valid and reliable measures of performance.
- New teachers to Palm Beach County Schools participate in the Educator Support Program, which as a school-driven designed initiative, Crestwood "newbies" are supported by educator support teams that actively engage new teachers with daily chats, shadowing opportunities, professional development, mentoring, modeling, and coaching practices to establish a system of support for monitoring and accountability based on decisions made through collaboration and observed instructional practices.

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Crestwood recruits and retains effective teachers in the following ways:

- All beginning teachers are assigned a mentor and a buddy and are introduced to the Educator's Support Program. Crestwood administration attends District Job Fairs each year.
- Crestwood Administration will utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures and participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.
- Crestwood Administration will engage in recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events.
- New teachers to Palm Beach County Schools participate in the Educator Support Program (ESP), which as a school-driven designed initiative, Crestwood "newbies" are supported by educator support teams that actively engage new teachers with daily chats, shadowing opportunities, professional development, mentoring, modeling, and coaching practices to establish a system of support for monitoring and accountability based on decisions made through collaboration and observed instructional practices.
- Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
- School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
- Weekly Thank-A-Teacher recognitions via school social media sites and school news network
- Monthly Employee of the Month award
- Monthly Performance Award recognition
- Participation on interview committees for prospective staff members
- Opportunities to earn extra funds for tutoring, club and sports sponsorships
- Opportunities to be selected for teacher-leader positions (Department Chair, Learning Team Leader)
- Opportunities for referral to District leadership programs
- Summer collaborative instructional planning meetings