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**Title I Comprehensive Schoolwide Plan**  
**WYNNEBROOK ELEMENTARY SCHOOL (1391)**

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# ELA

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

## 1. List prioritized needs statements.

Wynnebrook Elementary school is dedicated to providing the necessary tools and climate to successfully advance intellectually, socially, and emotionally. Our philosophy is that every child has the ability to learn and achieve success. According to the STAR literacy assessment, 52.5% of our students in kindergarten and 30.5% of our first grade students are on track to meet the end of year grade level expectations. STAR reading indicates that 52% of our second grade students are on track to meet end of the year grade level expectations. According to the FY23 FAST PM2 assessment, ELA predicted proficiency rates in grades 3-5 demonstrated growth from PM1. Third grade students increased from 14% to 29%, fourth grade increased from 30% to 47%, and fifth grade students increased from 24% to 42%. While our proficiency school wide goal in ELA is 72% for PM3, we plan to close the achievement gap with additional instructional support. Among our students in 3-5, our ESE student subgroup averaged 50% on track for proficiency (59% non-ESE).

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

Students require differentiated personalized instruction in order to close achievement gaps and demonstrate growth. In addition, teachers require meaningful professional development and coaching by our SSCC to ensure consistent and effective literacy instruction is in every classroom. Teachers also require additional support within Professional Learning Communities to ensure classroom instruction aligns to the BEST standards.

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

In order to support remediation and small group instruction, additional resource teachers in all ELA classrooms is necessary. Furthermore, interventions must be administered when necessary in order to close achievement gaps. Afterschool tutorial will also provide supplemental instruction to support academic growth. Our ELA SSCC will provide additional coaching/support as well as ongoing PD to build teacher capacity in strategies to meet the needs of all students. The ELA SSCC will provide PD on reading strategies/interventions that would have a positive impact on all student subgroups. Through the utilization of data, we will be able to facilitate the deliberate practice of professional growth and development for teachers in order to support and monitor the progress of all students. ELA SSCC to explore resources aligned to BEST standards, create opportunities for ELA resource teachers to provide push in support, and building a culture of love for ELA.

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

Communication via ParentLink, flyers, and in-person/virtual meetings via Google Meet

- **Parent Training**

Provide parents with reading/writing parent trainings that provide them with the tools necessary to support their child's learning at home.

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

- **School**

Provide parent trainings to support the use of ELA strategies at home. Encourage students to participate the Book Buddy Program

- **Students**

Complete homework and Book Buddy logs by reading a minimum of 20 minutes every night.

- **Parents**

Attend parent trainings and hold students accountable for completing homework and Book Buddy Logs.

- **Staff Training**

Increasing parental involvement by understanding the needs of all of our students while addressing the individual barriers our families are faced with. Communicating data.

- **Accessibility**

Offer childcare for parent trainings, provide resources and contacts for homeless or migrant families, have translators present for trainings and parent/teacher conferences.

# Math

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

## 1. List prioritized needs statements.

Wynnebrook Elementary school is dedicated to providing the necessary tools and climate to successfully advance intellectually, socially, and emotionally. Our philosophy is that every child has the ability to learn and achieve success. According to the STAR PM2 math assessment, 60% (16.7% PM1) of our kindergarten students, 20% (30% PM1) of our first grade students, and 29% (23.5% PM1) of our second grade students are on track to meet end of year grade level expectations. FAST PM2 math data indicated 50% (40% PM1) of our third grader students, 52% (46% PM1) of our fourth grade students, and 48% (61% PM1) of our fifth grade students are on track for proficiency for PM3. Among our fourth grade AMP students, 100% are on track to demonstrate proficiency on PM3. Students represented within our ESE student subgroup in grades three through five averaged 41% for students on track to be proficient on PM3 (54% non-ESE).

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

Students require time to remediate skills/concepts that have yet to be mastered for both grade level standards and previous grade level standards in order to close achievement gaps. Students also need to obtain fluency of foundational skills. Teachers require meaningful professional development on the use of hands on manipulatives, differentiated instruction, remediation opportunities, and coaching on disaggregating data to drive instruction.

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

Students would benefit from after school tutorial in order to support the fluency of foundational skills. In order to support remediation and small group instruction, additional resource teachers in math classrooms is necessary in the form of: Differentiated instruction, manipulatives to support the needs of all learners, additional coaching from a math SSCC, utilization of data to facilitate the deliberate practice of professional growth and development for teachers in order to support and monitor the progress of all students. Math SSCC to build teacher capacity in core math instruction, remediation opportunities, data disaggregation, vertical planning, and opportunities for students to participate in extended learning. Math SSCC to explore resources aligned to BEST standards, create opportunities for math resource teachers to provide push in support, and building a culture of love for math.

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

- **Communication**

Communication via ParentLink, flyers and in-person/Google meet meetings.

- **Parent Training**

Provide trainings on how parents can support their child at home.

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

- **School**

Provide students with activities/materials to improve fact fluency.

- **Students**

Practice basic facts for addition, subtraction, multiplication, and division to build fact fluency

- **Parents**

Support the practice of fact fluency.

- **Staff Training**

Increasing parental involvement by understanding the needs of all of our students while addressing the individual barriers our families are faced with. Communicating data.

- **Accessibility**

Offer childcare for parent trainings, provide resources and contacts for homeless or migrant families, have translators present for trainings and parent/teacher conferences.

# Science

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

## 1. List prioritized needs statements.

Wynnebrook Elementary school is dedicated to providing the necessary tools and climate to successfully advance intellectually, socially, and emotionally. Our philosophy is that every child has the ability to learn and achieve success. According to the district diagnostic exam, 46% of our fifth grade students are predicted to achieve proficiency of a level three or higher on the SSA. An increase of 9% from the FY22 district diagnostic exam. Among our fifth grade students, 28% of our ESE student subgroup is predicted to achieve proficiency compared to 49.5% of our non-ESE students.

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

Providing explicit science instruction is grades K-4 with fidelity. Students also require reteaching of the fair game benchmarks covered in third grade and fourth grade. Lack of differentiated hands on instruction and professional development

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

Incorporating literacy strategies into science instruction. Additional support/resource teachers to provide small group instruction. After school tutorial. Additional coaching/support from SSCC. Utilization of data to facilitate the deliberate practice of professional growth and development for teachers in order to support and monitor the progress of all students. Purchasing supplemental resources (IXL).

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

### • Communication

Communication via ParentLink, flyers and in-person/virtual meetings.

### • Parent Training

Provide parent training on how they can help their child at home with science concepts.

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

- **School**

Provide opportunities for parents to attend science trainings/science night.

- **Students**

Pass along information to parents regarding science trainings/science night.

- **Parents**

Attend science night and parent trainings.

- **Staff Training**

How to communicate with parents on skills and strategies that would allow parents to incorporate science at home.

- **Accessibility**

Offer childcare for parent trainings, provide resources and contacts for homeless or migrant families, have translators present for trainings and parent/teacher conferences.

## **Action Step: Classroom Instruction**

Engage students in differentiated instruction, standards based, small group support and afterschool tutorials to provide targeted intervention to support students.

**Budget Total: \$202,195.00**

| <b>Acct Description</b> | <b>Description</b>   |                 |             |             |              |              |                  |             |              |
|-------------------------|--|-----------------|-------------|-------------|--------------|--------------|------------------|-------------|--------------|
| Tutorial                | <b>Item</b>  | <b>Quantity</b> | <b>Rate</b> | <b>Days</b> | <b>Hours</b> | <b>Weeks</b> | <b>Certified</b> | <b>Type</b> | <b>Total</b> |
|                         | After school - January-February - Grades 3-5 - ELA, Math Science   | 27              | \$37.00     | 2           | 2            | 8            | Certified        | Original    | \$31,968.00  |
|                         | After school - Grades 3-5 ELA for remediation - January-April 2024   | 1               | \$15.00     | 2           | 2            | 17           | Non-Certified    | Original    | \$1,020.00   |
| Resource Teacher        | Push-in, pull-out resource teacher will provide ELA small group intervention through differentiated instruction for 5th grade ELL and identified students needing remediation. |                 |             |             |              |              |                  |             |              |
| Resource Teacher        | Push-in, pull-out resource teacher will provide ELA small group intervention through differentiated instruction for 3rd grade ELL and identified students needing remediation. |                 |             |             |              |              |                  |             |              |

## Action Step: Parent Engagement

Provide a parent engagement program through communication and providing instructional strategies, including Kindergarten Round-Up and academic based parent trainings, for families to use at home to increase achievement.

**Budget Total: \$5,669.75**

| <b>Acct Description</b> | <b>Description</b> |                 |             |                    |             |              |
|-------------------------|--------------------|-----------------|-------------|--------------------|-------------|--------------|
| Supplies                | <b>Item</b>        | <b>Quantity</b> | <b>Rate</b> | <b>Supply Type</b> | <b>Type</b> | <b>Total</b> |
|                         | Copy Paper         | 15              | \$37.00     | General Supplies   | Original    | \$555.00     |
|                         | Chart Paper        | 17              | \$39.59     | General Supplies   | Original    | \$673.03     |



| <b>Acct Description</b> | <b>Description</b>                                   |                 |             |                         |             |              |
|-------------------------|--|-----------------|-------------|-------------------------|-------------|--------------|
|                         | <b>Item</b>  | <b>Quantity</b> | <b>Rate</b> | <b>Supply Type</b>      | <b>Type</b> | <b>Total</b> |
|                         | Color Paper  | 50              | \$3.95      | General Supplies        | Original    | \$197.50     |
|                         | File folders-box of 100                              | 20              | \$6.08      | General Supplies        | Original    | \$121.60     |
|                         | Pens-Pack of 12                                      | 14              | \$3.43      | General Supplies        | Original    | \$48.02      |
|                         | Pencils-Pack of 12                                   | 35              | \$1.61      | General Supplies        | Original    | \$56.35      |
|                         | Expo-Markers-Pack of 4                               | 8               | \$5.54      | General Supplies        | Original    | \$44.32      |
|                         | Chart markers- Set of 4                              | 7               | \$4.48      | General Supplies        | Original    | \$31.36      |
|                         | Card Stock-Ream                                      | 8               | \$16.32     | General Supplies        | Original    | \$130.56     |
|                         | Crayons-Set of 48                                    | 30              | \$3.69      | General Supplies        | Original    | \$110.70     |
|                         | Highlighters-Pack of 12                              | 11              | \$6.86      | General Supplies        | Original    | \$75.46      |
|                         | Ink  | 10              | \$41.95     | Technology              | Original    | \$419.50     |
|                         | Leveled books at various prices for parent trainings | 425             | \$5.00      | Instructional Materials | Original    | \$2,125.00   |
|                         | Shipping   | 1               | \$126.34    | General Supplies        | Original    | \$126.34     |
|                         | Post-its   | 11              | \$16.99     | General Supplies        | Original    | \$186.89     |
|                         | Pamphlets-set  | 1               | \$768.12    | General Supplies        | Original    | \$768.12     |

## **Action Step: Professional Development**

Conduct on-going professional development that will build expertise in curriculum, support the implementation of best practices, utilize data to drive instruction, and create data driven lessons.

Budget Total: \$216,960.00

| Acct Description                  | Description   |
|-----------------------------------|---|
| Single School Culture Coordinator | Single School Culture Coordinator (ELA Focus) provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Conducts professional development with teachers on best practices, guided reading, and other instructional strategies to meet the needs of all students.  |
| Single School Culture Coordinator | Single School Culture Coordinator (Math Focus) provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Conducts professional development with teachers on best practices, guided reading, and other instructional strategies to meet the needs of all students. |

## 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

The Parental Involvement Mission of Wynnebrook Elementary School is to involve all parents in the education of their children through parent trainings and informational meetings along with our “Reach Out” Resource Center. Research has found that students who have family support consistently achieve at higher levels. To accomplish this mission, trainings and informational meetings will be held at times convenient to our families. With the help of our business partners and volunteers, Wynnebrook Elementary has maintained an active community school which enhances student achievement.

## 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                             |
|-------------------|-----------------------------------|
| Suzanne Berry     | Principal                         |
| Juan Lizcano      | Assistant Principal               |
| Carlene Rejc      | Single School Culture Coordinator |
| Nicole Trampas    | Parent Liason                     |
| Nicole Brown      | Parent                            |
| Joseph VanderGast | Learning Team Facilitator         |
| Jovelle Gordon    | Teacher                           |
| Nicholas Dull     | Business Partner                  |

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

The procedure for selecting members representing stakeholders is to compile a group of people that represent administrators, teachers, parents, and business partners. All stakeholders were invited to the initial SAC meeting, and members were selected based on ability to attend meetings, involvement in activities, and by approval from other SAC members. All members contribute towards the success of the school and have different perspectives to offer. The members also represent the demographic makeup of our school student population to provide equity for all students.

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

The comprehensive needs assessment took place on February 23, 2023. Stakeholders were invited to review key findings from data, and prioritize the needs for the 23-24 school year. Each subject area was discussed, and the impact of Title I services and funding was reviewed. Stakeholders gave input on what additions they would like for the FY24 school year. Stakeholders will meet monthly to work on developing the Schoolwide Plan; the third Thursday of the month at 6:00 pm.

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

Stakeholders were provided data from the previous school year and reviewed the PFEP. An open conversation about strengths and weaknesses was conducted. Parents are supportive of Title I funding going towards resource teachers and tutorials, and requested parent trainings on reading, math, and writing. Parents would like to receive reminders of upcoming trainings or meetings through ParentLink texts, call-outs, and paper flyers.

| Name              | Title                             |
|-------------------|-----------------------------------|
| Suzanne Berry     | Principal                         |
| Juan Lizcano      | Assistant Principal               |
| Carlene Rejc      | Single School Culture Coordinator |
| Joseph VanderGast | Learning Team Facilitator         |

## Annual Parent Meeting

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

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

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

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

September 21, 2023 6pm via Google Meet and In-person

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

ParentLink call-out, texts, and flyers

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

PowerPoint Presentation, handouts, parent evaluation, agenda, sign in sheet Handouts including the Schoolwide Plan, Parent and Family Engagement Plan and the School-Parent Compact.

## 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

Diverse learners training

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

Teachers will be able to develop the confidence and competence to work with our families to implement effective strategies that can be used at home to support the needs of our diverse learners. Teachers will engage in differentiation activities based on the needs of the students in order to support academic growth. Our families will be equipped with specific skills, strategies, and resources specific to preferred learning modalities of their child.

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

Teachers will focus on providing parents with strategies to support the various learning modalities of our diverse student population. Parents will gain the knowledge and ability to chunk homework assignments, utilize whisper reading, repeating, clarifying, and summarizing homework expectations, utilizing visual resources, and using hands on manipulatives to assist with assignments at home. If parents and teachers are both utilizing resources to support the needs of our diverse learners, student achievement is likely to increase.

- What will teachers submit as evidence of implementation?

Parent conference notes, progress monitoring updates

- Month of Training

August

- Responsible Person(s)

Suzanne Berry, Juan Lizcano, Carlene Rejc, Joseph VanderGast

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers 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. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Skills for Learning and Life at home



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

Teachers will be able to communicate effective strategies as well as resources with families that strengthen teaching and learning of academic content, builds confidence, supports mental health, and enables youth and adults to overcome challenges.

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

Families will be equipped with strategies and resources to motivate and encourage learning at home by focusing on the specific skills for learning and life.

- What will teachers submit as evidence of implementation?

Parent teacher conference notes.

- Month of Training

November

- Responsible Person(s)

Suzanne Berry, Juan Lizcano, Carlene Rejc, Joseph VanderGast

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

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers 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

## 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

Reading Parent Training

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

Parents will be able to support their child's learning at home by encouraging the use and implementation of specific reading strategies in order to meet their child's learning needs. Parents of kindergarten through second grade students will learn how to support their child's ability to recognize letters, sight words, and phonics. Parents of third through fifth grade students will learn how to support their child's ability to identify main idea, key details, compare and contrast, and how to use context clues to determine the meaning of unfamiliar words.

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

Parents will receive grade level appropriate folders containing resources such as sample questions and activities to implement with their child at home.

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

As a result of this training, increased parental involvement will increase student achievement.

- Date of Training

October 19, 2023

- Responsible Person(s)

Suzanne Berry, Juan Lizcano, Carlene Rejc, Joseph VanderGast

- Resources and Materials

Folders with grade appropriate resources, Google Slideshow, cardstock, copy paper, folders, agenda, pens, computer and projector, evaluations.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 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

Math Parent Training

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

Parents will be able to support their child's learning at home by developing the confidence and understanding of math strategies in order to better meet the needs of their child. Parents of kindergarten through second grade students will be exposed to the math standards in parent friendly terms and will learn how to math numbers with 1:1 correspondence as well as strategies associated with adding and subtracting. Parents of third through fifth grade students will also be exposed to the standards in parent friendly terms and will learn strategies associated with multiplication and division such as area model, distributive property, and the standard algorithm to increase fluency. Parents in all grade levels will receive resources containing activities that can be implemented at home in order to close achievement gaps.

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

Parents will engage with strategies that are grade level appropriate through modeling, scaffolding, and individual practice in order to implement the strategies learned at home with their child.

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

Parents will develop the skills and strategies necessary to support the learning of math at home while increasing student achievement.

- Date of Training

January 18, 2024

- **Responsible Person(s)**

Suzanne Berry, Juan Lizcano, Carlene Rejc, Joseph VanderGast

- **Resources and Materials**

Folders with grade appropriate resources, flashcards, anchor charts with strategies, multiplication tables, samples of student work, copy paper, pens, computer and projector, easel, evaluations

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

TBD

#### 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

Writing Parent Training

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

In order to support student learning at home, parents will learn the foundational skills necessary to write complete sentences, paragraphs, and the structure of an essay.

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

Parents will interact with writing rubrics in addition to practicing strategies that increase their child's ability to write.

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

Parents will develop their ability to assist with writing strategies at home. As a result, they will contribute to improved student achievement.

- Date of Training

February 15, 2024

- Responsible Person(s)

Suzanne Berry, Juan Lizcano, Carlene Rejc, Joseph VanderGast

- Resources and Materials

Folders with grade level appropriate resources, cardstock, copy paper, agenda, evaluations, pens, computer and projector.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 6. Reflection/Evaluation of Training #3

- 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

## 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

Mckinney Vento

- Describe how agency/organization supports families.

Support families that are experiencing homelessness such as school transportation, counselling, school supplies, and uniforms.

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

Emails, brochures, and flyers

- Frequency

As needed

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

- Name of Agency

Back to Basics Program

- Describe how agency/organization supports families.

Provides families with a holiday gift of sneakers, undergarments, socks, and a toy. Also provides uniforms at the beginning of the school year.

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

Partnership agreement, thank you letters

- Frequency

As needed

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

- Name of Agency

Royal Palm Flooring

- Describe how agency/organization supports families.

Royal Palm Flooring continuously supports our school by going out of their way to assist our community/students in meeting their needs. This organization supports our families by providing funds to purchase school supplies and sponsoring students to participate in the Washington D.C. field trip.

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

Thank you letters, press releases

- Frequency

As needed

## 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

ParentLink emails, ParentLink texts, annual meeting, PTA/SAC meetings, and paper flyers will be provided to families in a format and language parents can understand.

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

Flyers sent home, stickers in student agendas

- Description

Open house, Curriculum night, PTA/SAC meetings, progress reports, report cards, parent trainings, and parent/teacher conferences.

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

Curriculum night powerpoints, parent/teacher conference notes, PTA/SAC meeting agenda

- Description

SIS gateway, Performance Matters student online portal, open house, curriculum night, progress reports, report cards, parent trainings, PTA/SAC meetings, and notices using student agendas will be provided in a format and language parents can understand.

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

Curriculum night invitation flyers, parent/teacher conference notes

- Description

ParentLink emails, ParentLink texts, notices using paper flyers, PTA/SAC meetings, Title I annual meeting, Comprehensive Needs Assessment, and parent/teacher conferences.

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

Invitation to Comprehensive Needs Assessment, parent/teacher conference notes

- Description

Evening meetings to accommodate parents that work, childcare, home visits.

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

Recordings of trainings, PowerPoint presentations

## 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**

Wynnebrook Elementary will ensure that families with limited English proficiency feel welcome to participate in their child's education and remove barriers to achieve this. We will provide childcare during all parent workshops, use of CLFs at meetings, Hispanic Human Resources supplies a language facilitator once a week to train and help our Hispanic families. ParentLink emails and texts will be in the family's native language.

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

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

• **Description**

We will ensure that families with disabilities feel welcome to participate in their child's education and remove barriers to achieve this. Sign language facilitator will be present if hearing impaired parent needs support. Ramps and wheelchair lift will be available if necessary, along with assistance from teacher/administrator when necessary and any other support as the need arises.

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

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

- **Description**

We will work with the Migrant or Multicultural department to ensure that migrant families feel welcome to participate in their child's education and remove barriers to achieve this. Assistance with completing lunch application, providing school supplies, contacting community agencies, etc. We will also provide childcare, phone conferences, and any other support as the need arises.

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

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

- **Description**

We will ensure that homeless families feel welcome to participate in their child's education and remove barriers to achieve this. Assistance with completing lunch application, providing school supplies, contacting community agencies, etc. Our "Reach Out" Resource Center will seek to provide resources available to help homeless families with their child's education and any other support as the need arises.

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

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

## **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**

TBD

• Brief Description

TBD

2. Activity #2

• Name of Activity

TBD

• Brief Description

TBD

3. Activity #3

• Name of Activity

TBD

• Brief Description

TBD

## Building Non-Academic Skills

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

- Build coping skills;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;



- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

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

The culture of Wynnebrook Elementary School is based around our Code of Conduct (I am Respectful, I am Responsible, I am a Peacemaker, and I am Prepared). On the morning announcements leadership reminds the students to follow the Code of Conduct, in addition to other character building activities such as completing a kindness calendar, or simply reminding students to say thank you to our workers in the cafeteria. Teachers conduct social-emotional learning lessons in the morning to teach and support students' self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. At the end of every trimester, students who are following the Code of Conduct consistently are recognized and invited to our success assembly celebration with the principal, assistant principal, and invited family members. Students that are achieving academically are also invited to our end of trimester success assembly. During leadership team meetings, students' academic, as well as social-emotional needs are discussed. Updates on student progress monitoring through MTSS are done. If students are in need of counseling, referrals will be made to counseling agencies and school guidance counselors meet with the student(s). They also provide specialized instruction in areas such as safety, bullying and conflicts, solving problems, and character education.

## 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

The schoolwide behavioral system in place is Wynnebrook Elementary's Code of Conduct: I am respectful, I am responsible, I am a peacemaker, and I am prepared. Effective multi-disciplinary teams are in place to problem solve and create action plans for non-proficient students by implementing the following: iReady, small group differentiated instruction, iii, and after school tutoring. Students who need instructional intervention beyond what is usually provided for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. This system is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Core instruction - All students receive small group instruction based on individual reading levels. Students are instructed on their reading level, according to grade-specific standards. Supplemental instruction - Some students receive additional instruction based on academic need. These students are instructed on their level using a targeted intervention in a small group or one-on-one setting. Intensive instruction - Few students receive additional time of instruction beyond supplemental. They are also instructed on their level using a targeted intervention in a one-on-one setting.

## 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.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- 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

Students are actively engaged with complex texts, tasks, and talk using evidence from texts and creating work samples that are standards-based and rigorous. Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. During our Professional Learning Communities, teachers are continuously unpacking the standards as well as planning and discussing ways to implement the curriculum with the standards. Teachers also attend professional development. Students are offered enrichment opportunities with clubs and groups that meet after school: student chorus, music theater club, Kiwanis club, art club, academic tutorial program, gardening club, and afterschool care. All enrichment opportunities held afterschool connects classroom learning to real world applications to ensure that instruction is meaningful to students.

## 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

Students have opportunities to qualify for an advanced mathematics program known as AMP. This program is designed for students that are performing above grade level, and would receive instruction on additional standards that belong to the next grade level. Students are taught in a small group setting, and follow a rigorous scope and sequence. Assessments are based on the standards the students are being taught. Within the school day, students are provided opportunities to engage in project-based learning that utilizes real-world and personally meaningful projects. Students that are below grade level receive interventions that attempt to close the achievement gap and set-up students for success in subsequent grade levels.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming 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

As an intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Wynnebrook Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Wynnebrook Elementary School, we engage in the Kindergarten Round Up Program in May. The week before school starts we have Meet the Teacher night, where families and students can visit the school in the evening to meet their child's teacher and see the classroom. The kindergarten teachers provide an overview of the expected curriculum and packets for parents to use with their child. The Kindergarten Round Up program will provide resources from local community agencies to assist families. On-site tours are provided for new kindergarten families when requested. An immunization van will also be in attendance to provide vaccination needs for children entering school. At the beginning of the year, students enter kindergarten with a staggered start, to enable teachers to introduce rules/routines with students in a small group setting.

## 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

Many opportunities are provided for professional development within our school center. In-house professional development is provided on Professional Development Days and in weekly Professional Learning Communities by instructional coaches or lead teachers. A Single School Culture Coordinator assists with Professional Learning Communities, curriculum alignment, professional development, data analysis, and support teachers may need. Vertical planning occurs periodically to align best practices and share instructional strategies within a subject department. Teachers are welcome and encouraged to seek out professional development they are interested in that is offered by the school district or elsewhere, and will receive coverage from a substitute. During the summer, many teachers attended the district provided Reading Record Training and Envision/SuccessMaker trainings to understand the new curriculum that was being implemented this year. New teachers are involved in an ESP program to provide mentorship with veteran teachers.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

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

### Retention:

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

## 1. Recruitment and Retention

Teachers are recruited through the Palm Beach County job fair, and recommendations made through the School District HR department and Regional Office. Teachers are selected from the interviewing process using targeted questions composed by the leadership team/district. Once hired, a mentor is assigned to the new teacher to ensure that the teachers are receiving coaching support during their first years. Also, teachers are supported by Professional Learning Communities, where they are provided resources and are involved in discussions regarding best instructional practices. The school culture is such that encourages and welcomes teachers to reach out when they may have questions and to work cooperatively with veteran teachers. Department chairs assist teachers with the planning process and provide reminders of deadlines and requests made by administration. Teachers are provided opportunities to earn additional pay by tutoring or leading afterschool clubs. Walkthroughs and observations foster discussions about teaching strengths and opportunities for growth from administration. An Open Door Policy is in place so administrators are always available to answer any questions or provide assistance and support.