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**Title I Comprehensive Schoolwide Plan**  
**PALM SPRINGS MIDDLE SCHOOL (0611)**

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# ELA

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

## 1. List prioritized needs statements.

According to the recent FY24 PM# 2 student proficiency is as follows: 6th Grade PM2 38% of students are proficient 7th Grade 23.5% of students are proficient. 8th Grade 33.6% are proficient. Subgroups Proficiency: ELL 12%, ESE 12%, Hispanic 30%, Asian 42%, American Indian 50%, African American 28%. The areas of ELA instruction to prioritize are: Literary elements Theme Argument Central idea Purpose and Perspective Structure Comparative reading Context Figurative language Morphology

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

-Lack of student buy in -Apathy toward reading and not enough interest texts -Student struggles -Limited vocabulary development (both academic and general vocabulary) -Lack of English proficiency Lack of teacher knowledge of the reading process and new BEST standards Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) -High absenteeism -Lack of parent involvement Lack of time and personnel to provide additional interventions for students Lack of reading in and outside school Lack of foundational skills

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

Utilize various apps for tutorials Purchase and use graphic novels Provide extended learning opportunities through tutorial programs (Afterschool, Saturday, summer, etc.) Provide assistive technology/online resources to support student learning through various apps and products Provide support to students through small group instruction with a resource teacher and/or academic tutor through push-in/pull outs as needed Training for teachers regarding new BEST standards and best practices Implement and support PBIS Extended collaborative planning to plan engaging and uniform lesson plans to address student academic needs Provide and implement a comprehensive literacy professional development plan to support admin and teachers growth in planning and delivering differentiated instruction (collab planning, stipends, SSCC, reading coach, conferences, webinars) Provide opportunities for hands-on experience through the use of field trips to provide real life experiences Provide opportunities for students and parents to participate in college tours for college & career reading and post secondary opportunities. Provide support for students through intensive instruction during the instructional day and after school (temp tutors, resource teachers, paras) Provide additional reading teachers within the Title 1 budget for student support and remediation. Provide support facilitation with resource teachers. Use technology resources for tutorials and classroom intervention. Purchase online subscription as well as hard book cover textbooks for reading. Increase teaching resources and personnel.

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

- **Communication**

Parent communication in English and Spanish Social media advertisements Parent conferences in person or virtual to accommodate parent needs Translation provided by non instructional and instructional staff as needed Weekly emailed progress reports Strengthen our communication with families regarding acceleration opportunities for students to support academic success in high school level and Cambridge lower secondary classes.

- **Parent Training**

Parents will need to understand the importance of reading every day, having consistent attendance, having dedicated space for homework, and creating a positive narrative about the importance of reading and earning an education. Parent trainings in SIS, student data, assessment performance and use of technology. Continue to provide PPP trainings to support social/emotional student needs (managing social behaviors, helpful strategies, and building healthy relationships) to positively impact academic achievement.

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

- **School**

School will keep parents informed of student progress, assignments, and testing schedules. School will contact parents if students are underperforming and will send home recommendations to assist struggling learners.

- **Students**

Students will need to attend school regularly and on time, keep track of their own assignments, pay attention and actively participate in class, and be prepared when coming to school with their supplies. Complete practice assignments and use available technology resources to improve performance.

- **Parents**

Parents will ensure their student(s) arrive to school on time and have them prepared to learn. Parents will support the school and develop a pro-education stance.

- Staff Training

School will offer staff trainings that will assist teachers in understanding how to better engage and support families as they work with their students to develop vocabulary and build reading skills. Trainings in student engagement and classroom management as needed.

- Accessibility

Staff will need to be assessable to parents through open communication, participating in school events, and support families with disabilities, families experiencing homelessness, and family engaged in migratory work as needed. Open communication with parents. Offered School events for parents.

## Math

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

1. List prioritized needs statements.

According to the FY24 PM2 Math, student proficiency was : 6th Grade: FAST PM2 30.6% 7th Grade: FAST PM2 27.7% 8th Grade: FAST PM2 59%

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

Student apathy toward math. Student absenteeism Gaps from blended learning Proactive PLCs for planning Sporadic PLCs due to teacher coverage or absenteeism Lack of teacher knowledge of the math processes and new BEST standards Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent involvement Lack of time and personnel to provide additional interventions for students Classes are too big

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

Utilize technology/apps for 24/7 tutorials (ex: IXL, Khan Academy, Savvas platform) Increase of afterschool tutorials, in school tutorial pullouts, Saturday Success Academy Host a summer program for incoming 6th graders Scheduled PLCs for before student contact hours (8:40-9:20am) Provide assistive technology/online resources to support student learning through programs such as IXL, Khan Academy, Savvas platform Provide support to students through small group instruction with a resource teacher and/or academic tutor through push-in/pull outs as needed Training for teachers regarding new BEST standards and best practices Extended collaborative planning to plan engaging and uniform lesson plans to address student academic needs Provide and implement a comprehensive math professional development plan to support admin and teachers growth in planning and delivering differentiated instruction (collab planning, stipends, SSCC, math coach, conferences, webinars) Provide opportunities for hands-on experience through the use of field trips to provide real life experiences Provide opportunities for students and parents to participate in college tours for college & career reading and post secondary opportunities. Provide support for students through intensive instruction during the instructional day and after school (temp tutors, resource teachers, paras) Provide additional math teachers within the Title 1 budget for student support and remediation. Provide opportunities for students to use hands-on experiences/practice to support student le(math manipulatives, calculators, rules, etc.) Student's materials available in the classrooms Resources and technology

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

- Communication

The school will continue to provide multiple sources of communication to families inclusive of weekly newsletter, emails, phone calls, text messages, school marquee, and use of social media platforms. Strengthen our communication with families regarding acceleration opportunities for students to support academic success in high school level and Cambridge lower secondary classes.

- Parent Training

Parent trainings will include the importance of having consistent attendance, having a dedicated space for learning at home, acquiring a sense of accountability, and creating positive study habits for their students. This will also include teaching parents how to use digital resources that can assist in helping with homework at home or improve undeveloped skills. Trainings in student Data, SIS, use of technology and studying at home. Continue to provide PPP trainings to support social/emotional student needs (managing social behaviors, helpful strategies, and building healthy relationships) to positively impact academic achievement.

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

- **School**

The school will contact parents if students are underperforming and set recommendations to assist struggling learners. This communication include emails, attendance meetings for advance courses, Parent Liaison contact with parents of struggling students and ParentLinks, as well as, tutorial information provided in the Main Office and in newsletters. Continue to reinforce basic math facts, word problems strategies to increase proficiency in math.

- **Students**

Students will attend school regularly missing no more than 10% of the marking period, keep track of assignments, and pay attention in class. Practice academic vocabulary activities focused on basic math facts, word problems strategies to increase proficiency in math.

- **Parents**

Parents will support the school and develop a pro-education stance that is in unison with the staff. Support the use of academic vocabulary activities focused on basic math facts, word problems strategies to increase proficiency in math.

- **Staff Training**

School will offer staff trainings that will assist teachers in understanding the importance of the school to parent communication and involvement. This includes how to better engage families and support parents/guardians as they transition from elementary parents to middle school students. School will offer staff trainings that will assist teachers in understanding how to better engage and support families as they work with their students to develop basic math facts, word problems strategies.

- **Accessibility**

School staff will be available to parents and families through email and offer in person or virtual meetings at convenient times that work best for our families. Staff will be available to parents through communications and school events. Staff will need to be assessable to parents through open communication, participating in school events, and support families with disabilities, families experiencing homelessness, and family engaged in migratory work as needed.

## **Science**

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

**1. List prioritized needs statements.**

FY24 Winter Diagnostics: 22% Proficient (8th Grade) 28% of 6th Grade students met the threshold. 37% of 7th Grade students met the threshold. Goal is 40%. Increase the amount of proficient test scores on district local assessments (USAs 6-8th) as well as diagnostic assessments (6-8th grade) Increase the amount of proficient test scores on the Science Statewide Assessment (8th Grade) by focusing on those identified in the threshold group using data.

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

The root causes are: - Lack of student prior knowledge -Lack of Reading comprehension skills. -Lack of Reading in and out of school. -Non-conductive classroom behavior - Lack of ESE support - Lack of non consumable manipulatives and laboratory supplies in classrooms. - Lack of English proficiency -Lack of parent involvement -High absenteeism -Lack of teacher knowledge of the reading process and new BEST standards - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) -Lack of parent involvement -Lack of time and personnel to provide additional interventions for students -Support facilitation by resource teacher.

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

Increase ESE facilitator support in science classrooms Increase non-consumable manipulatives for projects and experiments, and use of technology such as BrainPop in science classrooms Students will also need to access reading materials inside and outside of the classroom. Students need to be educated on the use of Mackinvia for library options. Explicit instruction and tutorial opportunities for all students in the prioritized standards morning/afternoon/ Saturday Academy/Summer 5.5 Program Additional monitoring of 6th and 7th grade benchmark monitoring to ensure understanding of testable content Technology resources such as Pare and IXL for extra practice, remediation and tutorial CPalms tutorials aligned to benchmarks for all grades Provide assistive technology/online resources to support student learning through Study Island, etc.. Provide support to students through small group instruction with a resource teacher and/or academic tutor through push-in/pull outs as needed Training for teachers regarding curriculum and standards Extended collaborative planning to plan engaging and uniform lesson plans to address student academic needs Provide and implement a comprehensive professional development plan to support admin and teachers growth in planning and delivering differentiated instruction (collab planning, stipends, SSCC, math coach, conferences, webinars) Provide opportunities for hands-on experience through the use of field trips to provide real life experiences Provide opportunities for students and parents to participate in college tours for college & career reading and post secondary opportunities. Provide support for students through intensive instruction during the instructional day, after school and Saturday (temp tutors, resource teachers, paras) Provide additional science teachers within the Title 1 budget for student support and remediation. Blended resources for classroom use.

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

- Communication

Continue utilizing Parent Link for calls, texts, and emails. Send home flyers and newsletters to parents with updated information. We will also continue to work on sharing student progress with parents to support student learning and achievement. Strengthen our communication with families regarding acceleration opportunities for students to support academic success in high school level and Cambridge lower secondary classes.

- Parent Training

Parent trainings that may be offered to support families include science vocabulary, the scientific method, and hosting special Parent Universities that discuss science data and STEM night. A Google Classroom can also be set-up for parents to receive science updates. Continue to provide PPP trainings to support social/emotional student needs (managing social behaviors, helpful strategies, and building healthy relationships) to positively impact academic achievement.

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

- School

Our school will sponsor engagement activities such as hands on labs, field trips, and guest speakers from the community and school events. We will also continue to offer after school, morning, and Saturday tutorials for science each week. We also look forward to implementing parent night academies that will provide parents with academic strategies they can easily practice with students home.

- Students

Students will come to school consistently with their materials, be active participants, and take accountability for their own learning with a growth mindset. Students will also monitor their own progress with data chats and attend tutorials if they are in need of assistance. Students will focus on science vocabulary to increase their proficiency.

- Parents

Parents will support their students at home with assigned work, projects, and sign a weekly science reading log.



- **Staff Training**

Staff trainings to assist teachers in understanding how to better engage and support families as they work with their students at home in science vocabulary. PLC parent engagement district specials can also meet with science teams on engagement strategies. School will offer staff trainings that will assist teachers in understanding how to better engage and support families as they work with their students to develop science vocabulary, the scientific method.

- **Accessibility**

Parents will be provided accommodations in addition to ensuring the building is ADA compliant. Parents unable to attend in person can be given a Google Meet code to attend trainings virtually. We will continue to provide information to families in their native language to ensure engagement and support. Staff will need to be assessable to parents through open communication, participating in school events, and support families with disabilities, families experiencing homelessness, and family engaged in migratory work as needed.

## **Social Studies**

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

1. **List prioritized needs statements.**

According to our latest diagnostic, Winter FY24, the top 3 areas were students show weaknesses are: SS.7.C.1.13- Compare Constitutions of the US and FL SS.7.CG.1.6- Analyze the ideas and grievances set forth in the DOI. SS.7.CG.4.1- Explain the relationship between the US Foreign and Domestic Policy. Students are in need of explicit instruction in the above areas. Additional instruction and review will be provided.

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

The root causes are: - Lack of student prior knowledge -Lack of student reading skills and reading practice outside of school -Lack of English proficiency -High absentee rates -High tardy rates -High rate of students leaving early -Lack of parent involvement -Student accountability needs to improve -Lack of teacher knowledge of Civic standards -Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) -Lack of time and personnel to provide additional interventions for students

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

Possible solutions: 1. Strengthen home and school communication. 2. Acknowledging growth for students (data chats) 3. A general celebration of academics, personal responsibility, and adherence to school rules 4. Create positive role-modeling in school and encourage parents to set positive examples at home. 5. Provide extended learning opportunities through tutorial programs for science during the day, extra periods, morning, after school, Saturdays, and summer. 6. Provide support to students through small group instruction with a resource teacher and/or academic tutor through push-in/pull outs as needed 7. Extended collaborative planning to plan engaging and uniform lesson plans to address student academic needs 8. Professional Development in Civics 9. Hands-on activities and Field trips to connect real-world experiences 10. Student materials and college tours 11. Provide additional social studies teachers within the Title 1 budget for student support and remediation.

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

- **Communication**

Communication will go home through emails, ParentLink messages, and flyers. Information will also be shared during SAC and other campus meetings. Strengthen our communication with families regarding acceleration opportunities for students to support academic success in high school level and Cambridge lower secondary classes.

- **Parent Training**

Parents will be trained to navigate the SIS parent portal to monitor student progress, attendance, and communicate with teachers. Parents will attend an FSA parent training to learn how to navigate the FSA portal with their students and learn test taking strategies to use at home with their children. Continue to provide PPP trainings to support social/emotional student needs (managing social behaviors, helpful strategies, and building healthy relationships) to positively impact academic achievement.

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

- **School**

Palm Springs Middle School will provide open communication with all parents through emails, text messages, phone calls, social media, and weekly newsletters. We will continue to work on sharing student progress with parents to support student learning and achievement at home by meeting parents in the community.

- **Students**

Students will regularly attend class and put in strong effort to engage with content each day.

- **Parents**

Parents will make sure students attend class, have time to practice their skills, and monitor their progress and achievements.

- **Staff Training**

Staff will be trained on various effective ways to communicate with parents, including ELL, and ESE parents.

- **Accessibility**

Parents with special needs students will receive written notification of their rights and safeguards. IEP meetings and reevaluations will occur as mandated. Staff will need to be assessable to parents through open communication, participating in school events, and support families with disabilities, families experiencing homelessness, and family engaged in migratory work as needed.

## **Acceleration Success**

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

### **1. List prioritized needs statements.**

According to coursework, teacher-generated diagnostic tests, and sample industry certification practice tests, the predicted number below of Algebra I and Geometry students will pass cumulative test with content mastery, acquire industry certification, and earn acceleration points. \*Only 75% of Algebra I students met threshold on the semester exam. \*Only 85% of Geometry students met the threshold on the semester exam.  
Accelerated FY24 Target Goal: 90%

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

- High absenteeism - Lack of prior knowledge - Little to no understanding of the benefits associated with industry certification - Basic foundational skills in math are lacking - Lack of teacher knowledge of BEST standards - Lack of personnel support to lower class sizes and target small group instruction (resource teachers, paraprofessionals, temp tutors, and classroom teachers) -Lack of parent knowledge and ability to support student learning at home

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

Possible solutions: - Small group instruction - Provided extended learning opportunities through tutorial programs for math and industry certification during morning, day, after school, Saturdays, and summer institute. - Additional resources for hands on practice - Provide online technology resources for support (such as IXL, Khan Academy, Algebra Nation, etc). - Provide and implement comprehensive professional development and support teacher growth through coaches, SSCC, and district staff. - Provide support to students through small group instruction with a resource teacher and/or academic tutor through push-in/pull outs as needed -Extended collaborative planning to plan engaging and uniform lesson plans to address student academic needs -Provide and implement a comprehensive math professional development plan to support admin and teachers growth in planning and delivering differentiated instruction (collab planning, stipends, SSCC, math coach, conferences, webinars) -Provide opportunities for hands-on experience through the use of field trips to provide real life experiences, speakers. -Provide opportunities for students and parents to participate in college tours for college & career reading and post secondary opportunities. -Provide support for students through intensive instruction during the instructional day and after school (temp tutors, resource teachers, paras) -Provide opportunities for students to use hands-on experiences/practice to support student learning (math manipulatives and technology) -Exposed students to hands-on technology use like robots, 3D printers, and web development.

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

### • Communication

Palm Springs Middle School will provide open communication with all parents through emails, text messages, phone calls, social media, and weekly newsletters. Continue to work on sharing student progress with parents weekly to support student learning and achievement at home by meeting parents at hours that are convenient for them. Strengthen our communication with families regarding acceleration opportunities for students to support academic success in high school level and Cambridge lower secondary classes.

- **Parent Training**

Parent trainings on accelerated courses and the importance of doing well will be offered to parents/families at the beginning of the school year. Parents need to understand the importance of spending time learning basic facts including addition, subtraction, multiplication, and division at home.

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

- **School**

Palm Springs Middle School will educate parents regarding course content and program expectations.

- **Students**

Students will regularly attend classes and put in a strong effort to engage with content each day.

- **Parents**

Parents will make sure students attend school, classes, have time to complete school work in a quiet space, and monitor the progress of their students.

- **Staff Training**

Training to assist teachers in understanding how to better engage and support parents on our campus and understand the importance of school to parent communication. Encourage teacher participation at parent nights. Continue to provide knowledge of cultural practices and beliefs that affect parent engagement.

- **Accessibility**

School staff will be available to parents through email and parent conferences. Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed. Staff will need to be assessable to parents through open communication, participating in school events, and support families with disabilities, families experiencing homelessness, and family engaged in migratory work as needed.

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: **\$541,720.74**

Acct Description	Description																										
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 570 1024 651">Item</th> <th data-bbox="1024 570 1171 651">Quantity</th> <th data-bbox="1171 570 1293 651">Rate</th> <th data-bbox="1293 570 1392 651">Days</th> <th data-bbox="1392 570 1505 651">Hours</th> <th data-bbox="1505 570 1629 651">Weeks</th> <th data-bbox="1629 570 1774 651">Certified</th> <th data-bbox="1774 570 1906 651">Type</th> <th data-bbox="1906 570 2024 651">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 651 1024 932">Outside of contract hours certified teachers will provided extendend learning opportunities for scholars in English, Math, Social Studies, and Science in grades 6-8 - Saturday tutorial - Tentative time is August 2024</td> <td data-bbox="1024 651 1171 932">7</td> <td data-bbox="1171 651 1293 932">\$37.00</td> <td data-bbox="1293 651 1392 932">1</td> <td data-bbox="1392 651 1505 932">5.5</td> <td data-bbox="1505 651 1629 932">6</td> <td data-bbox="1629 651 1774 932">Certified</td> <td data-bbox="1774 651 1906 932">Original</td> <td data-bbox="1906 651 2024 932">\$8,547.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Outside of contract hours certified teachers will provided extendend learning opportunities for scholars in English, Math, Social Studies, and Science in grades 6-8 - Saturday tutorial - Tentative time is August 2024	7	\$37.00	1	5.5	6	Certified	Original	\$8,547.00								
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Extra Periods	Seven extra period supplements for Science, Civics, Emerging Technologies, ELA, and Math will be built into the Masterboard to lower class size..																										
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="436 1079 1171 1161">Item</th> <th data-bbox="1171 1079 1316 1161">Quantity</th> <th data-bbox="1316 1079 1438 1161">Rate</th> <th data-bbox="1438 1079 1537 1161">Days</th> <th data-bbox="1537 1079 1650 1161">Hours</th> <th data-bbox="1650 1079 1774 1161">Weeks</th> <th data-bbox="1774 1079 1906 1161">Type</th> <th data-bbox="1906 1079 2024 1161">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1161 1171 1279">(7) days of sub teacher coverage for 5 title 1 funded teachers</td> <td data-bbox="1171 1161 1316 1279">5</td> <td data-bbox="1316 1161 1438 1279">\$16.00</td> <td data-bbox="1438 1161 1537 1279">7</td> <td data-bbox="1537 1161 1650 1279">6.5</td> <td data-bbox="1650 1161 1774 1279">1</td> <td data-bbox="1774 1161 1906 1279">Original</td> <td data-bbox="1906 1161 2024 1279">\$3,640.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	(7) days of sub teacher coverage for 5 title 1 funded teachers	5	\$16.00	7	6.5	1	Original	\$3,640.00										
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Charter bus	<table border="1"> <thead> <tr> <th data-bbox="436 326 1467 402">Item</th> <th data-bbox="1467 326 1614 402">Quantity</th> <th data-bbox="1614 326 1772 402">Rate</th> <th data-bbox="1772 326 1902 402">Type</th> <th colspan="2" data-bbox="1902 326 2026 402">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 402 1467 678">College Tours for AVID students to visit a college campus (FGCU in Ft. Myers, UF in Gainesville, and University of Central Florida in Orlando) Students will have the opportunity to be exposed to a college campus, understand the criteria for admission, financial aid, and many of the colleges aligned with the University. This will promote a college culture at PSMS as well as support our AVID initiative and program. Grades 6-8. November and February</td> <td data-bbox="1467 402 1614 678">2</td> <td data-bbox="1614 402 1772 678">\$1,976.00</td> <td data-bbox="1772 402 1902 678">Original</td> <td colspan="2" data-bbox="1902 402 2026 678">\$3,952.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total		College Tours for AVID students to visit a college campus (FGCU in Ft. Myers, UF in Gainesville, and University of Central Florida in Orlando) Students will have the opportunity to be exposed to a college campus, understand the criteria for admission, financial aid, and many of the colleges aligned with the University. This will promote a college culture at PSMS as well as support our AVID initiative and program. Grades 6-8. November and February	2	\$1,976.00	Original	\$3,952.00																								
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College Tours for AVID students to visit a college campus (FGCU in Ft. Myers, UF in Gainesville, and University of Central Florida in Orlando) Students will have the opportunity to be exposed to a college campus, understand the criteria for admission, financial aid, and many of the colleges aligned with the University. This will promote a college culture at PSMS as well as support our AVID initiative and program. Grades 6-8. November and February	2	\$1,976.00	Original	\$3,952.00																																					
Classroom Teacher	Science Teacher will provide support for low 25%, level 1, and level 2 students in 8th grade through a whole and small group instructional model, differentiated instruction, and add STEM-themed classes to the 8th-grade science course offerings to increase achievement in science. They are also supporting accelerated courses. They will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class sizes and homogeneous grouping.																																								
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Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Toner High Yield- make copies of materials	4	\$427.01	Technology	Original	\$1,708.0
	Color Paper to support instruction and student learning	75	\$21.31	General Supplies	Original	\$1,598.2
	Post It Notes- Miami 3×3	75	\$17.74	General Supplies	Original	\$1,330.5
	Expo Markers Dry erase	130	\$8.06	General Supplies	Original	\$1,047.8
	Index Cards	75	\$0.33	General Supplies	Original	\$24.75
	Copy Paper- white case to support student learning	145	\$44.61	General Supplies	Original	\$6,468.4
	Shipping	1	\$1.85	General Supplies	Original	\$1.85
	Painter's tape	6	\$27.71	Program Supplies	Original	\$166.26
	BT 493065- Transferred funds to cover online subscription price increase (replaced Nearpod and Easy CBM with Top Score)	-1	\$1.85	General Supplies	Budget Transfer	-\$1.85
Resource Teacher	0.5 Resource Teacher will conduct pull-out instruction in small groups for struggling ELA/Reading students to ensure students in grades 6-8 have an opportunity to make learning gains and reach proficiency in targeted reading comprehension.					



Acct Description	Description																																												
Classroom Teacher	ELA Teacher will provide small group, intensive reading instruction to 8th grade students for targeted instruction. This additional position will allow the school to provide direct reading.																																												
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="436 342 1423 420">Item</th> <th data-bbox="1423 342 1570 420">Quantity</th> <th data-bbox="1570 342 1728 420">Rate</th> <th data-bbox="1728 342 1898 420">Type</th> <th data-bbox="1898 342 2024 420">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 420 1423 534">Easy CBM will be used to support ESE students at risk across all grade levels in English, Math, Science and Social Studies</td> <td data-bbox="1423 420 1570 534">1</td> <td data-bbox="1570 420 1728 534">\$49.99</td> <td data-bbox="1728 420 1898 534">Original</td> <td data-bbox="1898 420 2024 534">\$49.99</td> </tr> <tr> <td data-bbox="436 534 1423 647">Study Island will be used to support science across all grade levels. This will be a supplemental instruction in and out of the classroom</td> <td data-bbox="1423 534 1570 647">450</td> <td data-bbox="1570 534 1728 647">\$5.00</td> <td data-bbox="1728 534 1898 647">Original</td> <td data-bbox="1898 534 2024 647">\$2,250.00</td> </tr> <tr> <td data-bbox="436 647 1423 761">Nearpod Inc will be used to support student engagement across all subject areas in grades 6-8</td> <td data-bbox="1423 647 1570 761">450</td> <td data-bbox="1570 647 1728 761">\$6.50</td> <td data-bbox="1728 647 1898 761">Original</td> <td data-bbox="1898 647 2024 761">\$2,925.00</td> </tr> <tr> <td data-bbox="436 761 1423 875">Nearpod Inc will be used to support student engagement across all subject areas in grades 6-8 for remediation and extra practice</td> <td data-bbox="1423 761 1570 875">10</td> <td data-bbox="1570 761 1728 875">\$21.00</td> <td data-bbox="1728 761 1898 875">Original</td> <td data-bbox="1898 761 2024 875">\$210.00</td> </tr> <tr> <td data-bbox="436 875 1423 948">Replaced Easy CBM and Nearpod with Top Score</td> <td data-bbox="1423 875 1570 948">-1</td> <td data-bbox="1570 875 1728 948">\$3,184.99</td> <td data-bbox="1728 875 1898 948">Other</td> <td data-bbox="1898 875 2024 948">-\$3,184.99</td> </tr> <tr> <td data-bbox="436 948 1423 1062">BT 493065- Added funds to cover the online subscriptions price increase (replaced Easy CBM and Nearpod with Top Score Writing)</td> <td data-bbox="1423 948 1570 1062">1</td> <td data-bbox="1570 948 1728 1062">\$1.85</td> <td data-bbox="1728 948 1898 1062">Budget Transfer</td> <td data-bbox="1898 948 2024 1062">\$1.85</td> </tr> <tr> <td data-bbox="436 1062 1423 1216">Added Top Score Writing- will be utilized in all English Language Arts courses, Grades 6-8, schoolwide. This program prepares students for the standardized writing assessment at the end of the school year.</td> <td data-bbox="1423 1062 1570 1216">1</td> <td data-bbox="1570 1062 1728 1216">\$3,184.99</td> <td data-bbox="1728 1062 1898 1216">Original</td> <td data-bbox="1898 1062 2024 1216">\$3,184.99</td> </tr> </tbody> </table>					Item	Quantity	Rate	Type	Total	Easy CBM will be used to support ESE students at risk across all grade levels in English, Math, Science and Social Studies	1	\$49.99	Original	\$49.99	Study Island will be used to support science across all grade levels. This will be a supplemental instruction in and out of the classroom	450	\$5.00	Original	\$2,250.00	Nearpod Inc will be used to support student engagement across all subject areas in grades 6-8	450	\$6.50	Original	\$2,925.00	Nearpod Inc will be used to support student engagement across all subject areas in grades 6-8 for remediation and extra practice	10	\$21.00	Original	\$210.00	Replaced Easy CBM and Nearpod with Top Score	-1	\$3,184.99	Other	-\$3,184.99	BT 493065- Added funds to cover the online subscriptions price increase (replaced Easy CBM and Nearpod with Top Score Writing)	1	\$1.85	Budget Transfer	\$1.85	Added Top Score Writing- will be utilized in all English Language Arts courses, Grades 6-8, schoolwide. This program prepares students for the standardized writing assessment at the end of the school year.	1	\$3,184.99	Original	\$3,184.99
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Classroom Teacher	Science Teacher will provide support for low 25%, level 1 and level 2 students in 6-7th grade through a whole and small group instructional model, differentiated instruction, and add STEM-themed classes to the 7th grade science course offerings to increase achievement in science. She is also supporting accelerated courses. She will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneous grouping.																																												

<b>Acct Description</b>	<b>Description</b>
Classroom Teacher	Science Teacher will provide support for low 25%, level 1, and level 2 students in 7th grade through a whole and small group instructional model, differentiated instruction, and add STEM-themed classes to the 7th grade science course offerings to increase achievement in science. She is also supporting accelerated courses. This will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneous grouping.

## Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

**Budget Total: \$174,506.50**

<b>Acct Description</b>	<b>Description</b>							
Travel out-of-state	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Ron Clark House Mania- Atlanta Georgia, Jan.23-25 For a hands on experience that will help educators implement top notch house systems.3 Teachers will attend.			3	\$2,061.00	Original	\$6,183.00	
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pencils Pre Sharpened Ticondergoa			10	\$52.79	General Supplies	Original	\$527.90
	Color paper (assorted)			25	\$74.77	General Supplies	Original	\$1,869.25
	Paper Easel Post It 6 Pack			5	\$149.62	General Supplies	Original	\$748.10

Acct Description	Description									
	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	White paper		25	\$44.61	General Supplies			Original	\$1,115.25	
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades 6-8 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement in all content areas, and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback). SSCC to improve academic performance with staff. and student support 260 days									
Teacher Collaboration	<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>
	English, Math, Science, Social Studies teachers will collaborate on FY 25 mapping over the summer before preschool		7	\$25.00	4	4	1	Certified	Original	\$2,800.00
Coach	0.5 ELA/Reading Coach will provide a coaching cycle of observing, providing feedback, planning for instruction and best practices, modeling lessons, and analyzing students reading data for all reading teachers in grades 6th - 8th. This position will help build teacher capacity.									

## Action Step: Parent Engagement

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

**Budget Total: \$11,488.01**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Nicky folders	85	\$15.95	General Supplies	Original	\$1,355.75
	Refreshments for Parent trainings	3	\$200.00	Program Supplies	Original	\$600.00
	color paper	20	\$9.37	General Supplies	Original	\$187.40
	Post-It notes	50	\$17.74	General Supplies	Original	\$887.00
	Ink for parent communication	4	\$175.74	Technology	Original	\$702.96
	Pens for parent trainings	20	\$15.24	General Supplies	Original	\$304.80
	Agendas	1	\$4,000.00	General Supplies	Original	\$4,000.00
	Letter size pads pack of 12	40	\$30.49	General Supplies	Original	\$1,219.60
	Copy paper	50	\$44.61	General Supplies	Original	\$2,230.50

## 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

In partnership with parents and community, the mission of PSMS is to develop positive educational, cultural, technological, & social preparedness skills required of students to become productive and environmentally aware citizens. Create an environment where student, education and partners are continually encouraged to participate in the learning process.

## **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
Pamela McDonnough	Principal
Lauren Wells	Assistant Principal
Tate Rowan	SAC Chair/Teacher
Shannon Alviar	Parent
Rachael Gannon	Business Partner
Jeannie Edwards	LTF
Sari Simpson	Social Studies Department
James Liliestedt	Math Department
Heather Magill	Science Department
Cassandra Wisdom	ELA Department
Rossian Ramirez	Assistant Principal
Mecarra Easley	Single School Culture Coordinator

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

All parents are encouraged and invited to provide their input. SAC members and attendees at SAC meetings provide the foundation used to represent all stakeholders. SAC Members selected by completing a membership google form that is sent to their email address and submitted back to the SAC Chair and Co-Chair. The SAC Committee members are presented at the SAC meeting and voted on by the SAC members.

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

Input from all stakeholders is sought through the School Advisory Council (SAC) and all items discussed and are voted upon by the voting members. The first SAC meeting is planned for September and information from the SAC meeting in Spring of 2023 will be used. All stakeholders are invited and encouraged to participate several times prior to each meeting, and through various methods to advertise the dates and times. The SAC members selected will represent the diversity of the community served. All stakeholders were be invited to the CNA/SWP/PFEP to develop the FY25 schoolwide plan in February or March of 2024 in the evening. All stakeholders will be invited to the CNA/SWP/PFEP to develop the FY25 schoolwide plan in February of 2024 in the evening.

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

Stakeholders provide input by completing a feedback form either digital or hardcopy. Title I funding will be used to support parent and family engagement for postage, supplies for communication and parent trainings/meetings, refreshments, and staff to support parent trainings.

<b>Name</b>	<b>Title</b>
Pamela McDonnough	Principal
Sean Ashworth	Assistant Principal
Lauren Wells	Assistant Principal
Tate Rowan	SAC Chair/Teacher
Mecarra Easley	Single School Culture Coordinator
Shannon Alviar	Parent
Rachael Gannon	Business Partner
Rossian Ramirez	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?

October 17th, 2024 Time: 4:45pm Location: Stingray Cafe

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

Call outs in multiple languages, email, Parent link which automatically translates message and allows to send attachments, school marquee, and social media posts on school's site. Invitations are also included in our weekly newsletter The Stingray Source which is sent out every Friday at 7:30 a.m. to all parents, faculty members, and community partners.

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

Agenda of the presentation, google slide of Title I Annual meeting presentation with translation in multitude of languages, FY24 PFEP summary and FY24 School-Parent Compact, feedback forms and sign in sheets.

## 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

Family Engagement through Digital Communication

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

Engaging families through the use of digital tools: Google Classroom, emails, SIS.

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

Develop family-school partnerships that will allow students to reach their full potential.

- What will teachers submit as evidence of implementation?

Emails, Feedback forms Google Classroom SIS Communications Agendas Sign in Sheets

- Month of Training

Aug 2024

- Responsible Person(s)

SSCC

### 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Teachers will provide feedback of the training and reflect on good practices for effective communication and parent engagement. teachers will know how to take advantage of available digital tools to open, maintain and enhance parent's participation in student's learning.

- Number of Participants

100+ (Teachers/Counselors/Administration)

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

Teachers will be able to keep effective parent/guardian communication on an ongoing basis.

- 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

Tracking Student Progress and DATA through SIS

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

Promptly parent communication of student academic progress and formative DATA. Effective use of SIS tools to keep parents/guardians engaged in student's learning process.

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

Parents can follow student progress with up to date academic performance. teachers will provide feedback on student's outcomes on summative and formative assessments.

- What will teachers submit as evidence of implementation?

Emails, comment log (SIS), progress reports, agendas, sign in sheets and feedback forms.

- Month of Training

October 2024

- Responsible Person(s)

SSCC

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

- Name and Brief Description

Teachers will explore tools inside SIS that can assist with parent/guardian communication process. Teachers will keep track and document parent/student communications and also provide feedback on student performance through SIS.

- Number of Participants

100+ (Teachers/Counselors/Administration)

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

Teachers will be able to maximize tools inside SIS platform to improve and engage parents in student's learning.

- 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

Open House & Accessing Digital Resources

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

Parents will familiarize themselves with the school's digital resources, such as the Student Information System (SIS) to track their child's progress, and Google Classroom, where they can see student assignments, academic resources, and grades.

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

Provide hands on training on digital resources in different languages.

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

Parents will be able to track their student's data and academic progress through the school year. Develop a better understanding of curricular offerings: Advance, Cambridge, High School courses, Certifications, Choice and other Academies.

- Date of Training

September 2024

- Responsible Person(s)

SSCC

- Resources and Materials

Handouts, Power points, feedback forms, sign in sheets, digital resources.

- Amount (e.g. \$10.00)

TBD

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

- **Name of Training**

Advance Parent Night

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

Parents will use digital resources to assist with classwork and also track student's progress.

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

Hands on practice on digital resources, SIS and tutorial support technology.

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

Students will improve academic outcomes, higher student participation in advance course work.

- **Date of Training**

October 2024

- **Responsible Person(s)**

Assistant Principal/SSCC

- **Resources and Materials**

Handouts, computers, CLF

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

TBD

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

- Name of Training

SIS Navigation and Benefits

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

Parents will learn how to follow their student's academic performance and identify challenging course work to do early interventions that improve student's academic execution.

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

Use of digital resources, models, handouts and visuals.

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

Parents will identify areas that need reinforcement and become an academic teacher partner to eliminate or mitigate barriers that hinder learning.

- Date of Training

September 2024

- Responsible Person(s)

SSCC/Counselors

- Resources and Materials

Digital resources, handouts, videos, agendas, feedback forms, sign in sheets.

- Amount (e.g. \$10.00)

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

Safe Schools McKinney Vento Program

- Describe how agency/organization supports families.

Help families by providing school supplies for students, uniforms and toiletries for the family, assistance with community agencies. One hundred percent of our students are provided with a backpack and school supplies at the beginning of each year and as needed.

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

Letters, emails and posters to families translated in various languages on information about the McKinney Vento Program and how to access the information on the district website, and completed student housing questionnaire.

- Frequency

As parent indicates on survey

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



- Name of Agency

Little Cesars

- Describe how agency/organization supports families.

Provide meals for families during SAC/parent trainings to increase parent attendance and engagement.

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

Emails, partnership recognition, silk screen advertisement, and photographs.

- Frequency

Monthly

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

- Name of Agency

Pedals of Hope/Faith Community Closet

- Describe how agency/organization supports families.

Provide clothing, shoes and bicycles to students in need.

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

Emails, partnership recognition, photographs, newsletters and social media.

- Frequency

Twice a Year

## Communication

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

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

- Description

Title I meetings, Annual Parent Meeting, Open House and all SAC meetings will be held and the information for the meetings will be provided in advance via callouts, Parentlink, the school marquee, our weekly newsletter, as well as email. During all meetings we have a staff member who speaks Spanish and Creole in order to translate. All meetings are monitored to allow the flow of conversation to not overwhelm the interpreter and allow everything to be translated.

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

Minutes, invitations, agendas, sample google form/google sheet used for attendance, parentlink which translates automatically into other languages. We will also send information out weekly via our newsletter The Stingray Source which can be translated into all languages.

- Description

Parents will be informed of their child's curriculum, class syllabus and types of assessments used to measure student progress, as well as student proficiency levels expected to meet during our open house, parent conferences, progress reports/SIS emails, and SAC meetings. We also send home Data Chat form for parents to complete with their students.

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

Title I and SAC Agendas, SAC Minutes, emails, Open House presentation, open house agenda, translated letters, conference notes, and sample SIS progress reports.

- Description

Parents will be informed of student academic assessments and course curriculum used to increase student proficiency, parent conferences, progress reports/SIS emails, and SAC meetings.

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

Agendas, Minutes, translated letters, and conference notes, and sample progress reports, report cards, SIS emails.

- Description

Parents will be informed regarding meetings via callouts, emails, Parent link, SIS, the school website, and the school marquee. Parents are invited to participate in all SAC meetings and Parent nights. Parents are encouraged to make parent conferences each quarter with their child's teachers, and enroll in SIS to monitor their child's progress.. Parents are notified, and encouraged to participate in their child's annual IEP and 504 plan review as it comes up on it's calendar date. The ESE coordinator sends out notification through EdPlan that translates and attaches all documents, and guidance notifies parents of all 504 plan reviews. Translators are available as parents indicate their language in SIS. ESOL coordinator notifies parents about ELL's progress through emails and letters. Parent Liaison notifies parents (emails/meetings, letters/ home visits)of student's attendance patterns.

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

Callout transcripts, emails, the school website, and the school marquee, copy of emails, and school website information. Information on school website, and emails sent out twice every nine weeks encouraging parents to log in to their own account in SIS, and invite parents to SAC and Home Visits.

- Description

All parent conferences and/ or IEP meetings are given the option to be provided virtually via google meet, if the parent does not have a device the invite can be sent to the student's device, or the parent can attend by phone. Thus, meeting the convenience of the parent. Also, SAC meeting during the evening.

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

Invitations sent out over email in various languages, flyers of parent trainings, invitations with links for virtual meetings, and callout transcripts.

## 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

The school has staff members that speak the family's native language and are available for parent conferences to ensure clear communication between home and school. All correspondences will be translated for optimal communication between the families and the school. Staff members on SAC translate during meetings and during parent conferences. The school has also purchased headsets for large parent meetings where the meeting can be translated in real time.

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

Various meetings and notices emailed home sent in various languages. SAC Board Member identified to translate during SAC meetings, conference notes indicating someone is present to translate for the parent, PFEP summary and Compact, flyers in different languages. Our weekly newsletter, The Stingray Source, can also be translated into any language.

- Description

Palm Springs Community Middle School is ADA compliant as we have students that utilize walkers and wheelchairs throughout the campus. There is accessible handicapped parking, with marked crosswalk at the front of the school. When participating in meetings, parents are also given the opportunity to meet virtually or over the phone if that is more convenient for them. If the parent does not have a device they can participate from their student's device or by phone and an interpreter is always present when needed. If a family member needs to come on campus and needs assistance, an appointment is made ahead of time. DHH interpreters are also available daily as we have DHH parents and students. If we cannot accommodate the disability, administration would contact district for assistance in order to make it possible.

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

Picture of ADA compliant building, emails to DHH interpreters, meetings with Google Meet link, and emails district for additional support if needed.

- Description

School staff will survey families to determine their needs and allow the school to provide resources and information. School staff will constantly work with families to remove any barriers that may prevent them from participating and being involved in their child's education. CLF will conduct home visits as needed. School will seek assistance from Migrant Education Office as needed.

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

School will seek assistance from Migrant Education Office as needed (emails), PFEP compact, and are assisted with completing the student housing survey if needed. Migrant program brochure

- Description

School staff members will assist families that are experiencing homelessness, and will provide that student's information to the district contact for the McKinney Vento Program (MVP) to supply appropriate resources (backpacks and other basic school supplies) as needed. School staff will constantly work with families to remove any barriers that may prevent them from participating and being involved in their child's education. Families can also be provided with free WiFi to assist their child with completing their school work during distance learning.

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

MVP Program link to district website, students identified in SIS for completing form 2479, MVP Questionnaire, and flyers provided by MVP in all languages.

## 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

Saturday Success Academy

- Brief Description

Help students improve grades and prepare for upcoming state assessments in Ela, Math, Science and Social Studies.

## 2. Activity #2

- Name of Activity

Multicultural Parent Night

- Brief Description

Increase parent engagement in student's learning.

## 3. Activity #3

- Name of Activity

Choice Parent Night

- Brief Description

Parents explore different Choice opportunities in Arts, Technology, Media, and Language that the school offers.

## 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

Building our students' mindset needs as they develop is just as important as our students' academic growth. Palm Springs Middle utilizes a school-wide Positive Behavior Program. Our program offers students a chance to earn stingray SWAG through positive interactions in school with peers and staff. Our school utilizes an extended third hour every school day to teach lessons that are universally designed by the district. Our "Stingray Chats" are SLL lessons that teach growth mindset, persistence, coping skills, healthy habits, and resilience. Weekly themes are shared with the teachers via a Google document. The weekly SLL themes are aligned to the Character Now Trait (behavior and character) of the Month. Students are recognized and rewarded for demonstrating the featured character trait of the month. This acknowledgment is shown in the Stingray Bi-Monthly newsletter that is emailed home and posted on the Stingray social media and PSMS website, which provides an opportunity for all students to see who is being recognized. PRIDE matrix is posted around the school to remind students of behavioral and academic expectations. Athletic Awards celebrate the qualities it takes to be a changing leader at PSMS.

## 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

Palm Springs Middle School has a very active School Based Team (SBT). The team meets every week to review open cases, and discuss intervention plans for new cases. The team reviews all open MTSS/RTI cases, and ensures that academic interventions are implemented with fidelity. We utilize assessment, discipline, and attendance data to identify groups of students with academic and behavioral needs. We then implement supplemental and intensive intervention plans according to the individual need of the student. We use a variety of researched based programs such as Wilson Reading, Reading Plus, and IXL in addition to research based academic strategies. We also utilize technological tools that encourage students to actively participate in classes, and collaborate with their peers. Students with behavior concerns are identified using teacher observations in which teachers provide written observations of the specific behaviors and academic concerns that they have observed in the classroom. The student's response to the intervention is monitored using the district RTI/progress monitoring tool that is used to collect quantitative data based on the behavior goal established by the team. Students with open behavior cases are assigned a staff member to serve as a mentor for the student during the entire process. This allows positive reinforcement of the desired behaviors and will allow extinction of the target behaviors. A Functional Behavior Assessment/ Behavior Intervention Plan is created for students receiving intensive support.. This will give the student accommodations while learning to correct the target behaviors. The quantitative data is collected for all students receiving behavior interventions via a digital form in order to make the process efficient. The digital form is also saved at the end of each day as a PDF and emailed home as communication with the family on the child's progress. These digital form also provides an open line of communication between the school and home. Tier 1 includes interventions/instruction that all students receive (ex. Suite360, classroom guidance, etc.). Tier 2 (Supplemental support) refers to students who need more support than the schoolwide interventions/core instruction given (ex. small group counseling). Tier 3 (Intensive support) refers to students who struggle in both tier 1 and 2. Therefore, students getting intensive support in academics would receive a supplemental intervention, as well as an intensive intervention. For behavior, this would be implementation of an FBA/BIP. A student has to be identified as performing well below the rest of his/her peers in order to be considered for supplemental intervention. In our school, there are academic and behavior SBT referral packets provided in each grade level. If teachers have a major concern about one of their students, either academically or behaviorally, they can request guidance from the school counselor in obtaining the specific documentation in the packet. When all documentation/interventions have been done and there is still no improvement, the student can be added to SBT for problem solving. Academic and Behavior students are assigned a case liaison, who is in charge of making sure the students are getting the interventions with fidelity. The liaisons are also the ones who are responsible for providing feedback during the meetings. Baseline is determined and a goal is made. Data is collected for 8 weeks and graphed prior to the meeting to review progress midway. After 16 weeks, the team determines if the student is having a positive, questionable, or poor response by reviewing the graphed data. Students can shift up and down the continuum (core, supplemental, and intensive).

## 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

Our Teachers are very dedicated to providing a world class education to all students at PSMS. We are a certified STEM school and we have a Maker's Space in the Media Center. We are an AVID school that focuses on various organizational and study skills for students as well as brings college into focus for all students as an aspiration. Students have visited local colleges and universities to showcase post secondary education years before, and we hope to continue. In October, our AVID Leadership team will receive training to further enhance the implementation of AVID schoolwide. Our STEM teachers, and our student council will continue to participate in virtual field trips as well as in person field trips as permitted by the district. In October, our 8th grade students will have the opportunity to explore career and college options by participating in our virtual school choice fair; this event will provide 8th grade students an opportunity to explore the various high school choice and magnet programs available in our district. \*Data from FSA, EOC's as well as diagnostics and other tests determine the courses that are offered at the school. All data are analyzed and courses are offered based on the needs of the students. \* Standards are very important and teachers are REQUIRED to have the Standard they are teaching listed on their google classroom, or on their SMART Panel for every class. Administration walks into classrooms and checks the standard against what the teacher is presenting and feedback is given. \*The electives we offer range from PE to orchestra, band, dance art, culinary, drama, communications, technology. All of these courses prepare students for high school and beyond through sportsmanship, and developing talents in the other classes. \*Our elective courses such as Culinary, Digital Discoveries, and Coding encourage students to contemplate future careers as well as develop job skills such as how to complete projects in a timely manner. \*We currently offer math tutoring during the day. Following the Winter Holidays, we will offer the Saturday FSA Academy, which will utilize small group instruction, for all students in the subjects of reading, math, Civics and 8th grade science. \*All teachers ensure that students have practical applications to real world analogies. This is evident in classroom visitations as well as in lesson plans. Students participate in hands on activities in all classes, particularly STEM activities given the fact that we are a STEM certified school. Our STEM program is also an elective with each grade level that shows the importance of ecology, and various STEM careers. \*This will further enhance the quality of the education that students will receive by providing the students with a sense of connection to the school community. \* Cambridge academy prepares secondary students to be successful at school. \* International Spanish Academy content based curriculum in Spanish. \* Global Perspectives prepares learners for positive outlooks through critical analysis. \* Student Government Association delegates tasks and resolve conflicts provide an inclusive school environment. \* Ron Clark's House System to promote positive school climate, community and character.

## 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);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

Palm Springs Community Middle School offers an array of avenues for scholars to develop their skills and learn more about post-secondary opportunities. Our college and career readiness programs include: - Eight sections of the AVID college and career readiness elective course for grades 6-8 available to all students featuring tutorials with college students to provide support in rigorous courses. As an AVID school, we also have an active AVID Site Team made-up for faculty members from each department that infuse college and career readiness researched based strategies into Professional Learning Communities, department meetings, and Professional Development Days schoolwide. The Site Team also organizes semester college field trips for parents and students and college and career fairs. -As of Summer 2022, Palm Springs Middle is a Cambridge International School with over nine Cambridge Lower Secondary and Pre-AICE courses featured on the masterboard. Each course provides access to international and pre-university curriculum that is a pathway to the AICE Diploma available to earn at our feeder high schools. -We are proud to partner with non-profit organization Junior Achievement this year to provide the JA Excellence through Ethics and JA Inspire lesson plans through our Period 3 P.R.I.D.E time schoolwide. Through these sessions, students are able to interact with locale executives to discuss the importance of ethics, making ethical decisions, and explore careers. -Courses on campus that allow students to earn high school credit on campus include: Pre-AICE Math 1, Pre-AICE Math II, Pre-AICE Spanish I, Pre-AICE Spanish II, Physical Science Honors, Spanish Speaks 1, Spanish Speaks 2, Computer Fundamental, and Pre-AICE Photo.

## 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

\*In addition to trainings on instructional materials presented at Faculty Meetings (monthly), There are Professional Learning Team meetings held weekly by subject and grade level. These are often headed by the math coach (Omole), reading coach (Wisdom) and Single School Culture (Easley). \*District level PD opportunities are also afforded to teachers and paras. In the past subs have been provided so our staff can attend. Before and after each observation teachers have the opportunity to have pre and post conferences with their observers, the administrator meets with the teacher to talk about what will be seen in the lesson or what they saw and provide coaching. Teachers have data chats with the principal to go over students' performance. \*Teachers will receive professional development on our PDD. The offerings will be based on curriculum needs identified in the School Improvement Plan as well as teacher needs and interests. \*Team drives will be shared for teachers to utilize items for STEM and AVID. Teachers will also be gifted with the purchase of a book from the SLL book list, so teachers are able to integrate reading inspirational stories to their students for fluency. \*The ESP Mentoring program holds monthly meetings via google meet, and has a google classroom that was set up by district. Mentors and their mentees have access to this google classroom and all the resources.

## 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

All of our admin team is always recruiting in the surrounding communities. We also attend job fairs and reach out to our contacts at various colleges and universities in South Florida when we are looking for new teachers. The school promotes and supports talent within their employees. Substitutes and parents on patrol have led to new teaching positions. When we make new hires we are strategic with our ESP program. We ensure the mentors want to be mentors and are very helpful. We strategically place new teachers with mentors who will provide support and coaching in their subject area. We have academic coaches who model lessons and help with academic and management strategies. Teachers are celebrated for all their efforts and sent certificates and prizes for accomplishments. All subjects have team leaders based on their grade level who are experienced in their subject area. We have common planning grade level specific content areas. Common planning allows us to have weekly PLC's where new teachers can meet with veteran teachers to go over data and share best practices. School offer opportunities for teachers to earn part-time pay (tutoring program) afterschool and/or on Saturdays. All of our administrators have an open door policy to make sure everyone feels welcome in speaking with a AP or principal. Teachers are celebrated for their successes and school support: Teacher's Day, Perfect Attendance and Teacher's Performance.