
**Title I Comprehensive Schoolwide Plan
Palm Springs Middle (0611)**

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#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	44	45	47	47	50
Lowest 25% Gains	50	44	45	44	50

1. According to data, what are your top priorities? Include needs assessment statements.

Lowest 25% Reading comprehension Analyzing elements of a story Writing structure

2. List the root causes for the needs assessment statements for your top priorities.

Lack of student prior knowledge Lack of independent reading Lacking knowledge of English Student attendance

3. Share possible solutions that address the root causes.

Incentives for student attendance Offer access to materials for students to read independently at home Parent/Teacher communication must improve Teachers need to use more engaging and innovative resources

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Communicate the importance of school to parents. Reinforce the importance of reading independently CLF's will translate any material sent home by teachers.

Provide training for parents to assist their students with reading comprehension through discussion.

Train staff on the benefits of parent communication and education. Encourage participation at parent nights.

All parent conferences are accessible by phone or in person and translation is always provided.

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

School

Students

Parents

The school will keep parents informed of student progress. Teachers will contact parents if the student is under performing and go over recommendations.

Students will attend school on a regular basis, keep track of assignments and pay attention. Struggling readers will agree to extra tutoring and a possible extra reading class.

Parents will get their students to school on time and prepared to learn. Parents will support the need for education.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	57	52	52	51	55
Gains	61	53	54	47	60
Lowest 25% Gains	64	53	50	49	55

1. According to data, what are your top priorities? Include needs assessment statements.

Based on the Winter Diagnostics -FY20 and in reference to FSA Test Design Summary Blueprint (January, 2020), below are the top five areas of math instruction that need to be prioritized. 6th: MAFS.6. EE.1.2; EE.1.3, EE.1.4; EE.3.9; NS.3.7 7th: MAFS.7. RP.1.2b; RP.1.3, G.1.2, G.1.3; G.2.4 8th: MAFS.8. EE.3.7a; EE.3.8; F.1.1; F.2.5; SP.1.4

2. List the root causes for the needs assessment statements for your top priorities.

? Lack of basic relevant math concepts ? Absenteeism ? Tardiness ? Failure by some students to turn-in relevant assignments

3. Share possible solutions that address the root causes.

? Provide before- and after- school tutoring opportunity ? Provide daily relevant warm-up/bellringer questions ? Reward and acknowledge students with no absences and tardies for each quarter ? Reward students for great performance on assessment related to the prioritized standards ? Provide relevant resources to help math teachers focus more on the five standards ? Allow more time for relevant assignments to be turned-in

4. How will school strengthen the PFEF to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Communicate the importance of attending school everyday.

Offer training's that will allow parents to help with basic concepts. Also provide resources that will make it easier for the parent to assist their child.

Staff needs training on ways parents can assist when they may not know the material.

We make every attempt to be accessible to all individuals in person, by phone or by email.

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

School

Students

Parents

Parents will assist with school work at home and continue education after school hours

Students will commit to attending school everyday. Students will keep a binder to stay organized.

Parents will get students to school everyday and on time. Parents will commit to continuing education outside of school and reinforce the importance of doing well

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	44	39	39	48	55

1. According to data, what are your top priorities? Include needs assessment statements.

- Increase the amount of proficient test scores on district local assessments (NGSQ's and USA's) as well as diagnostic assessments (8th grade winter, 6th and 7th grade mid-year and end of year assessments).
- Increase the amount of proficient test score on the Science Statewide Assessment (grade 8).

2. List the root causes for the needs assessment statements for your top priorities.

- Weakness in understanding how to utilize data for instructional modifications.
- Difficulty in retaining content from previous grade levels.

3. Share possible solutions that address the root causes.

- Utilizing additional professional development provided by the District Secondary Science Department to ensure understanding of how to read and breakdown data.
- Additional monitoring in 6th and 7th grade of benchmark monitoring to ensure understanding of testable content.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Ensure the science department utilizes SIS to provide ongoing communication with parents.

Have hands on parent nights where parents can learn activities they can do with their kids at home.

We have ongoing staff training with the district specialist for the 8th grade team. The 6th grade and 7th grade teams will join the process for SY21.

SIS gives all parents access to the teachers at all times.

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

School

Students

Parents

The school will keep parents informed of student progress, all assessments and testing. Teachers will reach out to parents if a student begins to fall behind.

Offer more resources students can access from home. Incentives for student attendance.

Parents will support science and reinforce the importance of education at home

#SocialStudies	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	68	66	74	68	78

1. According to data, what are your top priorities? Include needs assessment statements.

According to our latest diagnostic, Winter FY20, the top 5 areas where students showed weaknesses are: 1. SS.7.C.1.3 – How English policies led to the writing of the Declaration of Independence. 2. SS.7.C.1.5 – Weaknesses of the Articles of Confederation. 3. SS.7.C.2.5 – How the Constitution safeguards and limits individual rights. 4. SS.7.C.2.12 – Policy-making – creating a solution to a problem with alternate options. 5. SS.7.C.3.5 – Explain the Constitutional amendment process. 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 for your top priorities.

The root causes are the lack of student prior knowledge, lack of student reading skills & lack of reading practice outside of school, lack of English vocabulary, high absentee rates, high tardy rates, the high rate of students leaving school early, and the lack of parent involvement and student accountability

3. Share possible solutions that address the root causes.

Possible solutions: 1. Incentives for consistent attendance. 2. Incentives for reading gains 3. A general celebration of academics, personal responsibility, and adherence to school rules. 4. Create positive role-modeling in school, as well as, encourage parents to set positive examples at home.

4. How will school strengthen the PFEF to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Communicate with parents about the importance of consistent attendance. Parents should also understand the importance of accountability, checking their student's agenda, and monitoring SIS.

Train parents on how to assist their students with reading comprehension and new vocabulary terms. Help parents create positive study habits in their students.

Train staff about the benefits of parent communication and involvement. Encourage participation by teachers when families are invited to campus.

School staff will be available to parents through e-mail and/or parent conferences arranged through the grade level office.

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

School

Students

Parents

The school will keep parents informed about student progress, assignments, and testing. The school will contact the parents if students are under performing and will provide options to the parents for their student's success.

Students will attend school regularly, keep track of assignments and due dates, and will pay attention in class.

Parents will get their students to school on time, and have them adequately prepared to learn. Parents will support the school and will provide positive reinforcements for their student's education.

#Acceleration	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	58	71	83	81	85

1. According to data, what are your top priorities? Include needs assessment statements.

Our top priorities are to increase the achievement in Algebra and Geometry. These are the only two acceleration courses offered.

2. List the root causes for the needs assessment statements for your top priorities.

These courses are high school level courses being taken by middle school students. The root cause is lack of prior knowledge.

3. Share possible solutions that address the root causes.

Tutor students who are taking high level courses to help bridge the gap. Offer additional resources that allows students to receive extra help at home without relying on parents for assistance.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Communicate the rigor of these courses with parents and stress the importance of hard work.

Offer parent training's on how to use various resources that do not rely on a parents previous knowledge.

Teachers need training on how to communicate and engage parents from other cultures.

We can provide any accommodation whether by phone, email or in person.

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

School

Students

Parents

School will commit to providing more easy to use resources for students to use in and out of school.

Students will commit to not missing classes in acceleration courses and attending any additional help offered such as tutoring.

Parents will commit to making sure students are completing assignments, attending school and tutoring as needed.

Action Step	Provide differentiated, targeted instruction through smaller class sizes, small group instruction, and extended day learning opportunities to increase student achievement.	Budget Total: \$566,653.31
Acct		
Description	Description	
Classroom Teacher	Math Teacher will provide small group instruction to level 1 and 2 students in 7th grade math courses. This position allows students to be served in homogeneous groups in a much smaller group setting.	
Classroom Teacher	Reading Teacher will provide small group, intensive reading instruction to 7th grade students. This additional position will allow the school to provide direct reading instruction by a teacher certified in teaching reading to level 2 students who are not required to be served in dedicated intensive reading classes.	
Classroom Teacher	Reading Teacher will provide small group, intensive reading instruction to 8th grade students. This additional position will allow the school to provide direct reading instruction by a teacher certified in teaching reading to level 2 students who are not required to be served in dedicated intensive reading classes.	
Classroom Teacher	Science teacher will allow school to assign fewer teachers to each 7th grade science class to provide more effective small group, differentiated instruction and add STEM-themed classes to the 7 grade science course offerings.	
Classroom Teacher	Science teacher will allow school to assign fewer students to each 8th grade science class to provide more effective small group, differentiated instruction and add STEM-themed classes to the 8th grade science course offerings. This position is used to serve the majority of the 8th grade inclusion students with strategies proven to improve performance.	

Classroom Teacher	Reading Teacher will provide small group, intensive reading instruction to 6th grade students. This additional position will allow the school to provide direct reading instruction by a teacher certified in teaching reading to level 2 students who are not required to be served in dedicated intensive reading classes.
Resource Teacher	Math Resource Teacher will conduct pull out instruction in small groups for struggling math students to ensure students in grades 6-8 have an opportunity to reach proficiency.
Tutorial	Certified teacher tutors will provide extended learning opportunities for students in grades 6-8 to reinforce concepts taught during the school day. Saturday tutorials for math, science, ELA, Civics and Algebra (17 teachers x 5 hours x 8 Saturdays @ \$25/hr = \$17,000). Afterschool tutorials for ELA/Math for all grade levels (2 tchs x 1 hr x 4 days/week x 30 weeks @ \$25/hr \$6,000).
Extra Periods	Ten teachers will receive an extra period supplement to take on an additional course in their schedule. This extra course will allow the school to offer smaller class sizes across content areas and high school level courses which may not have typically been offered. Extra periods for Algebra, 8th grade Science, Civics - 7th grade, Reading, Geometry, Emerging Technologies. (10 teachers @ \$4,500 per extra period = \$45,000)
Online subscription	IXL Math will be used to assist ESE students in building foundational math skills (70 licenses @ \$14.76 each = \$1033.20). WeVideo provides students in TV production classes with access to editing software to build career ready skills (60 licenses @ \$8.98 = \$538.80).
Supplies	Supplies for tutorials, AVID implementation and push-in/pull-out instruction: composition books 6.60 50 330.00 - easel pads of chart paper - 8 pack 78.49 7 549.43 dry erase markers pack of 4 5.54 51 282.54
Out-of-system Tutors (Long Term)	Out of system, certified long term tutor will provide remedial math instruction to struggling 7th and 8th grade students, including Algebra students), to ensure they reach grade level proficiency and can be successful on EOC test. (1 certified tutor x 7 hours x 60 days over 30 weeks x \$25/hr = \$10,500)
Out-of-system Subs	Substitutes are provided for classroom teachers for absences - 7 days for each teacher. (6 teachers x 7 days x \$87.04/day = \$3,655.68)

Action Step	Engage parents and the community in supporting student success through deliberate parent trainings, community engagement, and ongoing home-school communication.	Budget Total: \$8,393.25
Acct Description	Description	
Parent Support by School Staff	Teachers will work outside of their contracted time to facilitate trainings for parents in the use of Google Classroom, the Student Information Systems (SIS) for communication and progress monitoring, AVID parent night and academic strategies to assist students in core content classes. (6 teachers x 4 events x 3 hours to include an hour of planning @ \$25.00 = \$1,800)	
Postage	Postage for parent communications: Parent pick-up of distance learning materials, helping students thrive information, work packets, etc...	
Supplies	Agendas will keep parents informed of student progress, school events, Title I parent trainings, and other important school information: (2,000 agendas @ \$1.50 + \$480 for student contact information inserts + \$180 shipping = \$3660); Woodburn Press Welcome to Middle School pamphlets (600 @ \$1 = \$600); Spanish parent guides (200 @ \$1 = \$200); Parent communication and training supplies for parent engagement invitations, handouts, make and takes: copy paper (19 cases @ \$31.03 = \$589.57); ink cartridges 4 packs for color printings (6 @ \$170.73 = 1,024.38)	

Action Step	Provide job embedded professional support for teachers by implementing a coaching cycle of observing, providing feedback, planning for instruction and best practices, modeling lessons, and analyzing student data.	Budget Total: \$35,380.48
Acct Description	Description	

Coach	Math Coach will implement coaching cycle, observing, modeling, feedback, planning for instruction and best practices, analyzes student math data to ensure appropriate
Description	Description strategies are used to build teachers' capacity to provide effective instruction. Coach facilitates math PLCs for all math teachers.
Coach	Math Coach will implement coaching cycle, observing, modeling, feedback, planning for instruction and best practices, analyzes student math data to ensure appropriate instructional strategies are used to build teachers' capacity to provide effective instruction. Coach facilitates math PLCs for all math teachers.

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.

Mission Statement
Palm Springs Community Middle School believes in a partnership with parents and the community. This develops a positive, educational, cultural, technological, and social awareness to best prepare our students to become productive citizens for their future.

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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Sandy Jinks	Principal
Travis Vanscoy	Assistant Principal
Cynthia Baumann	SAC Co-Chair/ESE Support/Title I contact
Tate Rowan	SAC Chair/Teacher
Deborah Moody	Parent
Phillip Brinkman	Business Partner

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

All parents are encouraged and invited to provide their input. SAC members and the present group at ongoing SAC meetings provide the foundation used to represent all stakeholders. SAC Members are 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 9/17/21, and information from the SAC meeting in spring of 2021 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.

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 quick evaluation, as done in the spring. Moving forward on a digital platform stakeholders will be asked to complete a google form after meetings that will be provided in a multitude of languages for parents. Title I funding will be used to support parent and family engagement by advertising trainings for parents in order to help their child succeed in their classes, paper and ink for flyers for these workshops, and postage for any mailing of information.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Sandy Jinks	Principal
Sean Ashworth	Assistant Principal
Cynthia Baumann	SAC Co-Chair/ESE Support/Title I contact
Tate Rowan	SAC Chair/Teacher
Mary Johnson	SAC Business Partnership Liaison
Deborah Moody	Parent
Roxana Morelli	Parent
Tony Morelli	Parent
McKenzie Martinez	Student
Phillip Brinkman	Business Partner
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative

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

October 15, 2020 @ 5:30 pm via google meet.

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.

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, PFEP summary, Family Compact, and google extension for attendance.

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Virtual First Day	Teachers will learn how to create interactive google classrooms and google sites inviting parent participation via parentlink. This will allow teachers to be proactive with their students and lessons. This also allows teachers to have areas in their google site for parents to be able to learn how to utilize google suite in order to assist their child and interact with the teacher to support their child's progress.	Teachers will hold a virtual open house and post videos for parents, information to assist parents, as well as encourage family involvement with their own child's digital education.	Teachers are to submit videos to each of their google classes with invites sent out via parentlink	August and September	Ramirez, Vanscoy, Peragine, Magill

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Effective Communication	Teachers will be learn how to communicate effectively and positively with families. Teachers will also learn positive behavior methods, and parent conferencing skills to develop a positive working relationship between home and school. Teachers will learn how to document the positive interaction and provide parents with strategies and tips to help their child at home.	Teachers will create a more positive and interactive relationship between home and school, and teachers will have a better understanding of Rtl	Communication logs, sample of strategy shared with families.	November	Baumann and Munnings

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Virtual First Day	104	Create interactive google classrooms and google sites, invite students and parents to both, post helpful information for parents and families on both, hold virtual open house	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Teachers from each department presented one google site, and all had resources for parents/family	Teachers included resources for parents on google site and google classrooms, invited parents, hosted virtual open house	Many teachers are still struggling with getting students engaged daily. As the semester moves on the parent involvement drops off.

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

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.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
SIS	Parents will learn how to log in, and navigate through SIS. Parents will be able to check their student's progress in each class, attendance, email teachers, and be able to pull up their child's test scores.	Parents will be able to log in, create a password unique to them, and navigate through their own child's SIS portal. The instructor will guide them through SIS and show all the important features they should know, and would be able to look up.	To have more parents connect to their child's SIS account and monitor their grades and attendance, as well as contact their child's teachers.	November	Baumann	SIS portal, google meet link, google slide presentation translated, translator	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Google Tools	To support student's learning and parent's ability to assist students with virtual platform. Parents will learn how to utilize google classroom, google slides, google drive, and google docs. All of which are important and are utilized daily by their children.	Parents will be able to navigate through the basics of the google suite tools students use and how to assist their child navigating.	Increase student google classroom participation, and reduce student's from having any minor issues that can be resolved, ruling out any technical issues.	January	Baumann Magill Liliestead Johnson Ramirez	Chromebooks, Smart Panels, google classrooms	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Safe Schools McKinney Vento Program	Help families by providing school supplies for students, uniforms and toiletries for the family, assistance with community agencies	letters, emails to families translated in various languages on information about the McKinney Vento Program and how to access the information on the district website.	As parent indicates on survey

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Publix and the Sun Sentinel	Families are given ideas on how the student can earn community service hours and model good character traits, given activities to do to continue at home and in school for SEL Character Counts Recognition tying into SEL. 7 characteristic traits that students exhibit not only in school, but teachers communicate with families that the students continue to exhibit these traits at home.	List of character counts articles and ideas to share with families, recognition certificates, student profiles that parents are given and submit to school the Sun Sentinel publish, end of year ceremony for student/principal/parent of each school.	Bi-Monthly

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Comcast and TMobile	Comcast and TMobile have partnered with the district to provide free WiFi for students for distance learning. This is first given to families that have no WiFi and are in need, providing WiFi for the house or a Hotspot to mainly allow the students to complete their school work and for parents to be able to support them and stay connected with their teachers to monitor their child's progress.	WiFi property signout, Comcast code directions (with no code) in various languages)	Daily for the first two months of school, and just 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.

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Title I meetings, Annual Parent Meeting, and all SAC meetings will be held virtually sharing the dates/times and where to locate the google meet link via callouts, Parentlink, the school marquee, 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.</p>	<p>Minutes, invitations, agendas, sample google form/google sheet used for attendance, parentlink which translates automatically into other languages.</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed of their child's curriculum, types of assessments used to measure student progress, as well as student proficiency levels expected to meet during our virtual open house, parent conferences, progress reports/SIS emails, and SAC meetings.</p>	<p>Title I and SAC Agendas, SAC Minutes, emails, open house agenda, Translated letters, conference notes, and sample SIS progress reports.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed of student academic assessments used and course curriculum used to increase student proficiency via our virtual open house, parent conferences, progress reports/SIS emails, and SAC meetings.</p>	<p>Agendas, Minutes, translated letters, and conference notes, and sample progress reports., SIS emails</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed regarding meetings via callouts, emails, Parentlink, 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 its 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.</p>	<p>Callout transcripts, emails, Parentlink, SIS, the school website, and the school marquee, copy of emails, EdPlan, and school website information. IEP and 504 info is not attached as it contains private information. All translated into different languages spoken by parents/families. 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.</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>All SAC/Title I meetings are conducted virtually via google meet this year, and recording of the session will be posted on school website. All parent conferences are also held 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.</p>	<p>Invitations sent out over email in various languages, and callout transcripts.</p>

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	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>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.</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>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. Since this is during a unique school year, the district has limited visitors, and all parent conferences are held virtually, which makes it much easier for the parent. 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. Only one family member is allowed at one time as of now unless the parent needs assistance, and the grade level secretary asks if assistance is needed when the appointment is made. We do have a trained service dog to assist the disabled with opening doors, retrieving the elevator, and picking items for example. Bojangles is unique to the county and his trainer is the ESE coordinator, he is on campus daily. 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.</p>	<p>Picture of handicapped parking, Bojangles service dog, list of DHH interpreters, email district for additional support if needed</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>School will seek assistance from Migrant Education Office as needed (emails), PFEP compact, and are assisted with completing the student housing survey if needed. Flyer of MEP services.</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments

4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
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	MVP Program link to district website, students identified in SIS for completing form 2479, MVP Questionnaire, and the district's partnership with Comcast and TMobile to provide WiFi, supplies distributed, flyers provided by MVP	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' 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.

Building our students mindset and social emotional needs as they develop is just as important as our students academic growth. Palm Springs Middle utilizes a school-wide Positive Behavior Program, and it runs the Character Counts Program to build resiliency and teach citizenship with our students. Our school utilizes the first 15 minutes of every first hour and teachers all hold SEL lessons that are universally designed by our guidance counselors. Our "Stingray Chats" are all SEL lessons that teach growth mindset, persistence, coping skills, healthy habits, and resilience. Distance learning has made our Stingray Chats even more necessary, and teachers have had to find creative ways to adapt SEL lessons. We have come up with putting some of the topics and the questions that we would ask into a google form and teachers post it on their google classroom. We award Students of the Month to both virtual and Brick and Mortar students, and the certificates are mailed to them. The Stingray Chats also work in unison with the monthly Character Counts Trait of the Month. Students are recognized for exhibiting the given trait and rewarded. Their acknowledgment is shown in the Stingray Monthly JAMS that is posted on the Stingray social media and PSMS website. This way all students can see who is recognized. With our School-wide Positive Behavior System, we have had to create a digital banking system, this way virtual students can still be awarded Stingray Bucks. They will just bank or save them for when they return to campus to redeem them.

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.

Palm Springs MS has a very active School Based Team (SBT). The team meets every other week to discuss new cases as well as check in on students previously referred. The team discusses the Multi-Tiered Systems of Support (MTSS) for both academic as well as behavioral referrals. We use student centered data to identify groups of students for Tier 1 academic and behavioral needs. We use a variety of researched based programs such as Wilson Reading, Reading + , Just Words, IXL, and we will also be using Nearpod as well to help students accomplish goals. In Tier 2 academic, students may use another program we have and they have not used, they may work in small groups or 1-1 with a counselor or math coach. Their data is tracked using the district progress monitoring tools for RtI. Students with behavior concerns are identified using teacher observations, combined with a look at the students academic performance. This is combined with all the student's teachers, and collected on ABC data forms which are observation forms teachers fill out. The student's behavior is monitored using a progress monitoring tool, and a district RtI form if needed. Students on Tier 2 for behavior may work 1-1 with the behavior specialist, and the students behavior can be monitored using a digital daily point sheet. This allows positive reinforcement of the desired behaviors and will allow extinction of the target behaviors. Students that are on Tier 3 will be in the process of completing or have an FBA/BIP completed. This will give the student accommodations while learning to correct the target behaviors. The digital dailies provide data that completes the district RtI form for Tier 2 and 3. The digital daily 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 dailies have opened up a line of communication that has never been there before between home and school with many families.

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' educatic

**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)].*

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. Distance Learning has made a huge impact on the programs we can offer, like any other school. However, we are working to find ways around this. Our STEM teachers, and our student council has participated on virtual field trips. Students that are on campus stay in the participating teacher's room, and our students at home go on the field trip virtually. For part of our choice selection we held a virtual career fair. Before students left school last spring, and moved on to new choice programs, or still had no idea if they wanted to pick a program for the following year. We held an 8th grade virtual career fair. Students could listen to community members who were in some of their top selected careers, and were told what they had to work on in high school and in college. Students were able to ask questions as well We have had a Cultural Showcases and plan to again this year. The Cultural Showcase offers students an appreciation of each others' cultures as they share their written work and their life stories. With students being virtual we would have to recreate how that program is presented and how students present their work. *Data from FSA, EOC's as well as diagnostics and other tests determine the courses that are offered at the school. All data is 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 (or virtually goes into the class) 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. *At this time we do not have courses that encourage job skills. *When testing approaches we offer pull out tutoring during the day. Our virtual students will have access to the same tutoring due to the SMART panels in each classroom. We did offer before school and after school tutoring all year, and hope to start that soon, but we will have to limit the amount of students per teacher. After the Winter Holiday we will offer the Saturday FSA Academy for all students in the subjects of reading, math, and 8th grade science. We will have to limit the amount of students per teacher again. *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 are use to doing hands on activities in all classes as well as STEM activities in all classes as 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. Moving into a virtual platform has become difficult, but many of our students have made the transition and our teachers are creating new interactive lessons online with the use of breakout rooms and online labs as examples. *Extra curricular activities is the one area that has been most effected with distance learning. We do not have any extra curricular sports or after school sports. Our aftercare is limited in the amount of students it can accept due to the amount of students to teacher ratio. We also do not have as many classes in aftercare as we did last year.

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.

As an AVID school, we are showcasing post secondary education opportunities. Every Friday is College Jersey day and students are encouraged to wear their favorite college t-shirt. We have college pennants all over the campus which highlight a variety of colleges. We work closely with Palm Beach State's TRIO program which identifies potential students for support and scholarships. Last school year we brought students on field trips to the colleges and have representatives come to PSMS. We hope to continue that in the future. Distance Learning has created a gap in our amount of accelerated programs we have this year, like Algebra 1 Honors, Geometry, and 9th grade Earth Space Science. Our geometry enrollment is cut in half, and we have lost close to 1/4 of our Algebra 1 Honors students. The 9th grade science has only dropped a little, but the enrollment has remained stable. We have a virtual career showcase with community members in various fields (attorney, nurse, firefighter/paramedic, engineer) for students to encourage hard work and promote post secondary opportunities.

Transition from Early Childhood Education Programs 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

Not Applicable

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

*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) and our learning team strategist (Edwards). They are held via google meet *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. *The PD Coordinator (Baumann) will be tracking teachers' progress on the summer PD buckets, and post helpful online training opportunities available to the staff. Staff is encouraged to attend the virtual trainings for accommodations for ESE students and lessons for ELL students. Since this is such a unique school year, AVID will be integrated through all classes through various note taking techniques and graphic organizers displayed at pre school PD and the use of social contracts as example. *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 SEL 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. *IEP meetings are held via google meet, the parent is invited and EdPlan generates all notifications, a parents rights, and proper documents to the parents are sent prior to the meeting via email. The students' IEP is presented and discussed, and the final is sent to the parent at the end.

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

*We used to attend job fairs and worked with FAU and Lynn University to attract competent teachers. Effective teachers are given opportunities to present strategies to staff and as mentors to struggling teachers. Teachers are praised for all their efforts and sent certificates and prizes for different incentives. *We strategically place new teachers with mentors who will provide support and coaching in their subject area. We have a math coach and reading coach to support new teachers in these areas. *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. *All of our administrators have an open door policy to make sure everyone feels welcome in speaking with a AP or principal. *Distance Learning has made an impact by many of the current veteran teachers staying home, and putting in place a substitute or interim teacher into that position. This does create a problem as there is a new person that should have support and may not be identified or given the support because they are not a new hire into a full time position. This is where our school tries to pair those teachers up with members of their same grade level and curriculum. This way the veteran teacher can share lesson plans, and other ideas.

