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

ELA

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

1. List prioritized needs statements.

According to the recent F.A.S.T PM# 2 the area of ELA instruction to prioritize are: 6th Grade: (22% of students are proficient. Average score of 304) Reading Across the Genres: - Context and Connotation - Interpreting Figurative Language -Morphology Prose and Poetry: Literary Elements Perspective and Point of View 7th Grade: (22% of students proficient. Average score 311) Reading Prose and Poetry: Poetry Reading Across the Genres: Comparative Reading Morphology 8th Grade: (24% of students proficient. Average score 319) Reading Across the Genres: Context and Connotation Interpreting Figurative Language Morphology Understanding Rhetoric

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

-Lack of interest/student buy in -Lack of apathy toward reading -Student struggles with prior/background knowledge -Poor 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

3. Share possible solutions that address the root causes.

Incentives for being present and on time Incentives for independent reading Learning about other cultures to help build background Vocabulary word of the day (from assigned readings or SAT words etc.) Focus on understand parts of speech High interest short passages Utilize Paper app 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 iReady, Spire, Reading Plus, No Red Ink, Vocabulary.Com, Flocabulary, Quizzizz 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)

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

Parent callouts 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. 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. Continue to reinforce academic vocabulary to interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

• 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. Practice academic vocabulary activities to interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

• 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. Support the use of academic vocabulary activities to interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

- **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.

- **Accessibility**

Staff will need to be assessible 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.

Math

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

1. **List prioritized needs statements.**

Schoolwide Math Proficiency Goal for FY24: 60% Proficiency Levels: 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 Student absenteeism Gaps from blended learning Students believe grades will be adjusted for gaps in blended learning Proactive PLCs for planning Sporadic PLCs due to teacher coverage or 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

3. Share possible solutions that address the root causes.

Utilize Paper app for 24/7 tutorials 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) Incentives for teacher and student attendance Provide assistive technology/online resources to support student learning through 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 opportunities for students to use hands-on experiences/practice to support student le(math manipulatives, calculators, rules, etc.)

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

- **Communication**

The school will provide multiple sources of communication to families inclusive of weekly newsletter, emails, phone calls, text messages, 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. 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 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, 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 need to be assessible 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.

-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. FY23 Winter Diagnostics: 49.9% Proficient (8th Grade) Goal for 8th Grade Physical Science: 47%

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

The root causes are: - Lack of student prior knowledge -Learning gaps due to blended learning during pandemic -Non conducive classroom behavior - Lack of ESE support - Lack of non consumable manipulatives in classrooms -Lack of students reading in and outside of school - 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

3. Share possible solutions that address the root causes.

Possible solutions are to offer incentives to students for being present and on time. Increase ESE facilitator support in science classrooms Increase non-consumable manipulatives for projects and experiments, and use of 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 Additional monitoring of 6th and 7th grade benchmark monitoring to ensure understanding of testable content Utilize Study Island for 8th grade as content review and SSA practice CPalms tutorials aligned to benchmarks for all grades Use of Paper free tutoring service Provide extended learning opportunities through tutorial programs for science during the day, extra periods, morning, after school, Saturdays, and summer. 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 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)

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. 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. 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 assessible 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 FY23, the top 5 areas were students show weaknesses are: SS.7.C.1.3- How English policies led to the writing of the Declaration of Independence SS.7.C.1.5- Weaknesses of the Articles of Confederation SS.7.C.2.5- How the Constitution safeguards and limits individual rights SS.7.C.2.1.2- Policy making creating a solution to a problem with alternate options 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. FY23 Social Studies Proficiency Target: 65% FY23 Winter Diagnostic Score: 52.4%

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 vocabulary -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. 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. Provide extended learning opportunities through tutorial programs for science during the day, extra periods, morning, after school, Saturdays, and summer. 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 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 (binders, tabs, index cards, etc.)

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 assessible 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 13% of Algebra I students met threshold on the semester exam. *Only 78% of Geometry students met the threshold on the semester exam. Accelerated FY23 Target Goal: 80%

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 -Last of teacher knowledge of BEST standards - Lack of personnel support such as 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: - Incentives for consistent attendance -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 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 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 supplies)

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 assessible 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: \$662,676.26

Acct Description	Description																		
Resource Teacher	Reading 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 make learning gains and reach proficiency in ELA.																		
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.																		
Out-of-system Tutors	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Out of system, non certified long term tutor will provide remedial ELA and reading support to struggling 6-8 students through a push-in or pull-out model of support, to increase reading literacy and</td> <td>1</td> <td>\$15.00</td> <td>5</td> <td>6</td> <td>38</td> <td>Non-Certified</td> <td>Original</td> <td>\$17,100.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Out of system, non certified long term tutor will provide remedial ELA and reading support to struggling 6-8 students through a push-in or pull-out model of support, to increase reading literacy and	1	\$15.00	5	6	38	Non-Certified	Original	\$17,100.00
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Classroom Teacher	<p>Science Teacher will provide support for low 25%, level 1 and level 2 students in 6th grade through a whole and small group instructional model, differentiated instruction, and add STEM-themed classes to the 6th grade science course offerings to increase achievement in science. Teacher will support accelerated course. Teacher will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneously grouping.</p>																																			
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 933 1188 1011">Item</th> <th data-bbox="1199 933 1346 1011">Quantity</th> <th data-bbox="1346 933 1482 1011">Rate</th> <th data-bbox="1482 933 1703 1011">Supply Type</th> <th data-bbox="1703 933 1902 1011">Type</th> <th data-bbox="1902 933 2018 1011">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1019 1188 1125">Composition Notebooks</td> <td data-bbox="1199 1019 1346 1125">100</td> <td data-bbox="1346 1019 1482 1125">\$21.31</td> <td data-bbox="1482 1019 1703 1125">General Supplies</td> <td data-bbox="1703 1019 1902 1125">Original</td> <td data-bbox="1902 1019 2018 1125">\$2,131.00</td> </tr> <tr> <td data-bbox="436 1133 1188 1239">Highlighters for student use to mark text</td> <td data-bbox="1199 1133 1346 1239">40</td> <td data-bbox="1346 1133 1482 1239">\$4.50</td> <td data-bbox="1482 1133 1703 1239">General Supplies</td> <td data-bbox="1703 1133 1902 1239">Original</td> <td data-bbox="1902 1133 2018 1239">\$180.00</td> </tr> <tr> <td data-bbox="436 1247 1188 1352">Shipping</td> <td data-bbox="1199 1247 1346 1352">1</td> <td data-bbox="1346 1247 1482 1352">\$0.50</td> <td data-bbox="1482 1247 1703 1352">General Supplies</td> <td data-bbox="1703 1247 1902 1352">Original</td> <td data-bbox="1902 1247 2018 1352">\$0.50</td> </tr> <tr> <td data-bbox="436 1360 1188 1466">Painters Tape (pack of 6)</td> <td data-bbox="1199 1360 1346 1466">4</td> <td data-bbox="1346 1360 1482 1466">\$27.71</td> <td data-bbox="1482 1360 1703 1466">General Supplies</td> <td data-bbox="1703 1360 1902 1466">Original</td> <td data-bbox="1902 1360 2018 1466">\$110.84</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Composition Notebooks	100	\$21.31	General Supplies	Original	\$2,131.00	Highlighters for student use to mark text	40	\$4.50	General Supplies	Original	\$180.00	Shipping	1	\$0.50	General Supplies	Original	\$0.50	Painters Tape (pack of 6)	4	\$27.71	General Supplies	Original	\$110.84					
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	Index Cards	100	\$0.33	General Supplies	Original	\$33.00
	Post It Notes- Miami 3×3	100	\$17.74	General Supplies	Original	\$1,774.00
	Color Paper to support instruction and student learning	100	\$21.31	General Supplies	Original	\$2,131.00
	Scissors for students	30	\$23.20	General Supplies	Original	\$696.00
	Paper cardstock white 65 lb 250 sheets	4	\$18.47	General Supplies	Original	\$73.88
	Binder dividers- Index 8 tab	500	\$1.27	Program Supplies	Original	\$635.00
	Expo Markers Dry erase	50	\$8.06	General Supplies	Original	\$403.00
	Pencil Pouches (12 pack)	100	\$16.87	General Supplies	Original	\$1,687.00
	Copy Paper- white case to support student learning	137	\$44.61	General Supplies	Original	\$6,111.57
	Markers	30	\$2.77	General Supplies	Original	\$83.10
	Binders to support AVID 2 inch	500	\$4.95	Program Supplies	Original	\$2,475.00

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="436 215 1188 269">Item</th> <th data-bbox="1209 215 1346 269">Quantity</th> <th data-bbox="1356 215 1472 269">Rate</th> <th data-bbox="1482 215 1703 269">Supply Type</th> <th data-bbox="1713 215 1902 269">Type</th> <th data-bbox="1913 215 2026 269">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Toner High Yield- make copies of materials for delivery of instruction and student work	4	\$427.01	Technology	Original	\$1,708.0						
	Avery Heavyweight Sheet Protector 250 count (Costco)	20	\$14.99	Program Supplies	Original	\$299.80						
	Pencils for students to use for 6-8th all content areas (Pack of 24)	73	\$14.98	General Supplies	Original	\$1,093.5						
	Shipping- BT# 465503	1	\$4.12	General Supplies	Budget Transfer	\$4.12						
	TI-108 Calculators pack of 10- BT #465503	16	\$54.75	General Supplies	Budget Transfer	\$876.00						
	Pencil Pouches- BT# 465503	8	\$1.86	General Supplies	Budget Transfer	\$14.88						
Classroom Teacher	Science Teacher will provide support for low 25%, level 1 and level 2 students in 7h 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. Teacher will also support accelerated course. Teacher will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneously grouping.											
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.											

Acct Description	Description												
Charter bus	Item						Quantity	Rate	Type	Total			
	We will conduct 3 student College Tours to a college (FGCU in Ft. Myers, UF in Gainesville, and University of Central Florida in Orlando) Students in grades 6-8 to 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.						3	\$1,500.00	Original	\$4,500.00			
Tutorial	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 2023				12	\$37.00	1	5.5	6	Certified	Original	\$14,652.00	
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. He is also supporting accelerated course. He will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneously grouping.												
Online subscription	Item						Quantity	Rate	Type	Total			
	Study Island will be used to support science across all grade levels (6-8)						500	\$5.00	Original	\$2,500.00			
	Nearpod Inc will be used to support student engagement across all						500	\$6.50	Original	\$3,250.00			

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	subject areas in grades 6-8				
	NewsELA will be used to support English and literacy across all grade levels	1	\$14,000.00	Original	\$14,000.00
	RAZ Plus will be used to support ESE at risk students across all grade levels (6-8)	10	\$21.00	Original	\$210.00
	Flocabulary Plus will be used to support English and literacy across all grade levels (6-8)	1	\$2,990.00	Original	\$2,990.00
	No Red Ink will be used to support ELA and reading across all grade levels	1	\$11,850.00	Original	\$11,850.00
	Easy CBM will be used to support ESE students at risk across all grade levels (6-8)	1	\$49.99	Original	\$49.99
	Eliminating- NewsELA & No Red Ink- District paid	-1	\$25,850.00	Other	-\$25,850.00
	Vocabulary.com ELA Grades 6-8- help develop vocabulary fluency and building to help prepare students for FAST testing- replacing items paid by the District	1	\$861.00	Other	\$861.00
	IXL Math Grades 6-8- interactive lessons to help prepare students for FAST testing- Replacing items paid by the District	1	\$16,720.00	Other	\$16,720.00
	BT# 465503- transferred to classroom supplies	-1	\$895.00	Budget Transfer	-\$895.00
	Remining balance from NewsELA & No Red Ink- will need to be itemized	1	\$6,274.00	Original	\$6,274.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Brainpop Science Grades 6-8- interactive lessons to help prepare students for Science EOC	1	\$1,995.00	Other	\$1,995.00
Extra Periods	Seven 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 Science, Civics, Emerging Technologies, ELA, and Math.				
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. Teacher will support accelerated course. Teacher will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneously grouping.				

Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$51,730.59

Acct Description	Description
Community Resource Person	The Community Resource Person will communicate with families to ensure timely school-home communication, determine resources needed to support families, manage resource room including visitors check-in and check-out.

Acct Description	Description															
	out, and maintain calendar of parent training and events.															
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="451 235 1512 308">Item</th> <th data-bbox="1522 235 1659 308">Quantity</th> <th data-bbox="1669 235 1795 308">Rate</th> <th data-bbox="1806 235 1921 308">Type</th> <th data-bbox="1932 235 2026 308">Total</th> </tr> </thead> </table>					Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total											
SMORE Newsletter to Communicate effectively with parents on a weekly basis, promotes parent events, student progress and important weekly announcements and reminders					1	\$150.00	Original	\$150.00								
Postage	<table border="1"> <thead> <tr> <th data-bbox="451 495 1512 576">Item</th> <th data-bbox="1522 495 1659 576">Quantity</th> <th data-bbox="1669 495 1795 576">Rate</th> <th data-bbox="1806 495 1921 576">Type</th> <th data-bbox="1932 495 2026 576">Total</th> </tr> </thead> </table>					Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total											
Postage for parent communications: student progress, parent events, welcome to middle school information					4800	\$0.63	Original	\$3,024.00								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="451 722 1270 836">Item</th> <th data-bbox="1281 722 1417 836">Quantity</th> <th data-bbox="1428 722 1564 836">Rate</th> <th data-bbox="1575 722 1764 836">Supply Type</th> <th data-bbox="1774 722 1900 836">Type</th> <th data-bbox="1911 722 2026 836">Total</th> </tr> </thead> </table>					Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total										
	Copy paper for school-home communication					20	\$44.61	General Supplies	Original	\$892.20						
	Refreshments for parent trainings (per PFEP)					3	\$200.00	Program Supplies	Original	\$600.00						
	Pens for parents to use during parent training/meetings					10	\$15.24	General Supplies	Original	\$152.40						
	Color Ink (blue/yellow/magenta/black) to print materials/information to support school home communication, parent trainings and meetings					4	\$175.74	Technology	Original	\$702.96						
	Nicky Folders (Pack of 5)					85	\$15.95	General Supplies	Original	\$1,355.75						
Letter size pads (Pack of 12)					40	\$30.49	General	Original	\$1,219.60							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	Color Copy Paper- blue, pink, yellow, green to support school-home communication and parent training/meetings	20	\$9.37	General Supplies	Original	\$187.40
	Pens- pack of 12	8	\$5.40	General Supplies	Original	\$43.20
	Notepad to do list 5x8 6 pack- parents on patrol meetings (follow their child during the day and/or shadow school staff during the day), Parents take notes during the training, observations, notes on progress and school procedures and expectations	20	\$9.04	General Supplies	Original	\$180.80
	Pads Legal RL 12 pack/ white	20	\$32.32	General Supplies	Original	\$646.40
	Post it notes	12	\$17.74	General Supplies	Original	\$212.88
	Agenda/planners for home-school communication	1	\$4,000.00	General Supplies	Original	\$4,000.00

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: \$180,697.15

Acct Description	Description																																																											
Coach	0.5 Reading Coach will provide a coaching cycle of observing, providing feedback, planning for instruction and best practices, model lesson, and analyze students reading data for all reading teachers in grades 6th-8th.																																																											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="449 329 1266 423">Item</th> <th data-bbox="1266 329 1415 423">Quantity</th> <th data-bbox="1415 329 1549 423">Rate</th> <th data-bbox="1549 329 1797 423">Supply Type</th> <th data-bbox="1797 329 1925 423">Type</th> <th data-bbox="1925 329 2022 423">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 423 1266 537">Epson Magnets T40W Ultrachrome High Capacity Ink Cartridge</td> <td data-bbox="1266 423 1415 537">5</td> <td data-bbox="1415 423 1549 537">\$44.99</td> <td data-bbox="1549 423 1797 537">Technology</td> <td data-bbox="1797 423 1925 537">Original</td> <td data-bbox="1925 423 2022 537">\$224.95</td> </tr> <tr> <td data-bbox="449 537 1266 651">Paper Easel Post It 6 pack</td> <td data-bbox="1266 537 1415 651">4</td> <td data-bbox="1415 537 1549 651">\$149.62</td> <td data-bbox="1549 537 1797 651">General Supplies</td> <td data-bbox="1797 537 1925 651">Original</td> <td data-bbox="1925 537 2022 651">\$598.48</td> </tr> <tr> <td data-bbox="449 651 1266 764">Color Paper (color assortment 2500 sheets)</td> <td data-bbox="1266 651 1415 764">10</td> <td data-bbox="1415 651 1549 764">\$74.77</td> <td data-bbox="1549 651 1797 764">General Supplies</td> <td data-bbox="1797 651 1925 764">Original</td> <td data-bbox="1925 651 2022 764">\$747.70</td> </tr> <tr> <td data-bbox="449 764 1266 878">Copy Paper White</td> <td data-bbox="1266 764 1415 878">11</td> <td data-bbox="1415 764 1549 878">\$44.61</td> <td data-bbox="1549 764 1797 878">General Supplies</td> <td data-bbox="1797 764 1925 878">Original</td> <td data-bbox="1925 764 2022 878">\$490.71</td> </tr> <tr> <td data-bbox="449 878 1266 992">Epson Glossy Paper</td> <td data-bbox="1266 878 1415 992">5</td> <td data-bbox="1415 878 1549 992">\$172.07</td> <td data-bbox="1549 878 1797 992">General Supplies</td> <td data-bbox="1797 878 1925 992">Original</td> <td data-bbox="1925 878 2022 992">\$860.35</td> </tr> <tr> <td data-bbox="449 992 1266 1105">Epson Yellow T40 Ultrachrome High Capacity Ink</td> <td data-bbox="1266 992 1415 1105">5</td> <td data-bbox="1415 992 1549 1105">\$44.99</td> <td data-bbox="1549 992 1797 1105">Technology</td> <td data-bbox="1797 992 1925 1105">Original</td> <td data-bbox="1925 992 2022 1105">\$224.95</td> </tr> <tr> <td data-bbox="449 1105 1266 1219">Epson Black T40W Ultrachrome High Capacity Ink Cartridge</td> <td data-bbox="1266 1105 1415 1219">5</td> <td data-bbox="1415 1105 1549 1219">\$58.99</td> <td data-bbox="1549 1105 1797 1219">Technology</td> <td data-bbox="1797 1105 1925 1219">Original</td> <td data-bbox="1925 1105 2022 1219">\$294.95</td> </tr> <tr> <td data-bbox="449 1219 1266 1227">Epson Cyan T40W Ultrachrome High Capacity Ink Cartridge</td> <td data-bbox="1266 1219 1415 1227">5</td> <td data-bbox="1415 1219 1549 1227">\$42.99</td> <td data-bbox="1549 1219 1797 1227">Technology</td> <td data-bbox="1797 1219 1925 1227">Original</td> <td data-bbox="1925 1219 2022 1227">\$214.95</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Epson Magnets T40W Ultrachrome High Capacity Ink Cartridge	5	\$44.99	Technology	Original	\$224.95	Paper Easel Post It 6 pack	4	\$149.62	General Supplies	Original	\$598.48	Color Paper (color assortment 2500 sheets)	10	\$74.77	General Supplies	Original	\$747.70	Copy Paper White	11	\$44.61	General Supplies	Original	\$490.71	Epson Glossy Paper	5	\$172.07	General Supplies	Original	\$860.35	Epson Yellow T40 Ultrachrome High Capacity Ink	5	\$44.99	Technology	Original	\$224.95	Epson Black T40W Ultrachrome High Capacity Ink Cartridge	5	\$58.99	Technology	Original	\$294.95	Epson Cyan T40W Ultrachrome High Capacity Ink Cartridge	5	\$42.99	Technology	Original	\$214.95					
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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) - 260 days																																																											

Acct Description	Description				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	AVID Summer Institute- Orlando Florida- date TBD - 5 classroom teachers will attend to continue to learn strategies to effectively implement the AVID program with fidelity in all grades and content areas (Registration \$875.00, Transportation \$250.00, Lodging \$500.00, and Per Diem \$91.00 = \$1,716.00 per person)	5	\$1,716.00	Original	\$8,580.00
Travel out-of-state	Item	Quantity	Rate	Type	Total
	Ron Clark House Mania- Atlanta Georgia, date TBD, principal and 4 teachers to attend for hands on experience that will help educators implement top notch house systems (registration \$995.00, Transportation \$300, Lodging \$675.00, and Per Diem \$91.00 per person)	5	\$2,061.00	Original	\$10,305.00

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.

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
Dykia Passard	Parent
Rachael Gannon	Business Partner
Jeannie Edwards	LTF
Sari Simpson	Social Studies Department
James Liliestedt	Math Department
Heather Magill	Science Department

Name	Title
Stephanie Brown	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 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 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 invited to the CNA/SWP/PFEP to develop the FY24 schoolwide plan in February or March of 2023 in the evening. All stakeholders will be invited to the CNA/SWP/PFEP to develop the FY24 schoolwide plan in February or March of 2023 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 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 for postage, supplies for communication and parent trainings/meetings, refreshments, and staff to support parent trainings.

Name	Title
Pamela McDonnough	Principal
Sean Ashworth	Assistant Principal
Lauren Wells	Assistant Principal
Tate Rowan	SAC Chair/Teacher
Mecarra Easley	Single School Culture Coordinator
Dykia Passard	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 17, 2023 at 4:45 p.m. in the Media Center

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

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.

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

Using 3 Signature SEL Practices With Parents/Families

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

Teachers will learn SEL strategies that can be utilized to strengthen communications and relationships with parents and families.

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

Stronger communication with parents and families will assist in having a common goal for our students and working together to attain student success.

- What will teachers submit as evidence of implementation?

Teacher feedback, agendas, and sign-in sheets.

- Month of Training

August 2023

- Responsible Person(s)

SSCC

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Hosting Family Data Chats

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

Staff will learn how to pull data from Performance Matters and SIS and how to communicate the data with families.

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

Teachers will host a Data Chat Night where parents can make an appointment to meet with the teacher and discuss their students data.

- What will teachers submit as evidence of implementation?

Agendas, Sign-In Sheets, Feedback

- Month of Training

October 2023

- Responsible Person(s)

SSCC

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Open House- We are Family!

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

Parents will learn what is being taught in each course and how to access digital textbooks and online programs for each course.

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

School personnel will follow step by step procedures on accessing curriculum for all content areas as well as the digital textbooks.

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

Parents will be able to track their students data and academic grades throughout the school year. Parents will have a better understanding of how specific courses, such as high school credit courses, will impact their high school Grade Point Average and graduation status.

- Date of Training

September 14, 2023

- Responsible Person(s)

Mecarra Easley

- Resources and Materials

Handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Acceleration Night

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

Parents will learn how the importance of acceleration courses and what they mean in terms of high school and college credits. Parents will learn how to monitor student's grade and test scores via SIS Gateway and have the opportunity to practice navigating the website with staff.

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

Parents will also learn how to view IXL/Dreambox and digital textbooks to help their students locate additional resources.

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

Parents will be able to track their student's data and academic grades throughout the school year.

- Date of Training

October 26, 2023

- Responsible Person(s)

Lauren Wells

- Resources and Materials

Handouts, laptops

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100.00

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

• Name of Training

TBD

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

TBD

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

TBD

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

TBD

• Date of Training

TBD

• Responsible Person(s)

TBD

• Resources and Materials

TBD

• Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

Coordination and Integration

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

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

- Name of Agency

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 to families translated in various languages on information about the McKinney Vento Program and how to access the information on the district website.

- 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

Arts for Smiles

- Describe how agency/organization supports families.

Provide school supplies and holiday gifts for families in need.

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

Emails, partnership recognition, photographs.

- 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, 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, 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, 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.

- 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.

- Description

All parent conferences 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.

- 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. Flyer of MEP services in all languages.

- 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

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

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

- Build coping skills;
- 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 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. 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 Social Emotional 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 Counts Trait 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.

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 such as Nearpod that encourages 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 person learning has provided our school the opportunity to return to full implementation of AVID classes. 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. *In person learning has provided our school the opportunity to return to offering our students a full complement of extra-curricular activities. 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.

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. -At this time, 67% of our scholars sit in one or more advanced course offered on campus. 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 (Easley) and our learning team strategist (Edwards). *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 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.

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. 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.