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**Title I Comprehensive Schoolwide Plan**  
**PALM SPRINGS ELEMENTARY SCHOOL (0651)**

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# ELA

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

## 1. List prioritized needs statements.

62% of students at PSES in grades 3-5 are not reading at proficiency. This is a 1 point decrease from last year.

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

Language barriers to students who speak another language other than English - beginning speakers do not understand the English language and some teachers do not speak other languages other than English Lack of vocabulary due to large ELL population of students acquiring the English Language Lack of foundational skills due to students not previously attending school - being displaced from homes and/or country Fluency skills below grade level when entering 3rd, 4th, and 5th grade - students transitioning schools Lack of parent capacity due to lack of formal education and knowledge of standards High teacher and student absences Lack of reading stamina Teachers struggle to meet the needs of diverse learners because they do not speak the language. Teachers not planning for engagement Teachers struggling to analyze data deeper than surface and planning based on differentiated needs of students - resource teachers to support small groups and interventions Parents do not have access to resources to support academics and community based resources

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

Resource teachers to push into ELA blocks for double down instruction and intervention Academic tutors to push into to classrooms to support double down and intervention Academic coaches to provide support with common planning and modeling rigorous instruction in whole group and small group Tutorial services to increase student achievement and provide services to the students Parent University will be help monthly to provide training and PD to parents Attendance committee to monitor and provide student, teacher, and parent incentives Continue Dual Language support with Dual Language Coach Continue implementing AVID strategies to ensure students receive the skills necessary to be proficient All day planning each trimester - support by coaches, SSCC Resources to support ELL learners and students below grade level (dictionaries, online subscriptions, classroom materials) SSF to provide support to students in need and parent engagement

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

- **Communication**

The school will communicate with families on an ongoing basis about literacy standards, student progress, events and trainings. The school will host Parent University throughout the year to discuss topics of interest and importance determined by all stakeholders.

- **Parent Training**

Literacy Night - Parents will be able to better understand how learning targets are created from unpacking standards and what is required for proficiency in each grade level. Curriculum Night - Parents will be informed about all content area standards and what standards are assessed each trimester. Parents will learn about the curriculum being used, data and assessment information required for end of year in each grade level, along with how to access the student/parent portal, including iReady.

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

- **School**

PSES will provide training on standards, analyzing data and next steps., along with communicating with parents on student progress. Teachers and staff will communicate via agenda, Dojo, Parent Link, newsletters.

- **Students**

Students will come to school on time, prepared and ready to learn. Students will follow ROAR expectation and actively engage in the learning process. Students, along with teachers will set goals in order to increase achievement.

- **Parents**

Parents will communicate with teachers. They will check and sign agendas and folders. Parents will attend conferences and school events; get students to school on time.

- **Staff Training**

Trauma Impacted Students - Staff will be trained of how trauma effects students' behaviors and academic progress.

- Accessibility

CLFs at all events, trainings and conferences

## Math

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

### 1. List prioritized needs statements.

55% of students at PSES are below grade level in grades 3-5 math.

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

Language barrier due to high ELL population of students - beginning speakers do not understand the English language and some teachers do not speak other languages other than English Lack of student vocabulary due to high ELL student population acquiring the English language Lack of foundational skills due to students not attending school previously Fluency and simple math facts below grade level due to students not attending school previously, transitioning schools Lack of parent capacity due to no formal education and knowledge of standards Reading proficiency affects word problem mastery for students Students need additional time and practice to mastery content - Pacing of district scope and sequence too fast High teacher and student absences Limited use of manipulatives by students and teachers not enforcing the use of them Teachers struggle to meet the needs of diverse learners because they do not speak the language Teachers not planning for engagement Teachers struggle to analyze data and plan for differentiated instruction, small groups, and intervention Parents do not have access to resources to support academics and community based resources

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

Resource teachers to push in too math blocks for double down instruction and intervention Academic tutors to push into classrooms to support double down and intervention Academic coaches to provide support with common planning and modeling rigorous instruction in whole group and small group Fine Arts and after school tutorial to increase student achievement Tutorial services to increase student achievement and provide services to the students Parent University will be held monthly to provide training and PD to parents on the new standards, curriculum, importance of attendance, etc Attendance committee monitoring and providing student, teacher, and parent incentives Continue dual language with math support in spanish classes Continue implementing AVID strategies to ensure students receive the skills necessary to be proficient All day planning each trimester supported by the coaches, SSCC Resources to support ELL learners and students below grade level (dictionaries, online subscriptions, classroom materials) SSF to support students in need and parent engagement Tutorial in Spanish

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

- Communication

The school will communicate with families on an ongoing basis about student progress, events and trainings. The school will host Parent University throughout the year to discuss topics of interest and importance determined by all stakeholders

- Parent Training

Parents will be able to have a better understanding of the Math BEST standards and grade level expectations. Parents will be able to learn how to navigate the student and parent portal, which will allow them to access iReady reports and lessons.

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

- School

PSES will provide training on standards and homework help. The school will communicate with parents via Dojo, Parent Link, newsletters, agendas and folders.

- **Students**

Students will come to school prepared and on time, ready to learn. Students will follow ROAR expectations and actively engage in the learning process to increase achievement.

- **Parents**

Parents will communicate with teachers on student progress, check agendas and folders, and ensure that students are in school on time every day. Parents will practice fluency facts at home with students.

- **Staff Training**

Staff will be trained on how to create learning targets from standards

- **Accessibility**

CLFs at all events, trainings and conferences

## Science

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

1. List prioritized needs statements.

62% of PSES students in 5th grade are not proficient in science.

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

Lack of vocabulary due to high ELL student population acquiring the English language Reading proficiency is low, which affects the reading of science - Beginning and limited proficiency students not literate in English Fair game benchmarks not being taught with fidelity in all grade levels High teacher and student absences. Teachers in all grades struggle to analyze science data and plan for instruction Parents do not have access to resources to support academics and community based resources

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

Interactive Science Labs K-5 Attendance committee to provide student, teacher, and parent incentives Continue using AVID strategies and note-taking skills Science Resource will provide ongoing science PD and coaching to teachers in all grade levels SSF to provide support to students in need and parent engagement Resources to support ELL learners and students below grade level

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

- Communication

The school will communicate with families on an ongoing basis about student progress, events and trainings. The school will host Parent University throughout the year to discuss topics of interest and importance determined by all stakeholders

- Parent Training

Dual Language Night will allow parents to gain a better understanding of the Science Standards across all grade levels and the end of year expectations.

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

- School

PSES will provide training on standards and homework help. The school will communicate with parents via Dojo, Parent Link, newsletters, agendas and folders. Teachers will communicate with parents on student progress.

- Students

Students will come to school prepared and on time, ready to learn. Students will follow ROAR expectations and actively engage in the learning process to increase achievement.

• Parents

Parents will communicate with teachers on student progress, check agendas and folders, and ensure that students are in school on time every day. Parents will practice science vocabulary at home with students.

• Staff Training

Identifying and incorporating Fair Game Benchmarks

• Accessibility

CLFs at all events, trainings and conferences

Action Step: Classroom Instruction

Provide small group instruction, push-in and pull-out support, and supplemental standards-aligned curricular resources to maximize student engagement and academic growth.

Budget Total: \$347,261.00

Acct Description	Description
Resource Teacher	Amend 40 - Added 0.5 - Literacy resource teacher (Trisha Stenhouse) to provide push-in/pull-out support for identified students needing additional time and practice in reading for grades K-2, will support the MTSS and SBT process at PSES. (BT 493501)
Resource Teacher	Science Resource teacher will provide direct instruction of science standards on the wheel for students in grades K-5.



Acct Description	Description						
Consultants	Item			Quantity	Rate	Type	Total
	HeyTutor will provide 2 tutors, 5 days per week, 4 hours per day. They will provide BEST standards based lessons and will meet with no more than a 1:5 ratio. Tutors will push-in to classes in grades 3, 4, and 5. (September 2024)			1	\$26,400.00	Original	\$26,400.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Okapi reading resources for Dual Language classrooms (Leveled Readers)		1	\$2,073.60	Instructional Materials	Original	\$2,073.60
	Curriculum Associates Magnetic Readers (grades 3-5)		605	\$12.75	Instructional Materials	Original	\$7,713.75
	Shipping		1	\$855.32	General Supplies	Original	\$855.32
	Paper		49	\$44.61	General Supplies	Original	\$2,185.89
	Amend 40- Allocated funds to increase supplies already listed in the SWP **MUST BE ITEMIZED PRIOR TO USE** (BT 496501)		1	\$7,110.00	General Supplies	Amendment	\$7,110.00
Online subscription	Item			Quantity	Rate	Type	Total
	IXL will be used for remediation in Science for 4th-5th grade students. (site license-375 students)			1	\$4,500.00	Original	\$4,500.00
	Write Score analyzes student work products, provides individualized feedback and lesson plan/resources for teachers to remediate instruction for			1	\$4,510.44	Original	\$4,510.44

Acct Description	Description										
	Item					Quantity	Rate	Type	Total		
	ELA. (site license-375 students)										
Out-of-system Subs	Item				Quantity	Rate	Days	Hours	Weeks	Type	Total
	7 Substitutes Days for the Science Resource Teacher				1	\$16.00	7	6.5	1	Original	\$728.00
Resource Teacher	Reading Resource teacher will provide push-in support for identified students needing additional time and practice in Reading for grades K-2.										
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Out-of-System Tutor will provide push-in support/pull-out support for small group interventions in Reading/Math to support students performing below grade level in the MTSS process K-5. (August 14, 2024-May 28, 2025)		1	\$37.00	5	5	36	Certified	Original	\$33,300.00	
	Non-Certified Tutor (with a degree) will provide push-in support/pull-out support for small group interventions in Reading/Math to support students performing below grade level in K-5. (September 03, 2024-May 09, 2025)		1	\$17.00	5	4	30	Non-Certified w/ Degree	Original	\$10,200.00	
	Non-Certified Tutor (no degree) will provide push-in support/pull-out support for small group interventions in Reading/Math to support students		2	\$15.00	5	4	36	Non-Certified	Original	\$21,600.00	



Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	to support school-wide academic goals. (May 28-29, 2025)									
Coach	Math Coach will utilize the coaching cycle to provide job-embedded professional development, use data to progress monitor, and assist teachers with planning data-responsive instruction in grades K to 5.									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Manila file folders	6	\$7.39	General Supplies			Original	\$44.34		
	Colored Ink - 2(cyan, yellow, magenta)	6	\$70.00	Technology			Original	\$420.00		
	Ink - black	4	\$85.00	Technology			Original	\$340.00		
	Paper (case)	10	\$44.61	General Supplies			Original	\$446.10		
	Black binders - 1 inch	20	\$6.92	General Supplies			Original	\$138.40		
	File folders - (set of 12)	10	\$13.72	General Supplies			Original	\$137.20		
Single School Culture Coordinator	Single School Culture Coordinator will support with building teacher capacity by providing job-embedded professional development while supporting PLCs, the academic coaches, and the Multi-Tiered Systems of Supports.									

# Action Step: Parent Engagement

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

Budget Total: \$70,637.46

Acct Description	Description						
Postage	Item			Quantity	Rate	Type	Total
	Postcards to be mailed to families with important back to school/parent training information will be sent in August. (one mailing 1100 students)			1100	\$0.53	Original	\$583.00
Enrichment Contracts	Enrichment Contracts						
Social Service Facilitator	Social Service Facilitator will assist students and their families in locating community resources that can help them when faced with challenging circumstances. Students who need assistance with attendance, counseling, academic assistance, clothing, food, housing, etc. This person will be a vital member of our SEI Team and assist with McKinney-Vento and Foster Care students. Additionally, the SSF at Palm Springs will mentor students during the school day and use strategies such as check-in/check-out to help students adjust socially and emotionally - especially when facing a challenging circumstance.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	File folders - purple		10	\$46.99	General Supplies	Original	\$469.90
	Flash cards		24	\$39.99	Program Supplies	Original	\$959.76
	Agenda books - primary		600	\$2.34	General Supplies	Original	\$1,404.00
	Shipping		1	\$544.10	General Supplies	Original	\$544.10
	Agenda books - intermediate		600	\$2.34	General Supplies	Original	\$1,404.00
	Communication folders		1000	\$1.45	General Supplies	Original	\$1,450.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper	20	\$44.61	General Supplies	Original	\$892.20
Social Service Facilitator	Social Service Facilitator will assist students and their families in locating community resources that can help them when faced with challenging circumstances. Students who need assistance with attendance, counseling, academic assistance, clothing, food, housing, etc. This SSF will specifically focus on students who need assistance with being connected to behavior therapy, implementing learning behavior support plans, providing mentorship to students, and helping parents understand how to connect to community and health resources. The SSF will be an integral part of the MTSS process. The SSF will also assist in the coordination of health screening and diagnostic services, including short-term, informal counseling and conducting direct interviews.					

# 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

Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training.

## 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
Marjie Rowe	Principal
Shannon Stockman	Assistant Principal
Karen Byer	LTF
Patricia Silva	Math Coach
Sandra Moncayo	Dual Language Coach
Richard Lampe	ESE Coordinator
Annerys Farinas	ESOL Coordinator
Judith Martin	First Grade Chair
Makosha Sparkman	Second Grade Chair
Ashley Lee	Fourth Grade Chair
Barbara Nugent	Fifth Grade Chair
Jacqueline Zloch	Fine Arts Chair

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

Flyers will be sent home in addition to posting to school's Parent Link, Emails, Class Dojo, and Twitter to advertise the opportunity to participate in an input meeting that will be open to all parents. Additionally, parents, faculty and staff, as well as community members will be invited to participate in the School Advisory Council to provide on-going feedback and input into Title I programs. We will select members that represent our demographics and have a stake in the school to see improvement.

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

A Parent Input meeting was held on April 15th to gather parent/family input to the PFEP plan and Compact. Throughout the year, minutes from every SAC meeting will be used to document discussion and feedback. The input from parents will support our plan and/or revise the plan for improvement.

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

On Jan. 30th, All stakeholders including teachers, parents, students, and community had the opportunity to give input and review family involvement survey results, evaluations, and other pertinent results in the development of the PFEP plan. The compact and previous year's Parent Involvement Plan was reviewed and amended based on feedback. FY25 SWP shows funds are being used to support parent engagement through Social Service Facilitators, Communication folders/agendas, supplies for parent trainings/events and enrichments activities.



Name	Title
Marjie Rowe	Principal
Shannon Stockman	Assistant Principal
Sandra Moncayo	Dual Language Coach
Richard Lampe	ESE Coordinator
Karen Byer	Reading Coach
Annerys Farinas	ESOL Coordinator
Patricia Silva	Math Coach

## Annual Parent Meeting

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

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

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

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

September 11, 2025 at 5:00 in the cafeteria

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

Parents, teachers and the community will be notified through Parent link, flyers, and Class DoJo.

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

We will use District provided resources to inform parents/families. We will also use school documents including an overview of how funds will be used, parent-school Compact, and the Parent and Family Engagement Plan. We will prepare for this meeting by having presentation in different languages, sign-in sheets, evaluations on-line, attachments for handouts (Compact, Parent and Families Engagement Plan).

## **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**

Understanding trauma impacted students

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

Staff will learn to identify students from trauma-impacted backgrounds and understand the effects of trauma on behavior and achievement. Staff will be trained to educate parents on the effects of trauma on their children's behavior and academic performance. Staff will learn to create a supportive classroom environment and engage parents in building a trauma-sensitive school community by using a growth mindset approach to communication. The training will enable teachers to teach parents how to adopt and implement a positive mindset at home. Parents will learn to use communication tools, such as communication cards and growth mindset statements, to effectively convey emotions and needs, improving overall family interactions.

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

The training will equip teachers with the skills to establish open and positive communication channels with families and students, fostering trust and collaboration. Staff and families will gain a better understanding of trauma and its effects, enabling more empathetic and effective communication between teachers, families and their children.

- What will teachers submit as evidence of implementation?

Conference notes/Communication notes, monitoring and behavior forms

- Month of Training

September

- Responsible Person(s)

Stockman

## 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

- 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

Conducting Effective Parent Conferences

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

Staff will learn to implement family-friendly data chats, designed to clearly communicate student progress and areas for improvement in a manner that is easy for families to understand. Staff will collaborate with families to set realistic and achievable goals for their child and provide strategies families can use at home to improve student achievement.

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

Improved clarity and effectiveness in the way teachers communicate with parents, leading to a better understanding of student progress and needs. Teachers will use family-friendly data chats to make academic information more accessible and less intimidating for parents.

- What will teachers submit as evidence of implementation?

Conference notes, family friendly data sheets

- Month of Training

February

- Responsible Person(s)

Stockman

#### 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

- 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

Literacy Night

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

Parents will be able to better understand how standards are unpacked and what is required for proficiency in each grade level. Parents will be trained in how to determine specific strategies that aligns to the standard in order to support the students at home. Parents will learn students scores and what points are needed to be proficient and make gains.

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

Parents will identify student scores and levels. They will determine points needed for a gain using the cute scale scores. . Parents will identify the key words in standards and work together to determine what the students need to be able to do in order to accomplish success of the standard

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

Parents will be able to better help their children at home and close the achievement gap.

- Date of Training

September

- Responsible Person(s)

Karen Byer

- Resources and Materials

Folders, paper, cut scores and levels

- Amount (e.g. \$10.00)

0

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

- Name of Training

Dual Language and ESOL - Using Heritage Language Dictionaries and Cognates

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

Parents will be able to assist students with using Heritage Language Dictionaries and cognates at home.

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

Parents will engage in identifying cognates in text and using Heritage Language Dictionaries to find translations and meanings of unfamiliar words. Coach will model how to identify cognates, parents will then choose words in a text that are cognates and use a dictionary to determine the translation. Parents will receive a glossary to use at home with students.

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

Students will be able to practice this strategy at home, which will increase student achievement.

- Date of Training

December

- Responsible Person(s)

Sandra Moncayo

- Resources and Materials

folders, paper, dictionary

- Amount (e.g. \$10.00)

0

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



- Name of Training

Math Night

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

Parents will be informed about content area standards and what standards are assessed each trimester. Parents will learn about the curriculum being used, data and assessments information required for end of year in each grade level, along with how to access the student/parent portal, including iready. Parents will be able to identify student levels and cut scores, along with points needed for proficiency and gains.

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

Coaches will show how to understand the math levels for proficiency and gains. Parents will identify student levels and point needed for a gain. Parents will engage in using the scale to identify this information.

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

Parents will have a better understanding of what is expected of their child in each grade level.

- Date of Training

February

- Responsible Person(s)

Patti Silva

- Resources and Materials

paper, folders

- Amount (e.g. \$10.00)

0

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

-Instructional support to our Dual Language families - Provide CLF's to communicate with families. - ELL Coordinator to provide PLC for parents twice per year to create awareness of the ELL program, benefits, and when parents should advocate for their child.

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

Sign-in Sheets, resources for families, agendas, evaluations

- Frequency

on-going

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

- Name of Agency

Bridges Lake Worth

- Describe how agency/organization supports families.

Provides parent training to new families to the country and early childhood literacy. They also support our truancy initiative by promoting school attendance.

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

Participation in SAC, social and educational resources for families,

- Frequency

on-going

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

- Name of Agency

Early Childhood Department

- Describe how agency/organization supports families.

Provides resources and strategies for families to support students in Pre-K and Kindergarten. Provide PD to parents in order to support Early Literacy Skills at home.

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

Student Attendance Log, samples of student work, VPK schedule, Parent Sign in Sheets

- Frequency

on-going

## 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

We will share information with parents/families regarding Title I programs via Parent Link, Newsletters, Flyers, Parent Conferences, Parent University, Student Planners, and Communication Folders in English, Spanish, and Creole which represent our students. Information will be shared in PFEP, Title I Annual meeting, and School-Parent Compact.

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

Evidences that will be uploaded will be the School-Parent Compact, PFEP Summart, PRTK, along with Parent Links and newsletters. We will also share all of this information at our Title 1 Annual Meeting along with SAC.

- Description

We will inform parents/families about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Curriculum Night, Parent Conferences, and SAC. In addition, this information will be shared during IEP and LEP meetings.

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

Evidences about this information will be curriculum night presentation, handouts, grade level goals per content area, parent-teacher conference notes, and sign-in sheets.

- Description

We will inform parents/families about the different academic assessments and achievement levels via Open House, Parent Conferences, Progress Reports, Report Cards, and SAC.

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

Sample evidences could include: Open House PPT, Handout of curriculum, instructions for scheduling conferences, sample academic reports (report cards, mid-term reports, LEP plans, IEPs, FSA assessment results, Diagnostic reports), Curriculum Night documentation

- Description

We will inform parents/families about opportunities to participate in decision making through Title I Annual Meetings, Curriculum Night and SAC meetings.

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

Evidence of this information be through sign in sheers, invitations and presentations.

- Description

Title 1 Meetings and trainings will be held in the evening to allow for parents to participate after the school/work day. If parents join SAC, arrangements will be made so they can bring their children if necessary. Minutes and presentations will be made available on the school website so that parents can access the information at home. Parent-teacher conferences and IEP/LEP meetings will be made at times convenient to the families. It is possible to hold these meetings virtually as needed. Sample evidences may include: schedule of staggered times for meetings, schedule of different times for Title I Annual Meeting, schedule of different times for SAC meetings, letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), flyers offering child care, home visit notes/log, parent training invitations and agendas at different times (invitations, agendas, school websites screenshots, social media snapshots, calendars, newsletters, marquee photos, call-out transmissions/scripts/reports, etc.)

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

Evidence for this will consist of a Schedule of staggered times for meetings, schedule of different times for meetings/trainings, letters asking parents to choose a time that are more convenient for them (conferences, IEP meetings, LEP meetings), flyers offering child cared, sample home visit notes/log

## 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 that speaks the native language of families and are available for parent meetings and conference to ensure proper communication. All correspondence will be translated for effective communication.

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

translated compacts, PFEP summaries, parent-teacher conference notes when translator, CLF/sign language facilitator sign-in sheets for parent trainings

- Description

PSES is ADA compliant. If additional parent needs are to be met, we will contact the district for assistance. Disabled parking is available, along with interpreters for meetings and trainings. We also schedule home visits or virtual meetings as needed.

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

request to District for staff to support parents, photos of handicap parking, ramps, elevators,

- Description

Parents of Migrants are invited to all school meetings. Migrant parents will be surveyed for needs when child enters school to allow school to provide resources and information needed. ELL Coordinator, CLFs, and Migrant Liaison will support migrant families as needed. Welcome packets will be provided to new families and we will provide uniforms as well.

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

home visit notes, school staff referrals to Migrant Department, CLF/sign language sign in sheets and trainings and conferences

- Description

DP will serve as homeless liaison for the school. School staff will assist families experiencing homelessness by making connections with District staff with appropriate resources as needed. We follow the McKinney Vento homeless Assistance Act to ensure students have equal access to the same educational opportunities as non-homeless students. PSES shares information for assistance with food and housings services.

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

completed needs survey, notes on services/support provides, copy of referral email, Student Housing Questionnaire, McKinney Vento program flyer of services offered, email seeking support for families, flyers, distribution logs.

## 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

Na

- Brief Description

NA

### 2. Activity #2

- Name of Activity

NA



- Brief Description

NA

### 3. Activity #3

- Name of Activity

NA

- Brief Description

NA

## 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

All teachers have an SLL component in their daily schedule, activities based on a Caring Classroom, Compassionate Classroom, and Kindness. Teachers meet with the class and review the previous week and set goals for the week ahead. Latinos in Action- Reading Mentoring Program through John I Leonard High School (if available) - Students from John I Leonard High School visit twice per week in our Kindergarten and First Grade Classes. LIA tutors are trained by the Literacy Coalition and the Reading Coach to ensure student success in the Literacy Block. Due to the pandemic we are in hold with the Mentoring Program. School Wide Behavior Support- ROAR Expectations -Single School Culture Group Counseling -Guidance Counselors -Our counselors provide small group sessions as well as individual time to help students with any type of emotional assistance, either support needed from home experiences or from school. Counselors with Admin also implement home visits when necessary. BHP will pull groups as well. In addition, our Guidance Counselors are on the Fine Arts wheel and provide student support through regular guidance classes on a variety of topics.

## 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

School-Based Team is implemented on an ongoing basis to assist classroom and/or subject teachers in developing and implementing instructional strategies that support student learning to align with the Pyramid of Intervention framework. The Team's primary responsibility is to remove academic and behavioral challenges that impact student learning. 1st round of PLCs will be PD for teachers in the process. The process includes: -using a formal problem solving process; -analyzing student referral and baseline data; -identifying student strengths and areas in need of improvement; -developing intervention plans, including expected outcomes; -monitoring student progress toward expected goals; -communicating regularly with parents about their child's progress. Supplemental and Intensive instruction may be necessary in order to scaffold instruction. Tier 1 -Core Instruction Tier 2/Supplemental - Voyager Passport is used in all T2. . Intervention time is also utilized to scaffold students in Reading. Our strategy/skill groups are utilized to assist students in mastering the standard. LLI, SPIRE, Sound Sensible is used for T3. Tier 3/Intensive Palm Springs provides students with many opportunities for success both academically and socio-behaviorally outside of the classroom. With the support of guidance counselors, students are provided opportunities for mental health services that are provided regardless of socio-economic status. These individuals work closely with students and families both at the school site and in students' homes to provide students counseling and recommendations for further mental health services. School staff members also work closely with the school-based team and SBT Leader to ensure students who may need additional support such as homelessness, and Exceptional Education Services Evaluations are completed. SAI Programs are used to target specific Reading Behaviors using Thematic Approach. In school tutorial will be implemented to support students in reading and math.

## 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

All students at Tier 1 instruction are given enrichment opportunities in small group, after mastering the standard. Students are provided differentiated instruction, at their level. Extensions are offered as literary pieces in small group once the students are released from the teacher led group, which is monitored by the teacher. When students are instructed on the standard the teacher will give students an extension to allows students to work independently to solidify the standard. We also offer AMP Math classes in grades 3rd - 5th as well as Gifted (Based on Reading Level ) at each grade level both offering an accelerated curriculum. The AMP program instructs students on the next grade level standards. Students are assessed using next grade level FSQ's and USA's. All 3rd grade students are exposed to the AMP standards.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

School counselors are on the Fine Arts wheel and provide college awareness discussions to students. Many of our teachers build college awareness and readiness through wonderful discussions in our Social/Emotional classes, which take place daily between 7:45-8:00 am. We implement an annual Career Day whereby working adults bring their experiences and qualifications in to share with all students. Each professional visits individual classrooms. Latinos in Action provides mentorship for kindergarten and grade 1 students. We have AMP in grades 3 through 5th. Curriculum-based field trips are provided to students to enhance the state standards. Parents and families are invited to a meeting for Choice Middle School programs. School counselors invite middle schools to provide information on what they offer, but they also emphasize expectations about college requirements. In addition, they also provide college awareness during the Fine Arts Wheel by emphasizing the importance of receiving good grades and opportunities that are available, such as magnet schools and choice programs, which can guide them towards a guided future. The AVID program is implemented this year for students in grades K-5. Some of the strategies will be implemented school-wide, such as college culture, critical reading strategies, callbacks, etc. Fifth graders will have the opportunity to visit local college campuses or have a college present at Palm Springs.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

## 1. Transition to Elementary School

The Pre-K program helps children advance skills in core pre-academic areas such as literacy, math, and science, as well as in other essential areas such as art, and emotional well-being, and health and wellness. Our child-centered approach ensures that children are exposed to a diverse array of learning activities and that they thrive in all areas of child development, creative thinking, complex problem solving, empathetic collaboration, curious investigation, and astute decision making. Parents are provided a packet to have their children work on prerequisite skills in Reading, Math, and health/hygiene. In addition, the students will make an easy transition to Kindergarten here at Palm Springs since they will be familiar and comfortable with our school. Our program is growing and we are anticipating adding another class next fiscal year. We are implementing a community outreach to emphasize and educate on pre-literacy and mathematical awareness. Palm Springs is working with Bridges to increase the effectiveness of VPK programs to ensure Kindergarten readiness. Our Kindergarten Roundup program provides critical information for our parents to allow their children to transition from Pre-k to Kindergarten. Teachers provide a startup packet to parents which allows students to work on building Literacy, Mathematical, and personal health/growth skills prior to coming into Kindergarten. Packets are to be returned to homeroom teacher completed. We also provide critical pupil progression information, especially in the area of Reading. School schedules and activities are also touched on. Parents have opportunity to meet the Kindergarten teachers and are also provided a short tour of the school. We also have a staggered start meaning that each class's entry day is divided over three days.

## 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

Professional Development here at Palm Springs focuses on: -State standards for professional development at the educator level -Rigorous and relevant curriculum based on state and local educational standards and initiatives; -Improvement planning based on needs assessments and results from personnel evaluation; -Opportunities for professional collaboration and collegial team learning practices; -Sharing professional learning practices, resources, and technical assistance statewide. -AVID strategies -Implementing engaging strategies Explicit instruction with vocabulary Ongoing PD throughout the year will focus on building capacity for best instructional practices - core actions, continuing the implementation of the BEST standards for ELA and Math, AVID program, and the Dual Language Program. Teachers will be surveyed based on topics.

## 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

In order to recruit new and effective teachers, Palm Springs contacts colleges such as FAU and UCF to advertise our family oriented school with the intention of hiring up in coming professional educators. We also attend job fairs and coordinated with the District HR Department. All new teachers participate in the Educator Support Program (ESP). Each teacher is paired with a mentor or a buddy. The program focuses on the Mentoring Cycle and having one on one conversations in order to ensure that their first year is successful. Palm Springs has a Teacher Ambassador position which supports the ESP program along with the ESP coordinator. Our ambassador works with new teachers and mentors to provide personalized support. Teachers have multiple layers of support from Administration, Instructional coaches, and Team Leaders. Teachers have common planning as well as team collaboration meetings (PLCs) to provide instructional and emotional support to one another. Teachers attend professional development provided by our school and the District including UFLI, Heggerty, and the implementation of the ELA and Math curriculum for all learners.