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

ELA

1. List prioritized needs statements.

According to the most recent FY25 FAST PM#2, student proficiency was as follows: 6th Grade- 34% Proficient 7th Grade- 36% Proficient 8th Grade- 28% Proficient The areas to prioritize for ELA instruction include the following: - Inferencing and text evidence - Poetry -Theme -Literary Elements - Structure -Comparative Reading -Vocabulary

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

The root causes areas are as follows: - Lack of collaborative planning -Teacher's lack of understanding of the standards and differentiated strategies through professional development facilitated by SSCC and reading coach - lack of prior knowledge -learning gaps - students' inability to read independently inside and outside of school - their lack of English proficiency - Lack of parent involvement -Lack of motivation - high absence rates.

3. Share possible solutions that address the root causes.

Possible solutions are to incentivize students to be present and on time. Students should have access to online resources and technology to support ELA education. This method may include various apps and/or products. Provide small group instruction to students via a resource teacher and/or academic tutor. Provide and implement a comprehensive literacy professional development plan to support the admin and teachers' growth while delivering differentiated instruction. This plan includes collaborative planning, stipends, Single School Culture Coordinator, reading coach, and conferences. Explicit instruction and tutoring options for students in the prioritized standards (Afterschool, Saturdays, Summer, etc.) Additional scaffolding resources are needed to bridge the gap from where students are on the learning continuum to grade level. Implementation of tutorials. Communicate to parents the importance of truancy.

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

• Communication

-Communicate with parents in their heritage language (i.g, English, Spanish, Creole, Portuguese) - Weekly progress reports -Social Media advertisement -Weekly newsletter translated in heritage language -Based on the needs of parents, host parent conference in-person and/or virtually - Ensure parents know of acceleration opportunities offered on campus

- **Parent Training**

-Parents will be trained on how to track their child's progress via SIS, FLFAST, Google Classroom - Parents will be trained on the importance of ELA, homework, and attendance. - Parents will continue to have training on how to support their child's social/emotional needs

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

- **School**

The school will inform parents of the students' progress, assignments, and testing. The school will contact parents if students are underperforming and set recommendations to assist struggling learners.

- **Students**

Students will attend school regularly, track assignments, pay attention in class, and ask for help or clarification on content. They will also be more accountable for their learning progress by participating in data chats and checking their grades on SIS.

- **Parents**

Parents will ensure that their students arrive at school on time and are prepared to learn. They will also support the school and develop a pro-education stance.

- **Staff Training**

The school will train staff to engage with and support families in understanding how to track their child's performance and becoming knowledgeable about necessary reading skills. Staff will also be trained on student engagement and classroom management.

- **Accessibility**

Staff will have open communication with parents and support families with disabilities, experiencing homelessness, and migratory work as needed. Also, school events will be offered at various times.

Math

1. List prioritized needs statements.

6th Grade math PM 2 33%of students are proficient. 7th Grade math PM2 11%of students are proficient. 8th Grade math PM2 29%of students are proficient.

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

Student apathy. Student attendance. Use Data immediately after being available. The need for a math coach to provide professional development to teachers Lack of teacher knowledge of standards and curriculum Lack of parent involvement

3. Share possible solutions that address the root causes.

-Tutoring afterschool - Increase student engagement strategies. -Saturday tutoring leading up to exams. -Academic Tutors and math coach to provide additional learning opportunities for students - Professional development will assist teachers in understanding BEST standards, curriculum, and content. The Single School Culture Coordinator, math coach, or collaborative planning will provide this PD. - Technology apps to reinforce/remediate what is being taught in the classroom (i.e., IXL, Khan Academy, Savvas Platform) Professional development - Summer Math program for 7th grade transitioning to 8th grade

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

• Communication

The school will communicate with parents via weekly newsletters, marquee, parent link phone calls, text messages, and emails. All communication will be provided in the family's heritage language. Discuss all higher learning opportunities with families.

• Parent Training

Parent training will be provided to teach parents about the available digital resources to assist their child's home learning experience. Parents will also learn to track their child's academic progress throughout the year, including district and state assessment data.

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

- **School**

The school will continue newsletters, parent phone calls, and High School Credit Courses attendance meetings.

- **Students**

Students will attend school regularly, missing no more than 10% of a marking period, semester, or year. They will also come prepared with a charged Chromebook and a writing utensil.

- **Parents**

Parents will ensure that students: -Attend school regularly, missing no more than 10% of a marking period, semester, or year. - Come prepared with a charged Chromebook, and a writing utensil.

- **Staff Training**

The school will offer staff training on the importance of communicating with families. This includes engaging families better and supporting parents/guardians as they transition from elementary to middle school.

- **Accessibility**

School will offer in-person or virtual meetings depending on the needs of the families. Staff will have open communication with parents and support families with disabilities, experiencing homelessness, and migratory work as needed. Also, school events will be offered at various times.

Science

1. List prioritized needs statements.

FY24 Winter Diagnostics: 8th Grade- 25% of students met the threshold 7th Grade- % of students met the threshold 6th Grade- % of students met the threshold To meet school-grade proficiency requirements, 47% of 8th-grade students must pass the Statewide Assessment in May at a level of 3 or higher. 43 % of 8th grade ESE students need to pass the Statewide Assessment in May at a level of 3 or higher in order to meet the school grade ESSA subgroup proficiency requirements. Goal: Increase the amount of proficient test scores on district local assessments (USAs 6th-8th Grade) as well as diagnostic assessments (6th-8th Grade)

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

The root causes are a lack of prior knowledge, a lack of students' reading comprehension skills, a lack of student reading practice outside of school, a lack of English proficiency, a lack of parent involvement, high absence rates—also, the lack of support facilitation by a resource teacher, and lack of understanding of lessons and delivering science instruction through professional development facilitated by a coach and/or SSCC.

3. Share possible solutions that address the root causes.

Possible solutions: - Incentives for consistent attendance. - Incentives for reading gains. - Additional benchmark monitoring of 6th and 7th grade is needed to ensure understanding of testable content. - Use of Khanmigo to help tutor students - Study Island for 8th grade (content review & SSA practice questions) - CPalms tutorials aligned to benchmarks for all grades - Tutorials for targeted students -Technology resources (i.e., Pare, IXL) - Blender resources - Increase ESE and ELL facilitators in sciences classes - Coaches and or SSCC provide professional development for teachers on the planning and delivery of science instruction

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

• Communication

The school will continue to use Parent Link for calls, texts, and emails. It will also send home flyers and a newsletter with updated information in all languages. We will also continue to work on sharing student progress with parents to support student learning and the environment.

- **Parent Training**

Parent training that may be offered to support families includes science vocabulary and the scientific method and hosting parent universities that discuss science data and STEM nights. Continue to provide PPP training to support social/emotional student needs and impact student achievement positively.

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

- **School**

The school will inform parents of student progress, all assessments, and testing. Teachers will contact parents if a student begins to fall behind.

- **Students**

Students will access resources accessible from home and keep regular attendance.

- **Parents**

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

- **Staff Training**

Staff training will assist teachers in understanding how to engage better and support families as they work with their students at home to develop science vocabulary. The district specialist will meet with the science team to discuss engagement strategies. The school will also offer staff training to assist teachers in understanding how to engage better and support families as they work with their students to develop science vocabulary.

- **Accessibility**

Parents will be provided accommodations and ensure the building is ADA compliant. Virtual meetings and trainings will be offered if parents cannot attend in-person meetings. Also, we will continue to support families in their native language. Lastly, staff will continue to communicate openly and support families with disabilities.

Social Studies

1. List prioritized needs statements.

According to our latest diagnostic, Winter FY25, the top 5 areas where students showed weaknesses are: 1. SS.7.CG.3.4– Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment. 2. SS.7.CG.2.6 – Students will explain how elections and voting impact citizens at the local, state, and national levels. 3. SS.7.CG.2.7– Students will recognize the qualifications to seek election to local, state and national political offices. 4. SS.7.CG.3.10 – Students will recognize natural, constitutional, statutory, case and common law as sources of law. 5. SS.7.CG.1.8 –Students will explain how the Preamble serves as an introduction to the US Constitution (eg, establishes the goals and purposes of government). Students need explicit instruction in the above areas. Additional instruction and review will be provided.

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

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

3. Share possible solutions that address the root causes.

Possible solutions include the following: 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 and encourage parents to set positive examples at home. 5. Provide extended learning opportunities through tutorial programs. 6. Provide small group instruction with a resource teacher or academic tutor

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

- Communication

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

- **Parent Training**

Parents will be trained to track their child's progress. They will also be able to receive training to assist their students with reading comprehension and new vocabulary terms. This will help parents create positive study habits in their students.

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

- **School**

School – The school will inform parents about student progress, assignments, and testing. The school will contact the parents if students are underperforming and will provide options to the parents for their students' success.

- **Students**

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

- **Parents**

Parents: Parents will ensure that their students arrive at school on time and are adequately prepared to learn. They will also support the school and provide positive reinforcement for their students' education.

- **Staff Training**

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

- **Accessibility**

School staff will be available to parents through e-mail, virtual or in-person parent conferences arranged through the grade level office.

Acceleration Success

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. *58% of Algebra I students met threshold on the semester exam. * 84% of Geometry students met the threshold on the semester exam. Accelerated FY25 Target Goal: 64%

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

-High absenteeism -Lack of prior knowledge -Students' limited understanding of the benefits associated with industry certification -Basic foundational skills in math are lacking -Lack of teacher knowledge of BEST standards - Class sizes and target small group instruction (resource teachers, paraprofessionals, temp tutors, and classroom teachers) - Lack of parent knowledge and ability to support student learning at home

3. Share possible solutions that address the root causes.

- Small group instruction -Provided extended learning opportunities through tutorial programs for math and industry certification in the morning, the day, after school, Saturdays, and summer institute. - Additional resources for hands-on practice - Provide online technology resources for support (such as IXL, Khan Academy, Algebra Nation, etc). - Provide and implement comprehensive professional development and support teacher growth through coaches, SSCC, and district staff. - Provide support to students through a 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 the student academic needs

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

• Communication

The school will communicate openly with all parents through emails, texts, phone calls, social media, and weekly newsletters. It will also work to share student progress with parents weekly to support student learning and achievement at home by meeting with parents during convenient hours.

• Parent Training

At the beginning of the school year, parents will receive training on accelerated courses and the importance of doing well. The training will also help families understand the importance of learning basic facts at home, including addition, subtraction, multiplication, and division.

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

- **School**

School will educate parents regarding course content and program expectations.

- **Students**

Students will attend classes regularly and strongly strive to engage in the content daily.

- **Parents**

Parents will ensure that students attend school, have time to complete homework, and monitor their children's academic progress.

- **Staff Training**

Staff will be trained to better engage and support parents on our campus and understand the importance of school-parent communication. The training will also provide knowledge of cultural practices and beliefs that affect parent engagement.

- **Accessibility**

Staff will have open communication with parents and support families with disabilities, experiencing homelessness, and 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: \$596,083.57

Acct Description	Description																																				
Classroom Teacher	ELA Teacher will provide small-group, intensive reading instruction to identified 8th-grade students. This additional position will allow the school to provide direct reading.																																				
Extra Periods	Seven Every Day Extra Periods for English, Science, Math, and Social Studies for Grade Levels 6-8.																																				
Classroom Teacher	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. She is also supporting accelerated courses. This will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class sizes and homogeneous grouping.																																				
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="422 672 1423 764">Item</th> <th data-bbox="1423 672 1570 764">Quantity</th> <th data-bbox="1570 672 1734 764">Rate</th> <th data-bbox="1734 672 1898 764">Type</th> <th data-bbox="1898 672 2022 764">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 764 1423 959">BT 514758- Latinos in Action Program - The Latinos In Action program is crafted to cater to each student's unique requirements, fostering empowerment for all to thrive, uniting high achievers with those yet to discover their full potential.</td> <td data-bbox="1423 764 1570 959">1</td> <td data-bbox="1570 764 1734 959">\$2,500.00</td> <td data-bbox="1734 764 1898 959">Budget Transfer</td> <td data-bbox="1898 764 2022 959">\$2,500.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	BT 514758- Latinos in Action Program - The Latinos In Action program is crafted to cater to each student's unique requirements, fostering empowerment for all to thrive, uniting high achievers with those yet to discover their full potential.	1	\$2,500.00	Budget Transfer	\$2,500.00																	
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	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will provide Saturday school remediation in the subject areas of English, Math, Science, Civics, & ESE. Tutoring will begin in September 2025.	15	\$37.00	1	5.5	6	Certified	Original	\$18,315.00	
Computer HW; non-cap	Item				Quantity	Rate	Type		Total	
	Adapt 4 USB Charging Stations - For students to charge their chromebooks- all wireless- while they are in class or without needing a charger or distracting other students				18	\$849.00	Original		\$15,282.00	
	Amend #26/BT 517553- Reallocated the remaining balance from the adapt. USB-C to add 2 Day-to-Day Extra Periods				-1	\$1,202.00	Amendment		-\$1,202.00	
Charter bus	Item				Quantity	Rate	Type		Total	
	College Tours - Charter Bus Transportation. Two student field trips will be conducted to a college (FGCU in Ft. Myers, UF in Gainesville, and University of Central Florida in Orlando) Students will have the opportunity to be exposed to a college campus, understand the criteria for admission, financial aid, and many of the colleges aligned with the University. This will promote a college culture at PSMS as well as support the AVID initiative and program. Grades 6-8.				2	\$2,000.00	Original		\$4,000.00	
Supplies	Item	Quantity	Rate	Supply Type		Type		Total		
	Paper: Copy paper, color paper, cardstock, index cards, Post-its	1	\$8,341.41	General Supplies		Original		\$8,341.41		

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="432 201 1136 277">Item</th> <th data-bbox="1136 201 1293 277">Quantity</th> <th data-bbox="1293 201 1455 277">Rate</th> <th data-bbox="1455 201 1703 277">Supply Type</th> <th data-bbox="1703 201 1887 277">Type</th> <th data-bbox="1887 201 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Toner - High Yield	6	\$427.01	Technology	Original	\$2,562.00						
	General Supplies: Pencils, Expo dry erase markers, highlighters, pens, paper clips, staplers, staples	1	\$9,353.15	General Supplies	Original	\$9,353.15						
	Just Words Consumables to support ESE in Reading proficiency	75	\$48.00	Instructional Materials	Original	\$3,600.00						
	Just Words Student Kits to help support ESE students in Reading Proficiency	50	\$90.00	Instructional Materials	Original	\$4,500.00						
	Adjustment - benefits credit and final allocation.	1	\$7,225.75	General Supplies	Other	\$7,225.75						
	BT 514758- Reduced classroom supplies to add Latinos in Action	-1	\$2,500.00	General Supplies	Budget Transfer	-\$2,500.00						
Classroom Teacher	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. He is also supporting accelerated courses. The will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class sizes and homogeneous grouping.											
Extra Periods	Intermittent Extra Periods. Certified teachers will provide enrichment/remediation in the subject areas of English, Math, Science, Civics, & ESE. It will begin in September 2025. (25 tchs-15wks-2 periods per wk-1 period per day)											

Acct Description	Description								
Online subscription	Item		Quantity	Rate	Type			Total	
	Study Island will be used to provide supplemental science instruction for 6th-8th grade students in and out of the classroom.		500	\$5.00	Original			\$2,500.00	
	Junior Scholastic will be used to provide supplemental instruction in Social Studies for 6th-8th grade students.		1350	\$8.49	Original			\$11,461.50	
	IXL Learning will be used to provide supplemental instruction, remediation, and extra practice in Math/Algebra for 6th-8th grade students.		1	\$18,218.75	Original			\$18,218.75	
	Amend #26/ BT 517553- Reallocated the remaining balance from the Jr. Scholastic online subscription to add 2 Day-to-Day Extra Periods		-1	\$10,922.05	Amendment			-\$10,922.05	
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 courses. The will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class sizes and homogeneous grouping.								
Out-of-system Subs	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitute teacher coverage days for four Title I funded Classroom Teachers.		4	\$21.00	7	6.5	1	Original	\$3,731.00

Action Step: Professional Learning

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

Budget Total: \$125,212.10

Acct Description	Description																		
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="447 310 1461 391">Item</th> <th data-bbox="1461 310 1608 391">Quantity</th> <th data-bbox="1608 310 1772 391">Rate</th> <th data-bbox="1772 310 1902 391">Type</th> <th data-bbox="1902 310 2020 391">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
	<p>Two staff will attend the National Conference on School Leadership to enhance school leadership skills. Registration, \$1300; Transportation, \$850; Lodging, \$300; & Per Diem, \$108 = \$2558pp. \$2,558 X 2 attendees = \$5,116 (Seattle, WA/ July 11-13, 2025)</p>																		
	<p>Five staff will attend the National Association for Bilingual Education to enhance their professional knowledge with current research and innovative practices and policies to support the academic success of multilingual students. Registration, \$750; Transportation, \$400; Lodging, \$500; & Per diem, \$108 = \$1,758pp. \$1,758 X 5 attendees = \$8,790. (Chicago, IL, Feb. 9-13, 2026)</p>																		
<p>Two staff will attend Ron Clark Academy - HOUSE CON to participate in workshops focused on strategies and best practices for implementing the House system to promote student achievement, character development, and community. Registration, \$1075; Transportation, \$300; Lodging, \$675; & Per diem, \$108 = \$2,158pp. \$2,158 X 2 attendees = \$4,316. (Atlanta, GA/ July 18-19, 2025)</p>																			
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="447 1170 1016 1252">Item</th> <th data-bbox="1016 1170 1163 1252">Quantity</th> <th data-bbox="1163 1170 1289 1252">Rate</th> <th data-bbox="1289 1170 1388 1252">Days</th> <th data-bbox="1388 1170 1499 1252">Hours</th> <th data-bbox="1499 1170 1619 1252">Weeks</th> <th data-bbox="1619 1170 1772 1252">Certified</th> <th data-bbox="1772 1170 1902 1252">Type</th> <th data-bbox="1902 1170 2020 1252">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
<p>English, Math, Science, and Social Studies teachers will collaborate on FY26 mapping in July and then again in January.</p>																			

Acct Description	Description						
Webinar /PL with Purchase	Item		Quantity	Rate	Type	Total	
	New AICE teacher will attend Cambridge Lower Secondary Global Perspectives Prepared to Teach virtual course in order to better understand materials/curriculum for the classes they will teach.		1	\$175.00	Original	\$175.00	
Coach	Instructional coach for ELA and Intensive Reading in Grades 6-8 will collaborate with teachers through the coaching model to enhance instruction, implement literary initiatives, and increase student achievement in FAST ELA tests.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Pre-sharpened pencils, Expo markers		1	\$2,885.00	General Supplies	Original	\$2,885.00
	Paper: Copy Paper, Post-it Paper Easels, Post-it Stickies		1	\$6,679.05	General Supplies	Original	\$6,679.05
	Amend #26/BT 517553- Reduced PL Supplies to add 2 Day-to-Day Extra Periods		-1	\$2,229.95	General Supplies	Amendment	-\$2,229.95

Action Step: Parent Engagement

Increase parent participation in their child's education by improving school-home communication and engagement.

Budget Total: \$11,054.58

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Smore Newsletter	1	\$179.00	Original	\$179.00	
Postage	Item	Quantity	Rate	Type	Total	
	The school will mail FAST/EOC Tutorial Letters & Reminders- one after PM 1, next after PM 2	2950	\$0.73	Original	\$2,153.5	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper, Post-it Table Top Easels, Post-it notes	1	\$4,863.62	General Supplies	Original	\$4,863.6
	Pens, Pencils, Poly notebooks/journals	1	\$2,555.50	General Supplies	Original	\$2,555.5
	Ink/toner	4	\$175.74	Technology	Original	\$702.96
	Refreshments/Food for parent trainings listed in PFEP. Maximum of 3.	3	\$200.00	Program Supplies	Original	\$600.00

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Pamela McDonnough	Principal
Lauren Wells	Assistant Principal
Tate Rowan	SAC Chair/Teacher
Shannon Alviar	Parent
Rachael Gannon	Business Partner
Jeannie Edwards	LTF
Sari Simpson	Social Studies Department
James Liliestedt	Math Department
Heather Magill	Science Department
Cassandra Wisdom	ELA Department
Rossian Ramirez	Assistant Principal

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

All parents and stakeholders are encouraged and invited to provide input in the School Advisory Council (SAC) process. To ensure broad representation, SAC membership is open to individuals from all stakeholder groups, including parents, staff, community members, and students (where applicable). Interested individuals complete a SAC membership Google Form, which is emailed and returned to the SAC Chair and Co-Chair for review. The list of candidates is then presented during a scheduled SAC meeting, where voting takes place. SAC members are officially elected by a majority vote of the existing SAC members in accordance with established procedures.

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

All stakeholders were involved in jointly developing the SWP through a series of meetings in the spring of the 2024-2025 school year. Stakeholders are actively involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through participation in the School Advisory Council (SAC). Input is gathered during SAC meetings, where all items are discussed and voted on by the designated voting members. The first SAC meeting is scheduled for September. Meeting dates and times are widely advertised using multiple methods to ensure broad participation. All stakeholders are invited and encouraged to attend and provide input prior to each meeting. SAC members are selected to reflect the diversity of the school community, ensuring inclusive representation. Specifically, all stakeholders will be invited to participate in the development of the FY26 Schoolwide Plan (CNA/SWP/PFEP) during a dedicated meeting planned for February or March 2026 in the evening to accommodate varying schedules. Through monthly SAC meetings the floor will be open for stakeholder's suggestions on how to maximize the use of available funds to impact learning in the classroom. These suggestions will be also used to guide the development of the school's SWP. Stakeholders will be notified of a Stakeholders meeting programed for March 2026 to collect their input and jointly develop the SWP for next SY. Stakeholders will be notified by email, letters, newsletter and social media.

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

Stakeholders provided input on the use of Title I funding for parent and family engagement by completing feedback forms, available in both digital and hard copy formats. Based on the input received, Title I funds will be allocated to support parent and family engagement through the purchase of postage, communication supplies, materials for parent trainings and meetings and refreshments. This collaborative input process ensured that the funding priorities reflect the needs and preferences of families within the school community. Stakeholders participated in a Title I Comprehensive Needs assessment on 2/20/205. Stakeholders focused on: More parent trainings Provide updates of the use of Title I funding through monthly SAC meetings. Keep parents informed of programs and support materials acquired to support student learning outcomes in the classroom through: social media, letters, emails, newsletters and meetings like Open House, Multicultural night, Choice Open House and SAC.

Name	Title
Pamela McDonnough	Principal
Sean Ashworth	Assistant Principal
Lauren Wells	Assistant Principal
Tate Rowan	SAC Chair/Teacher
Mecarra Easley	Single School Culture Coordinator
Simone Wright	Parent
Rachael Gannon	Business Partner
Rossian Ramirez	Assistant Principal

Annual Parent Meeting

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

September 6th, 2025. 5:00 pm PSMS's 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 of the Annual Meeting through multiple communication channels to ensure broad awareness and accessibility. Notifications will include multilingual call-outs, emails, and messages sent through Parent Link, which automatically translates content and allows attachments to be shared. Additional announcements will be posted on the school marquee and the school's official social media platforms. Formal invitations will also be included in The Stingray Source, our weekly newsletter that is distributed every Friday morning 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.

The following resources will be prepared for the Annual Title I Meeting: Meeting agenda Google Slides presentation on the Title I Annual Meeting, including translations in multiple languages FY26 Parent and Family Engagement Plan (PFEP) summary FY26 School-Parent Compact Feedback forms Sign-in sheets

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Using Technology to Connect with Families

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

Staff will learn how to use digital communication platforms—such as Google Classroom, Parent Link, and SIS portals—to connect with families consistently and effectively. The training will focus on setting up these tools, posting academic updates and announcements, and using features that support translated messages to ensure communication is accessible to all families.

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

This training is expected to enhance two-way communication by making it easier for families to receive timely updates on their child's academic progress and school events. By utilizing accessible and widely used technology, more families will remain informed and actively participate in their child's education.

- What will teachers submit as evidence of implementation?

Teachers will submit: Screenshots or printouts of parent communications from Google Classroom, Parent Link, or SIS Examples of translated messages or use of features that promote accessibility for all families

- Month of Training

August

- Responsible Person(s)

Instructional Coach

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engaging Families in Student Learning

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

Staff will learn how to implement academic goal-setting conferences and ongoing progress updates with families. The training will focus on helping teachers guide families in setting realistic academic goals for their children and establishing regular communication methods—such as progress reports, data chats, or digital updates—to keep families informed about student achievement throughout the year.

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

This training is expected to strengthen the partnership between families and educators by fostering transparency and shared responsibility for student growth. Families will be better informed, more confident in supporting learning at home, and more likely to participate in meaningful academic discussions and decisions.

- What will teachers submit as evidence of implementation?

Teachers will submit: Copies of student progress reports Completed goal-setting forms Records of SIS communications with families

- Month of Training

November

- Responsible Person(s)

Instructional Coach

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding Your Child's Academic Progress: Using SIS and Google Classroom

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

Parents will learn how to navigate the Student Information System (SIS) and Google Classroom to regularly monitor their child's academic progress. This includes checking grades, viewing assignment submissions, accessing teacher feedback, and supporting students in meeting deadlines and academic goals.

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

During the training, parents will participate in a guided, hands-on session using school-provided devices or their own smartphones. Facilitators will walk parents through the login process, show them how to access key features of SIS and Google Classroom, and assist them in locating real-time information about their child's performance. Translation and tech support will be available for families who need assistance.

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

When families are empowered to track academic progress, they are more likely to intervene early, support learning at home, and communicate with teachers. As a result, students benefit from increased accountability, timely support, and encouragement, all of which contribute to improved academic outcomes and increased engagement.

- Date of Training

September 11, 2025

- Responsible Person(s)

Instructional Coach

- Resources and Materials

-PowerPoint Presentation -Feedback Form -Sign-in sheets - Printed and digital login guides for SIS and Google Classroom -Devices for live demonstration (e.g., Chromebooks or tablets) -Translated instructions and interpretation services

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

State Assessments and How to Help Your Child Prepare

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

Parents will learn how to access and use available state assessment practice tools, such as online practice tests and district-recommended resources, to help their children review tested content and become familiar with question formats.

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

Parents will engage in sample test activities to experience the types of questions their children will encounter (e.g., multiple choice, short response). Facilitators will guide them through practice questions using online platforms and provide tips for helping their child approach similar questions at home.

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

This training will help families become active partners in test preparation. By reinforcing skills at home and helping students build confidence, the training supports higher performance on assessments and reduces test anxiety, ultimately leading to stronger academic outcomes.

- Date of Training

October 2025

- Responsible Person(s)

Instructional Coach

- Resources and Materials

-PowerPoint Presentation - Sample test questions - Access instructions for online practice tools

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Interpreting Your Child's State Assessment Results

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

Parents will learn how to read and interpret their child's state assessment score report, understand performance levels, and identify areas of academic strength and growth.

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

Parents will review a sample state assessment report and walk through each section with a facilitator.

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

When parents understand how to interpret test data, they can more effectively support their child's academic needs at home. This leads to focused support, better communication with teachers, and increased student motivation and confidence—ultimately improving achievement.

- Date of Training

January 2026

- Responsible Person(s)

Instructional Coach

- Resources and Materials

-PowerPoint Presentation -Feedback Form - Sign-in Sheet -Sample state assessment score reports -Performance level charts by grade

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

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.

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

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

- Frequency

As parent indicates on survey

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

- Name of Agency

Little Cesars

- Describe how agency/organization supports families.

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

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

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

- Frequency

Monthly

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

- Name of Agency

Pedals of Hope/Faith Community Closet

- Describe how agency/organization supports families.

Provide clothing, shoes and bicycles to students in need.

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

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

- Frequency

Twice a Year

Communication

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

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

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

- Description

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

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

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

- Description

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

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

FAST Letter to Parents, Sample Progress Report, Sample PM Unify Report, School Website with Academic Assessment information.

- Description

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

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

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

- Description

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

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

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

Accessibility

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.

Migrant information from Title I Annual Meeting Migrant brochure Migrant report from SIS

- 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

1. Activity #1

- Name of Activity

Saturday Success Academy

- Brief Description

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

2. Activity #2

- Name of Activity

Multicultural Parent Night

- Brief Description

Increase parent engagement in student's learning.

3. Activity #3

- Name of Activity

Choice Parent Night

- Brief Description

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

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Palm Springs Middle School has a very active School Based Team (SBT). The team meets every week to review open cases, and discuss intervention plans for new cases. The team reviews all open MTSS/RTI cases, and ensures that academic interventions are implemented with fidelity. We utilize assessment, discipline, and attendance data to identify groups of students with academic and behavioral needs. We then implement supplemental and intensive intervention plans according to the individual need of the student. We use a variety of researched based programs such as Wilson Reading, Reading Plus, and IXL in addition to research based academic strategies. We also utilize technological tools that encourage all 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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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 master board. Each course provides access to international and pre-university curriculum that is a pathway to the AICE Diploma available to earn at our feeder high schools. -We are proud to partner with non-profit organization Junior Achievement this year to provide the JA Excellence through Ethics and JA Inspire lesson plans through our Period 3 P.R.I.D.E time schoolwide. Through these sessions, students are able to interact with locale executives to discuss the importance of ethics, making ethical decisions, and explore careers. -Courses on campus that allow students to earn high school credit on campus include: Pre-AICE Math 1, Pre-AICE Math II, Pre-AICE Spanish I, Pre-AICE Spanish II, Physical Science Honors, Spanish Speaks 1, Spanish Speaks 2, Computer Fundamental, and Pre-AICE Photo.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area for this SY.

Professional Development

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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