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

ELA

1. List prioritized needs statements.

60% of students at Palm Springs Elementary School in grades 3-5 are not proficient in ELA. This is a 2 point decrease from last year. 63% of students at Palm Springs Elementary School in grades K-2 are not proficient in ELA. 80% of ELL students at Palm Springs Elementary School in grades k-5 are not proficient in ELA.

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

Language Barriers of students who speak a language other than English - beginning speakers struggle with understanding the English language. Some teachers do not have the skills to communicate in a language other than English. Strengthen teachers ability to plan and delivery ELA instruction and differentiated instruction. Strengthen teachers ability to align intervention during small group instruction. A large ELL population of students is acquiring the English language, and students lack vocabulary knowledge and skills. Lack of foundational skills due to students not previously attending schools - being displaced from home and/or country Lack of parent capacity - parents need strategies and resources to support students at home, parents have limited knowledge and access to community based resources. High student absences Students dealing with trauma at home and teachers lacking the knowledge to understand trauma-impacted students Students have not mastered grade-level standards in previous grades, leading to a learning gap.

3. Share possible solutions that address the root causes.

Resource teachers to push into ELA blocks for double down instruction and intervention Resource teachers to provide support with common planning and modeling rigorous instruction - whole group and small group Tutors to push into classrooms to support double down and intervention Fine Arts tutorial to increase student achievement Tutorial company to provide tutoring services Parent trainings and night events to support learning at home Attendance committee to monitor and provide student and parent incentives Continue Dual Language support in school and through Dual Language Night Continue implementing AVID strategies to ensure students receive the skills necessary to be proficient. Planning through the PLC process by Coaches and SSCC Dictionaries and cognates to be used by ELL students SSF to provide support to students CLFs to translate during parent nights, conferences, and throughout the school day

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

- **Communication**

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

- **Parent Training**

Literacy Night - Parents will better understand how learning targets are created from the standards, what is required for proficiency in each grade level, and will learn grade level strategies to use with students at home. Curriculum Night - Parents will be informed about all the content area standards, grade level requirements, and what standards are assessed each trimester. Dual Language Night - parents will better understand cognates and the use of dictionaries and glossaries to help ELL students acquire the language.

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

- **School**

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

- **Students**

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

- **Parents**

Parents will communicate with teachers through agendas and ClassDojo. Parents will attend conferences and school events and get students to school on time.

- **Staff Training**

Trauma impacted students - Staff will be trained on how trauma effects students' behaviors and academic progress. Staff will also learn ways to support students affected by trauma. Facilitating Effective Parent Conferences - Staff will be trained on how to conduct a collaborative conference with parents and effectively present data and valuable information to inform parents of student strengths and deficiencies in ELA.

- **Accessibility**

CLFs will attend all events, trainings, and conferences to translate information to parents/families.

Math

1. **List prioritized needs statements.**

51% of students at Palm Springs Elementary School in grades 3-5 are not proficient in Math. 65% of students at Palm Springs Elementary School in grades K-2 are not proficient in Math. 70% of ELL students at Palm Springs Elementary School in grades K-5 are not proficient in Math.

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

Language Barriers of students who speak a language other than English - beginning speakers struggle with understanding the English language. Some teachers do not have the skills to communicate in a language other than English. A large ELL population of students is acquiring the English language, and students lack math vocabulary knowledge and skills. Teachers need more support planning and timing their math block and small group rotations. Lack of parent capacity - need for training, strategies, and resources for parents to support students at home. High student absences Lack of reading stamina -reading proficiency affects word problems Lack of foundational math skills due to previous content not being mastered. Students need more time and opportunities to practice math skills and standards to close the learning gap. Instruction during the math block is not delivered with fidelity or consistency in all classrooms. Students dealing with trauma at home and teachers lacking the knowledge to understand trauma-impacted students District pacing (scope and sequence) too fast-paced Limited use of manipulatives

3. Share possible solutions that address the root causes.

Resource teachers to push into Math blocks for double down instruction and intervention Resource teachers to provide support with common planning and modeling rigorous instruction - whole group and small group Math Coach modeling whole group and small group math lessons in all grade levels. Tutors to push into classrooms to support double down and intervention Fine Arts tutorial to increase student achievement Tutorial company to provide tutoring services Parent trainings given and night events to support learning at home Attendance committee to monitor student attendance and provide student and parent incentives Continue Dual Language support with math Continue implementing AVID strategies to ensure students receive the skills necessary to be proficient. Planning through the PLC process by Coaches and SSCC Dictionaries and Glossaries to be used by ELL students. Trauma support w/BHP, Grief groups SSF to provide support to students in need Continue communication support through the CLFs

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

- Communication

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

- Parent Training

Math Night - Parents will be able to have a better understanding of the math BEST standards and grade level expectations. Parents will be able to navigate the student and parent portal and will be provided resources to support learning at home.

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

- School

PSES will provide trainings on standards and homework help. PSES will communicate with parents on student progress. Teachers and staff will communicate via agenda, Class Dojo, Parent Link, newsletters, and conferences.

- **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 through agendas and ClassDojo. Parents will attend conferences and school events and get students to school on time.

- **Staff Training**

Trauma impacted students - Staff will be trained on how trauma effects students' behaviors and academic progress. Staff will also learn ways to support students affected by trauma. Facilitating Effective Parent Conferences - Staff will be trained on how to conduct a collaborative conference with parents and effectively present data and valuable information to inform parents of student strengths and deficiencies in Math.

- **Accessibility**

CLFs will attend all events, trainings, and conferences to translate information to parents/families.

Science

1. List prioritized needs statements.

54% of 5th grade students at Palm Springs Elementary School are not proficient in Science. 77% of ELL 5th grade students at Palm Springs Elementary School are not proficient in Science.

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

Language Barriers of students who speak a language other than English - beginning speakers struggle with understanding the English language. Some teachers do not have the skills to communicate in a language other than English. A large ELL population of students is acquiring the English language, and students lack vocabulary knowledge and skills. Reading proficiency is low, which affects reading comprehension of science. High student absences Fair Game Benchmarks are not being taught with fidelity in all grade levels. Lack of knowledge in implementing the new science materials. Time constraints don't always allow consistent science instruction in all grade levels

3. Share possible solutions that address the root causes.

Interactive science labs k-5 Continue AVID strategies and notetaking skills. Attendance committee to monitor student absences. Science resource teacher will provide assistance and coaching to teachers in all grade levels during PLC. Parent and staff training on the use of cognates, dictionaries, and glossaries in the content area Science on the Fine Arts wheel

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

• **Communication**

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

• **Parent Training**

Curriculum Night - Parents will be informed about the science standards across all grade levels standards and what standards are assessed each trimester. Dual Language Night - parents will better understand cognates and the use of dictionaries and glossaries to help ELL students with content vocabulary

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

- **School**

PSES will provide trainings on standards and homework help. PSES will communicate with parents on student progress. Teachers and staff will communicate via agenda, Class Dojo, Parent Link, newsletters, and conferences.

- **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 through agendas and ClassDojo. Parents will attend conferences and school events and get students to school on time. PArents will practice science vocabulary at home with students.

- **Staff Training**

Identifying and incorporating Fair Game Benchmarks and implementing new science materials.

- **Accessibility**

CLFs will attend all events, trainings, and conferences to translate information to parents/families.

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: \$395,038.78

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitute for Resource Position #10097765	1	\$18.00	7	6.5	1	Original	\$796.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total	
	Curriculum Associates Magnetic Reading Gr 5	200	\$12.75	Instructional Materials		Original	\$2,550.00	
	Dry erase markers - (12 per box)	75	\$9.82	General Supplies		Original	\$736.50	
	Chart markers	75	\$3.57	General Supplies		Original	\$267.75	
	Chart paper - (pack of 4)	20	\$97.95	General Supplies		Original	\$1,959.00	
	Science Speedbag student books for grade 5 science review and test prep - (class sets of 25)	8	\$375.00	Instructional Materials		Original	\$3,000.00	
	Paper	300	\$34.69	General Supplies		Original	\$10,407.00	
	Curriculum Associates Magnetic Reading Gr 4	190	\$12.75	Instructional Materials		Original	\$2,422.50	
	Shipping	1	\$890.75	Instructional Materials		Original	\$890.75	
	Curriculum Associates Magnetic Reading Gr 3	190	\$12.75	Instructional Materials		Original	\$2,422.50	
Adjustment - benefits credit and final allocation.	1	\$6,806.00	General Supplies		Other	\$6,806.00		
Resource Teacher	Science resource teacher will provide direct instruction of science standards on the wheel for students in KG through grade 5.							

Acct Description	Description																													
Resource Teacher	Literacy resource teacher will provide push-in support for identified students needing additional time and practice in reading for grades K-5.																													
Resource Teacher	This Math resource teacher will provide direct math instruction for identified students in a push-in/pull-out model of support for students needing acceleration or remediation in grades KG to 5.																													
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="430 423 1451 500">Item</th> <th data-bbox="1451 423 1598 500">Quantity</th> <th data-bbox="1598 423 1766 500">Rate</th> <th data-bbox="1766 423 1892 500">Type</th> <th data-bbox="1892 423 2032 500">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 500 1451 613">IXL license to be used for math and science remediation in grades 3-5. (site license - 600 students)</td> <td data-bbox="1451 500 1598 613">1</td> <td data-bbox="1598 500 1766 613">\$10,150.00</td> <td data-bbox="1766 500 1892 613">Original</td> <td data-bbox="1892 500 2032 613">\$10,150.00</td> </tr> <tr> <td data-bbox="430 613 1451 768">Write Score will be used to analyze student work products, and provide individualized feedback and lesson plan resources for 4th-5th grade students. (site license - 400 students)</td> <td data-bbox="1451 613 1598 768">1</td> <td data-bbox="1598 613 1766 768">\$6,346.78</td> <td data-bbox="1766 613 1892 768">Original</td> <td data-bbox="1892 613 2032 768">\$6,346.78</td> </tr> <tr> <td data-bbox="430 768 1451 930">iReady Reading toolbox resources will be used for planning data responsive instruction and support for K-5 students in ELA. (site license - 1050 students)</td> <td data-bbox="1451 768 1598 930">1</td> <td data-bbox="1598 768 1766 930">\$4,301.00</td> <td data-bbox="1766 768 1892 930">Original</td> <td data-bbox="1892 768 2032 930">\$4,301.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	IXL license to be used for math and science remediation in grades 3-5. (site license - 600 students)	1	\$10,150.00	Original	\$10,150.00	Write Score will be used to analyze student work products, and provide individualized feedback and lesson plan resources for 4th-5th grade students. (site license - 400 students)	1	\$6,346.78	Original	\$6,346.78	iReady Reading toolbox resources will be used for planning data responsive instruction and support for K-5 students in ELA. (site license - 1050 students)	1	\$4,301.00	Original	\$4,301.00
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Action Step: Professional Learning

Provide ongoing professional learning, lesson modeling, PLC support, progress monitoring, and tracking student data in the areas of ELA, Math and Science K-5.

Budget Total: **\$207,774.95**

Acct Description	Description								
Coach	Math Coach will utilize the coaching cycle to provide job embedded professional learning, use data to progress monitor and assist teachers with planning data responsive instruction in grades K to 5.								
Single School Culture Coordinator	Single School Culture Coordinator will support with building teacher capacity by providing job embedded professional learning while supporting PLC's, the academic coaches and the Multi-Tiered Systems of Support								
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Black 1 inch binders - (pack of 4)	8	\$26.45	General Supplies			Original	\$211.60	
	Post-it notes	15	\$10.39	General Supplies			Original	\$155.85	
	Post-it notes	5	\$10.10	General Supplies			Original	\$50.50	
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Classroom teachers will meet with the MTSS Team to plan for data responsive intervention and remediation in each trimester.	1	\$18.00	1	6.5	18	Non-Certified	Original	\$2,048.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Instructional leadership team will meet to analyze checkpoint data and plan data responsive instruction. For all grades and will occur after PM1 and PM2 (September, November, January)	8	\$18.00	1	6.5	3	Non-Certified	Original	\$2,730.00
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Each grade level team KG to Grade 5 will meet to analyze data and plan standard based instruction in an extended PLC. They will work 2 hours after contracted time one day at the end of the 1st and 2nd trimester.	53	\$25.00	1	2	2	Certified	Original	\$5,300.00
	During the last two weeks of school, K-5 Grade Chairs, Fine- Arts and Dept leads/Coaches will develop instructional focus calendars, align resources and assessments, plan extended learning opportunities, and plan for parent events/trainings to support school-wide academic goals. May 26-27, 2025.	20	\$25.00	2	2.5	1	Certified	Original	\$2,500.00

Action Step: Parent Engagement

Increase parent engagement in their child's education through effective communication and events.

Budget Total: \$8,494.02

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postcards will be mailed to families with important back to school/parent training information in August. (one mailing for 1100 students)	1100	\$0.56	Original	\$616.00	
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Science Center will provide hands on experiences for students and their parents/families so that parents are better equipped to help students at home. January 2026	1	\$465.00	Original	\$465.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Addition/subtraction home practice cards for 1st & 2nd grade	19	\$36.79	General Supplies	Original	\$699.01
	Agenda books - Intermediate	525	\$2.34	General Supplies	Original	\$1,228.50
	Multiplication/division home practice cards for 3rd-5th grade	31	\$36.79	General Supplies	Original	\$1,140.49
	Communication folders	750	\$1.60	General Supplies	Original	\$1,200.00
	Paper	20	\$34.69	General Supplies	Original	\$693.80
	Color copy paper - (ream)	80	\$9.14	General Supplies	Original	\$731.20
	Shipping	1	\$374.52	General Supplies	Original	\$374.52

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Agenda books - Primary	575	\$2.34	General Supplies	Original	\$1,345.5

Mission Statement

1. Mission Statement

Palm Springs Elementary School strives to empower parents and families to support their children's cognitive skills and skills for learning and life by strengthening district, school, family, and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

Name	Title
Marjie Rowe	Principal
Karen Byer	Assistant Principal
Julie Thompson	Single School Culture Coordinator
Patricia Silva	Math Coach
Sandra Moncayo	Dual Language Coach
Richard Lampe	ESE Coordinator
Annerys Farinas	ESOL Coordinator
Geysa Morales	Dual Language Resource
Chelsea Preston	Kindergarten Chair
Colleen Talic	First Grade Chair
Hector Gonzalez	Second Grade Chair
Natala Petrillo	Third Grade Chair
Katherine Charlton	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, and Class Dojo 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 February 17th 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 February 10th, 2025 and February 17th, 2025, 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
Karen Byer	Assistant Principal
Sandra Moncayo	Dual Language Coach
Richard Lampe	ESE Coordinator
Julie Thompson	Single School Culture Coordinator
Annerys Farinas	ESOL Coordinator
Patricia Silva	Math Coach

Annual Parent Meeting

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

September 10th, 2025 at 5:00 at Palm Springs Elementary, School Cafeteria 101 Davis Road, Lake Worth, FL 33461

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 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 Title I/District provided resources to inform parents/families. We will also utilize the Title I presentation and include school documents on how funds will be used, the PSE School-Parent Compact, and the Parent and Family Engagement Plan. We will prepare for this meeting by ensuring the presentation is clearly presented in 3 different languages (CLFS will be provided the presentation ahead of time to assist with translation) All sign-in sheets, evaluations, and handouts (Compact, Parent and Families Engagement Plan) will be prepared and presented to parents/families in English, Spanish, and Creole.

Staff Trainings

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 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)

Shanta JnPaul/Karen Byer

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Facilitating 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. Parents will be better informed of student progress.

- What will teachers submit as evidence of implementation?

Conference notes, family/student data sheets

- Month of Training

October

- Responsible Person(s)

Karen Byer/Julie Thompson

Parent Trainings

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 learning targets and how they are created from the standards. Parents will learn about the ELA curriculum being used, data, and assessment information required for the end of the year in each grade level. Parents will be trained to identify student levels and cut scores, along with points needed for proficiency and gains. Parents/Families will be provided strategies and activities to use at home to support student learning and to increase ELA proficiency.

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

Parents will identify student levels and point needed for a gain. Parents will engage in using the scale scores to identify this information. Parents and families will interact with ELA strategies and activities to support student learning at home.

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

- Date of Training

September 18th, 2025

- Responsible Person(s)

Karen Byer/Melissa Longo

- Resources and Materials

paper, folders

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- 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 assessment information required for end of year in each grade level, along with how to access the student/parent portal. Parents will be able to identify student levels and cut scores, along with points needed for proficiency and gains. Parents/Families will be provided strategies and activities to use at home to support student learning and to increase math proficiency.

- 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. Parents and families will interact with math activities and games to support student learning.

- 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 and will have a better understanding on how they can help them at home.

- Date of Training

November 05th, 2025

- Responsible Person(s)

Patti Silva

- Resources and Materials

paper, folders, math manipulatives

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Dual Language & ESOL Night

- 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 a 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. Parents will also be provided with additional materials and resources to help students use these strategies at home.

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

Students and Families will be able to practice identifying cognates and use Heritage Language Dictionaries at home while completing homework and practice activities in all academic areas, which will increase student achievement.

- Date of Training

January 22th, 2025

- Responsible Person(s)

Sandra Moncayo/Geysa Morales

- Resources and Materials

folders, paper, Heritage Language Dictionaries and Glossaries

- Amount (e.g. \$10.00)

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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

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

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, Class Dojo, Flyers, Parent Conferences, Parent Trainings, 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.**

Evidence that will be uploaded will be the School-Parent Compact, PFEP Summary, PRTK, along with Parent Links and Class Dojo postings. We will also share all of this information at our Title I 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 SAC meetings, letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), home visit notes/log, parent training invitations and agendas at different times (invitations, agendas, schoolwide Class dojo, screenshots, snapshots, calendars, newsletters, 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), sample home visit notes/log

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 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 (if needed), 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

1. Activity #1

- Name of Activity

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- 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

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. All teachers have been trained to foster a growth mindset through their daily activities & lesson, teaching students that abilities can be developed over time -Single School Culture 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

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

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

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 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. 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 achieving good grades and the opportunities available, such as magnet schools and choice programs, which can guide them towards a more informed 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, organization skills, callbacks, etc. Fifth graders will have the opportunity to visit local college campuses or have a college representative present at Palm Springs.

Transition From Early Childhood to Elementary School

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 continue to work with 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 Kickoff program provides critical information for our parents to allow their children to transition from Pre-k to Kindergarten. Teachers provide a startup packet and readiness kit 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 the opportunity to meet the Kindergarten teachers and are also provided a short tour of the school.

Professional Development

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 & differentiated instruction -Explicit instruction with vocabulary -Conducting effective parent conferences 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

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.