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

ELA

1. List prioritized needs statements.

According to the most recent FY26 FAST PM#2, student proficiency was as follows: 6th Grade- 43% Proficient 7th Grade- 40% Proficient 8th Grade- 44% Proficient 22% of ESE students proficient in PM2 18% of ELL proficient in PM2 2% of the L25 are proficient in PM2

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

The root causes areas are as follows: Absences Lack of Prior knowledge due to limited background and experiences. lack of motivation parent involvement Lack of rigor in curriculum implementation. Lack of support in planning for differentiated instruction in response to data. Lack of alignment in instructional resources. Low reading comprehension skills Lack of English language proficiency. Students are academically unprepared for school. (no homework or materials) Lack of student collaboration while working in partners or small group. Need of teacher professional development on learning and engagement strategies.

3. Share possible solutions that address the root causes.

Intentional classroom student scheduling Classroom support for ELL's and lowest 25% Team teaching Parent contact Purchase of subscriptions that support the activation of prior knowledge. Purchase of subscriptions the support vocabulary development and literacy development. Before/After school tutoring starting at the beginning of the school year. ELL/L25 parent meetings Attendance Incentives Teacher professional development in lesson planning, instructional delivery, differentiated instruction and student/parent engagement. Parent trainings to educate parents on ELA/Math/Science/Social Studies/Acceleration strategies to support children at home. Parent trainings to educate parents on ELA strategies to support children at home.

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

• Communication

Communicate with parents in their preferred language. Weekly progress reports Social Media posts Weekly newsletter translated in heritage language. Based on the needs of parents, host flexible parent conferences (in-person and/or virtually). Inform parents 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 resources available for homework assistance. 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 or meet with parents if students are underperforming and set recommendations to assist struggling learners.

- **Students**

Students will attend school regularly, complete assignments, pay attention in class, and ask for help or clarification when needed. They will also be more accountable for their learning progress by participating in data chats and checking their academic progress 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. They will attend parent/teacher conferences to address academic and behavioral goals. They will monitor student's academic progress and attendance rates.

- **Staff Training**

The school will train staff in: Developing Parent-Partnerships Promoting positive communication 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 through the year.

Math

1. List prioritized needs statements.

SY 2026 6th Grade math PM 2 29% of students are proficient. 8th Grade math PM2 31% of students are proficient. Algebra I 56% of students are proficient. Geometry 55% of the students are proficient. 19% of ESE students were proficient in PM 2 Math 13% of ELL students were proficient in PM2 Math 8% of L25 students were proficient in PM2 Math

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

Student attendance. Teacher use of Data in lesson planning and remediation. Lack of support in planning for differentiated instruction in response to data. The need for a math coach to provide professional development to teachers Lack of teacher knowledge of standards and curriculum. Lack of parent involvement and home support. More effective teacher parent partnerships. Limited access to quality resources.

3. Share possible solutions that address the root causes.

Math Tutoring during pre-school and afterschool. Training on student engagement strategies. More Saturday tutoring leading up to exams. Academic Tutors to provide additional learning opportunities for students. Professional development will assist teachers in understanding BEST standards, curriculum, and content. Supplies, resources, materials and technology (including online) to reinforce/remediate what is being taught in the classroom. Professional development in developing rigorous classwork and differentiated instruction. Lack of support in planning for D.I. in response to data. Integrating the use of technology. Teacher and parent training in understanding student data. Parent trainings to educate parents on Math strategies to support children at home.

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 preferred language. Discuss all higher learning opportunities with families.

- **Parent Training**

Parent training will be provided to teach 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.

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

- **School**

Offer flexible meetings (virtual/in person), inform parents of the student's academic progress and resources available to support the learning process at home.

- **Students**

- Students will... 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 classroom supplies. Students will complete assignments and prepare for assessments.

- **Parents**

- Parents will... communicate with the teachers regularly. Make sure that their child doesn't miss no more than 10% of a marking period, semester, or year. Check that their child has all needed materials for school. Follow the student academic progress through SIS.

- **Staff Training**

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

- **Accessibility**

School will offer flexible in-person or virtual meetings with parents/guardians. Staff will have open communication with parents and support families with disabilities, experiencing homelessness, and migratory work. Also, school events will be offered at various times.

Science

1. List prioritized needs statements.

46 % of 8th grade students need to pass the Statewide Assessment in May at a level of 3 or higher in order to meet school grade proficiency requirements.

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

The root causes are: Lack of student prior knowledge Lack of students reading comprehension skills Lack of student reading practice outside of school Lack of English proficiency Lack of parent involvement Lack of understanding scientific vocabulary Lack of understanding comprehensive data driven questions Lack of teacher understanding of lessons and the delivery of science instruction. Lack of consumable and non-consumable science lab supplies. High absence rates

3. Share possible solutions that address the root causes.

Possible solutions: Incentives for consistent attendance. Incentives for reading gains. Additional monitoring of 6th and 7th grade benchmark monitoring to ensure understanding of testable content. Use of digital platforms to help tutor students. Use of subscriptions to support review of 8th content review & SSA practice questions. CPalms tutorials aligned to benchmarks for all grades. Tutorials for targeted students. Blender resources Test prep platform for 8th grade students. Supplemental platform for 6th & 7th grade students. Non-consumable lab supplies (ie. triple beam balance, stream table, pendulum kit, human anatomy kits - models for body systems, models of cells/ atoms, prepared slide kits - mitosis/ meiosis, etc.) Parent trainings to educate parents on Science concepts/strategies to support children at home.

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

• Communication

The school will continue to use, Newsletters, Parent Link for calls, texts, and emails. It will also send home flyers with updated information in all languages. We will also continue to share student progress with parents (in person or virtual) to support student learning and the environment.

- **Parent Training**

Parent STEM nights that includes science vocabulary and the scientific method hosted by local universities or colleges. 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 struggles with content, behavior or attendance.

- **Students**

Students will access digital resources accessible from home and keep regular attendance. Students will attend tutoring when extra support is needed.

- **Parents**

Parents will support the importance of 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 academic vocabulary. The district specialist will meet with the science team to discuss engagement and learning strategies and resources.

- **Accessibility**

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

Social Studies

1. List prioritized needs statements.

17% of students showed proficiency in the SY 26 Winter Civics diagnostic. According to our latest diagnostic, Winter FY26, the top 5 areas where students showed weaknesses are: 1. SS.7.CG.1.3– How English policies led to the writing of the Declaration of Independence. 2. SS.7.CG.1.5 – Weaknesses of the Article of Confederation 3. SS.7.CG.2.5–How the Constitution safeguards and limits individual rights. 4. SS.7.CG.2.12 – Policy-making- creating a solution to a problem with alternate options. 5. SS.7.CG.3.5 – Explain the Constitutional amendment process.

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

The root causes are: Lack of Prior knowledge due to limited background and experiences. Lack of student reading skills, and reading practice outside of school. Lack of English vocabulary. High absentee and tardy rates, a high rate of students leaving school early, and a lack of parent involvement and student accountability. Lack of explicit instruction.

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. Additional instruction and review 6. Professional development in explicit instruction for Social Studies. 7. Communication to parents about the importance of reinforcing the need of homework assistance at home.

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

• Communication

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

• Parent Training

Parents will be trained on how to track their child's progress. Also on home work assistance to help 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**

The school will keep parents informed 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 like: tutoring and remediate digital resources.

- **Students**

Students will attend school regularly, keep track of assignments and due dates, and will pay attention in class. They will come to school prepared and participate in remediate interventions as needed.

- **Parents**

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

- **Staff Training**

Train staff about the benefits of positive 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 counselors.

Acceleration Success

1. List prioritized needs statements.

56% of Algebra I and 55% of Geometry students met proficiency on the midterm exam. Accelerated FY26 Target Goal: 85%

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

Inconsistent attendance Lack of prior knowledge or gaps in skills Students' limited understanding of the benefits associated with industry certifications in technology courses. Teacher availability to teach these courses. Lack of Prior knowledge due to limited background and experiences, lack of foundational skills in math. Lack of targeted small group instruction. Lack of resource and classroom teachers fluent in math. Lack of parent support in student learning at home. Lack of parent engagement at school. Lack of hands on practice. Parent's are not taking advantage of school resources available to their children to improve proficiency in accelerated courses.

3. Share possible solutions that address the root causes.

Small group instruction in accelerated courses. Team Teaching in Algebra and Geometry Extended learning opportunities through tutorial programs after school and morning for math and industry certification. Opportunities for hands-on practice in coding, programing and content in technology courses. Online technology resources for support. Partnerships with local entities that support STEM initiatives in school. Opportunities for teacher professional development and support of growth through coaches and district staff. Create a data analysis culture. Provide support to students through push-in/pull outs though the school day. Collaborative planning for teachers to design engaging and uniform lesson plans to address the student academic needs. Communicate with parents about resources available for HW assistance. Create parent-teacher partnerships. Communication to parents about the importance of reinforcing the need of homework assistance at home.

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

• Communication

• School will communicate with all parents through different outlets, sharing resources and upcoming tutoring opportunities. Share student academic progress with parents on a weekly basis to support student learning. Meet with parents to address struggling students and develop action plans to help.

• Parent Training

Parents will receive training on available free resources for homework assistance and how to interpret student data.

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

- **School**

Share student academic progress with parents on a weekly basis to support student learning. Meet with parents to address struggling students and develop action plans to help. School will inform parents regarding course content and program expectations. Communicate all possibilities available to their child in order to participate in accelerated courses.

- **Students**

Students will attend classes regularly and come prepared to school, have a good attendance record, and complete assignments on time.

- **Parents**

Parents will keep track of the student's academic progress through district's platform, communicate with teachers for academic assistance, make sure students come to school on a daily basis and follow up with schoolwork at home. Communicate with teachers about student's progress and how to assist school from home.

- **Staff Training**

Staff will be trained to better engage and support parents on our campus. How to engage in positive school-parent communication. Develop parent-teacher partnerships.

- **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: \$561,573.99

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Starting in September 2026, certified teachers will provide after school remediation for Grades 6-8 in the subject areas of English, Math, Science, Civics, and ESE.	4	\$37.00	4	1.5	34	Certified	Original	\$30,192.00
	Starting in September 2026, certified teachers will provide Saturday school remediation for Grades 6-8 in the subject areas of English, Math, Science, Civics, and ESE.	3	\$37.00	1	3	15	Certified	Original	\$4,995.00
	Starting in September 2026, certified teachers will provide Saturday school remediation for Grades 6-8 in the subject areas of English, Math, Science, Civics, and ESE.	15	\$37.00	1	5.5	6	Certified	Original	\$18,315.00
Extra Periods	(Daily) Seven every day extra periods will be built into the Masterboard to lower the student-teacher ratio to allow for focused instruction in the subject areas of English, Science, Math, and Social Studies for grades 6-8 Number of Staff: 7. Rate: Salary, \$5370 each. Names: TBD.								
Online subscription	Item				Quantity	Rate	Type		Total
	Penda Site License - Science, Grades 6 & 7				1	\$5,250.00	Original		\$5,250.00
	Study Island Student Licenses, Science, Grade 8				500	\$5.00	Original		\$2,500.00
	Junior Scholastic Student Licenses, Social Studies, Grades 6-8				1350	\$8.49	Original		\$11,461.50

Acct Description	Description										
	Item				Quantity	Rate		Type	Total		
	IXL Site License - Math, Grades 6-8				1	\$18,218.00		Original	\$18,218.00		
Out-of-system Subs	Item				Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitute days will be provided for Title I funded classroom science teachers.				4	\$18.00	7	6.5	1	Original	\$3,185.00
Classroom Teacher	Science Teacher will provide support for low 25%, level 1, and level 2 students in 8th grade through a whole and small group instructional model, differentiated instruction, and add STEM-themed classes to the 8th grade science course offerings to increase achievement in science. 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) Certified teachers will provide tutoring for enrichment and remediation during the school day in English, Math, Science, Civics, and ESE for grades 6–8 via intermittent extra periods. 25 Tutors, 2 Periods per Week, 1 Period per Day, 15 Weeks, \$37/hour beginning in September 2026.										
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.										
Educational consultants	Item				Quantity	Rate		Type	Total		
	Latinos in Action - In addition to aligning to the District's goal and School Improvement Plan goals, our school wants to implement Latinos in Action				1	\$2,500.00		Original	\$2,500.00		

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	because 80% of our students are of Latin decent and the program will provide them with opportunities in leadership. Approximate Date: 7/1/26					
	REMOVED - (BT 544328): Latinos in Action - In addition to aligning to the District's goal and School Improvement Plan goals, our school wants to implement Latinos in Action because 80% of our students are of Latin decent and the program will provide them with opportunities in leadership. Approximate Date: 7/1/26	-1	\$2,500.00	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. 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.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Color Paper (supports instruction and student ach.)	50	\$21.31	General Supplies	Original	\$1,065.50
	Ink/Toner (high yield to make copies of materials)	7	\$427.01	Technology	Original	\$2,989.07
	Shipping	1	\$3.91	General Supplies	Original	\$3.91
	Pencils for Students	128	\$14.98	General Supplies	Original	\$1,917.44
	Highlighters for Students	110	\$4.50	General Supplies	Original	\$495.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens - Pack of 12 - Blue - Pilot	100	\$21.25	Technology	Original	\$2,125.00
	Copy Paper (supports student learning)	153	\$34.69	General Supplies	Original	\$5,307.50
	Post-Its - Super Sticky Notes - Bus. Pack	100	\$24.24	General Supplies	Original	\$2,424.00
	Final Allocation Differential	1	\$527.00	General Supplies	Original	\$527.00
	NEW - (BT 544328): Eraser Boards towels	35	\$21.99	General Supplies	Budget Transfer	\$769.65
	NEW - (BT 544328): General Supplies	1	\$0.43	General Supplies	Budget Transfer	\$0.43
	NEW - (BT 544328): Double-sided Student White Boards (9×12 inches), Packs of 10	102	\$16.96	General Supplies	Budget Transfer	\$1,729.92
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 grad 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.					

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: **\$107,476.05**

Acct Description	Description					
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades 6-8 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement in all content areas, and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback). SSCC to improve academic performance with staff and student support.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper White	25	\$34.69	General Supplies	Original	\$867.25
	Color Paper (Assorted)	25	\$74.77	General Supplies	Original	\$1,869.25
	Pencils Pre-Sharpened Ticonderoga	50	\$52.79	General Supplies	Original	\$2,639.50
	Post-It Notes Super Sticky - Lined	25	\$15.59	General Supplies	Original	\$389.75
	Expo Markers Dry Erase	25	\$9.82	General Supplies	Original	\$245.50
	Paper Easel Post It 6 pack	20	\$177.64	General Supplies	Original	\$3,552.80

Action Step: Parent Engagement

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

Budget Total: **\$9,198.96**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pens (Pilot Precise, Blue) - Parent Meetings	50	\$23.91	General Supplies	Original	\$1,195.50
	Refreshments for 3 Parent Trainings in PFEP ONLY - Max. of \$5 per attendee	3	\$200.00	Program Supplies	Original	\$600.00
	Poly Notebooks/Journals - Parent Meetings & Trainings	100	\$6.11	General Supplies	Original	\$611.00
	Post-its Super Sticky Notes Bus. Pack - Parent Trainings & Meetings	50	\$24.24	General Supplies	Original	\$1,212.00
	Pencils - Parent Meetings & Trainings	50	\$14.98	General Supplies	Original	\$749.00
	Color Ink/Toner (blue/yellow/magenta/black) - Print materials/info to support home-school communication, parent trainings, meetings.	4	\$175.74	Technology	Original	\$702.96
	Copy Paper - Home-School Communication	50	\$44.61	General Supplies	Original	\$2,230.50
	Shipping	1	\$0.26	General Supplies	Original	\$0.26
Postage	Item	Quantity	Rate	Type	Total	
	Tutorial Letters & Reminders (one after PM 1, next after PM 2)	2433	\$0.78	Original	\$1,897.74	

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 for students to become productive and environmentally aware citizens. We strive to create an environment where students, parents, and partners are continually encouraged to participate and support the learning process.

Involvement of Stakeholders

Name	Title
Isha Reyes	Principal
Rossian Ramirez	Assistant Principal
Rafael Tatis	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 Salazar	ELA Department
Kevin Martinez	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, SAC meetings, SEQ Survey, Teacher meetings, and Open House. 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, parent meetings, school celebrations and activities 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 March 26, 2026. 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
Isha Reyes	Principal
Sean Ashworth	Assistant Principal
Kevin Martinez	Assistant Principal
Rafael Tatis	SAC Chair/Teacher
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 10th, 2026. 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: Invitation Flyers Hard copy invitation letters Stamps Envelopes Meeting agenda Google Slides presentation on the Title I Annual Meeting, including translations in multiple languages FY27 Parent and Family Engagement Plan (PFEP) summary FY27 School-Parent Compact Feedback forms Copies of the Presentation in different languages Refreshments Sign-in sheets

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Positive Parent Communication

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

Provide valuable strategies and resources that help teachers promote two-way conversations with families to individualize student support.

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

Helping families with understanding their child's assessment results.

- What will teachers submit as evidence of implementation?

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 2026

- Responsible Person(s)

Assistant Principal/ Department Heads

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent-Partnerships

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

Learn valuable strategies and resources that help teachers and school leaders build and strengthen partnerships between home and school, promote positive communication, and minimize barriers that get in the way of family engagement. Strategies: Positive outreach Classroom Newsletters Emails Regular updates on academics and behavior Classroom calendar Access to school Digital platforms to monitor student progress Parent conferences School events like: Open House, Choice open house, International Spanish Academy Parent Night, Student Awards ceremonies, Multicultural parent night.

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

Creating a cultural focus on Teaching Together. Improve student performance Increase parent participation in school meetings and activities. Increase SAC participation Increase in student attendance Lower discipline actions Positive attitude toward school Safer school climate

- What will teachers submit as evidence of implementation?

Teachers will submit: Copies of student progress reports Completed goal-setting forms for parents and students. Records of SIS communications with families Parent teacher conferences notes Teachers and parents collaborating during SAC meetings Positive emails to parents Invitations to school events Parent surveys

- Month of Training

September 2026

- Responsible Person(s)

Rafael Tatis Single School Culture Coordinator

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Home work assistance: How can I help from home?

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

Goal setting maps Home work assistance digital resources Develop student calendar and agendas

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

Create a goal map for the school year. Explore digital resources available for Home work assistance Create a student calendar

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

Higher parent engagement and student motivation yields better academic results.

- Date of Training

September 2026

- Responsible Person(s)

Administration/ Counselors/ Coordinators

- 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

Tracking Academic Progress

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

Parents will learn how to access and understand state assessment results. 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.

Using test results and interpret the data Navigate SIS and the information available. How to monitor assignments in Google Classroom.

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

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

January 2027

- Responsible Person(s)

Administrator/Counselors/Coordinators

- 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

5. Parent and Family Capacity Building Training #3

- Name of Training

Practical tips for supporting learning at home

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

Exposure to new material Repeated and consistent practice Explicit direction about how to use new skills Frequent feedback on their work Lots of praise!

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

Creating a structure learning day schedule

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

Help parents make students more independent and focus on academic work. Student achievement will increase when parents help their children have learning routines at home.

- Date of Training

January 2027

- Responsible Person(s)

Administrator/Counselors/Coordinators

- 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

Coordination and Integration

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

- Name of Agency

Safe Schools, McKinney Vento Program, Homelessness, Admissions Department PBSB, Multicultural Department PBSB, HOPE Scholarships, Exceptional Student Education, Caring First

- Describe how agency/organization supports families.

Help families by providing school supplies for students, uniforms and toiletries for the family, assistance with community agencies and referrals to outside agencies and provide a personalized support during middle school transitional years, promote positive mental health and wellbeing.

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

Letters, emails, parent links and posters to families translated in various languages on information about the McKinney Vento Program, IDEA resources, Caring First mental health awareness and interventions. Completed Student Housing Questionnaire Email from McKinney-Vento Program McKinney-Vento Services flyer/poster McKinney-Vento information from Title I Annual Meeting (McKinney-Vento Slides and sign-in sheets)

- 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/ Open Houses 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, newsletters 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, flyers, 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, School parent compact, PFEP summary, Open House, Choice Night and all SAC meetings we will communicate about all academic assistance programs available for students like: Morning/After School and Saturday tutoring. The school will also promote wellness through letters, emails and flyers of our Trusted Adult Program and Parents on Patrol opportunities. The information for the meetings will be provided in advance via callouts, Parent link, the school marquee, our weekly newsletter, and email. Flyers with activities, parent trainings and district resources will be available in different languages. The weekly school newsletter will share updated information of SAC decisions, academic interventions and upcoming events in different languages. 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.**

SAC Minutes, invitations to events, marquee announcements, meeting agendas, flyers, parentlink communications, letters about academic support opportunities, handouts, newsletters 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 expected proficiency levels 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. Parents access to SIS portal gives ongoing academic information to monitor student progress. Parent/Teacher conferences to discuss student's progress and attendance and also promote teacher/parent collaboration in developing action plans to improve academic goals. IEP/504 meetings to discuss interventions and home/school strategies for student success.

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

Title I trainings, and SAC Agendas, SAC Minutes, emails, Open House presentation, open house agenda, translated letters, data chat forms for parents, attendance meetings, parent/teacher conference notes, teacher communications through digital platforms and emails, invitations and 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, open houses and SAC meetings, Title I annual meeting, parent conferences and assessments results and IEP/LEP meetings.

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

FAST Letter to Parents, Sample Progress Report, Sample PM Unify Report, School Website, Academic Assessment information, parent/teacher meetings, SAC presentations.

- Description

Parents will be informed regarding meetings via callouts, emails, Parent link, SIS, the school website, newsletters and the school marquee. Parents are invited to participate in all SAC meetings and Parent nights. Parents are encouraged to make parent conferences each quarter with their child's teachers, and enroll in SIS to monitor their child's progress.. Parents are notified, and encouraged to participate in their child's annual IEP and 504 plan review as it comes up on its calendar date. The ESE coordinator sends out notification through EdPlan that translates and attaches all documents, and guidance notifies parents of all 504 plan reviews. Translators are available as parents indicate their language in SIS. 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, newsletter 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 or 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 preferred language and are available for parent conferences to ensure clear, positive 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, CLF, Bilingual staff. 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, meeting 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 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 Multicultural Department resources 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 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 Invites Meeting notes

- **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 and accelerated courses.

2. Activity #2

- Name of Activity

Multicultural Parent Night

- Brief Description

Increase parent engagement in student's learning. Promote parent-teacher partnerships.

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 and the requirements.

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 "bucks" that are used to claim different stingray merchandise. Students are able to get them 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. SBT uses 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: Fast Bridge, Read 180, Repeated Reading, Ask Re-Tell, Read 180 Code 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 daily Behavior Tracking, FBA's, BIP's and Check in and Check outs. 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. 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. 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 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 grade level 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: teacher, administrator or counselor 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 committed to providing a world class education to all students at PSMS. We are a certified STEM, Cambridge, Pre-Aice, AVID, International Spanish Academy certified school that focuses on various organizational and study skills for students as well as brings college into focus for all students as an aspiration. Palm Springs Middle School is also a Choice School for the Arts with programs in: Drama, Visual Arts, Orchestra, Chorus, dance and Theater. Students have visited local colleges and universities to showcase post secondary education years before, and we hope to continue. Teachers participate in professional development opportunities that focused on impact higher learning lessons, engagement and learning modalities. *Data from FAST assessments, EOC's as well as diagnostics and other formative tests determine the courses that are offered at the school. All data is analyzed and courses are offered based on the needs of the students. * Teachers are REQUIRED to have visible in their rooms: daily standard, strategies, agendas, objective and practice for students to see. Administration conducts frequent classroom walkthroughs into classrooms and checks teacher instruction and students' engagement. Teachers receive feedback and suggestions when improvements can be made. *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, Journalism and Coding encourage students to contemplate future careers as well as develop job skills such as how to complete projects in a timely manner. *The school offers ELA/Math tutoring during the afternoons and also Saturday Success Academy to close learning gaps. Classroom interventions include small group instruction, resource teachers and team teaching, for all students in the subjects of reading and math. Civics and 8th grade science boot camps are done in the last quarter to boost student's success. *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. * Courses like Global Perspectives prepares learners for positive outlooks through critical analysis. * Student Government Association delegates tasks and resolve conflicts provide an inclusive school environment. * PBIS promotes 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: - 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. -Palm Springs Middle is a Cambridge International School with over nine Cambridge Lower Secondary and Pre-AICE courses featured on the school's 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. Palm Springs Middle School has grades from 6th to 8th.

Professional Learning

1. Professional Learning

*In addition to trainings on instructional materials presented at Faculty Meetings (monthly), There are Professional Learning Community meetings (PLC) held weekly by subject and grade level. These are facilitated by subject area department heads, team leads, ESE coordinator, ESOL Coordinator and Administration. *District level PD opportunities are also afforded to teachers and paraprofessionals. 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. team Leads, Department heads and administrators get together in Academic Focus Meetings with the principal to go over students' performance and discuss adjustments to target identified weaknesses. *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. The school has acquired several digital platforms in Reading, math and science to support student learning. *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 administrative 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 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 in all 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.