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Title I Comprehensive Schoolwide Plan  
Palm Springs Elementary (0651)

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## Title I Comprehensive Schoolwide Plan - Palm Springs Elementary (0651)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	35	30	40	38	1
Gains	53	46	58	54	1

1. According to data, what are your top priorities? Include needs assessment statements.

SY 22 Diagnostics data for 3rd grade ELA achievement is 36%. Diagnostic data for 4th grade ELA is 47%. 5th grade Diagnostic ELA data is 29%. 3rd graders from SY 21 FSA to current year's Diagnostics dropped 2%. Based on SY 22 Winter Diagnostics overall ELA proficiency is 37%. \* Differentiated Instruction \* Materials for Core Instruction and Intervention \* On-going PD

2. List the root causes for the needs assessment statements for your top priorities.

\* COVID slide \* Lack of foundational skills \* Language Barriers \* Students and teacher attendance \* Lack of knowledge of unpacking standards to their fullest extent \* Lack of knowledge of BEST standards \* Lack of teacher preparedness for SBT/intervention \* Lack of knowledge of new reading materials \* Lack of follow through \* Lack of parent knowledge of curriculum and standards \* Lack of parents understanding data, reports, and next steps \* Management of small groups \* Increased number of SBT referrals and the need for resource and intervention support \* Lack of in depth teacher planning - need to strengthen deeper effective and purposeful planning

3. Share possible solutions that address the root causes.

\* Continue implementing AVID strategies and PD \* Continue implementing Dual Language \* Resource teachers to push in and support instruction through double down \* iReady incentives \* Dictionary/cognates student workshops \* Literacy committee will promote ideas and create monthly reading events (book buddies, picnic reading, flashlight reading, etc) \* School Enrichment Model will be implemented and focused around literacy/Project Based Learning \* Differentiated Small Group Instruction will be implemented in the ELA block \* Passport Voyager will be used for supplemental/intervention \* Fine Arts tutorial/After school tutorial \* Coaches will provide on-going professional development to teachers (standards, materials, small group instruction, etc) \* Attendance Committee will begin in the beginning of the school year (attendance incentives for parents, teachers, and students) \* Writing boot camp (4th and 5th grade) \* CHAMPS PD for selected teachers \* Parent University to provide monthly PD and trainings to parents to teach them how to support children at home \* Provide ongoing communication to share curriculum and assessment information with parents

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

**Communication**

**Parent Training**

**Staff Training**  
(Related to Parent Engagement)

**Accessibility**  
(Accommodations for Parents with Special Needs)

\* Agendas  
\* Friday Folders \* Panther Prowler

\* Parent University \* ELA strategies to teach parents how to read with their children (k-2 an 3-5 make and takes) \* Parent and Student accountability - ELL strategies

\* PD on how to present data and reports to parents (iReady, diagnostics, Benchmark) \* Cultural connections with families of different countries \* How to support and build relationships with migrant and homeless families

\* CLFs at all events, meetings, trainings, conferences

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

**School**

**Students**

**Parents**

\* Provide trainings on homework help \* Communicate with parents on student progress (agenda, parent link, Panther Prowler) \* Provide assessment calendar

\* Come to school on time, prepared, and ready to learn \* Follow ROAR expectations \* Actively engage in the learning process \* Set and adjust goals to increase achievement

\* Communicate with teachers \* Check and sign agendas and folders \* Attend school conferences and events \* Bring students to school on time and prepared

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	48	49	48	61	1
Gains	66	56	54	68	1
Lowest 25% Gains	68	57	51	58	1

1. According to data, what are your top priorities? Include needs assessment statements.

SY 22 Diagnostic data for 3rd grade is 38%. SY 22 Diagnostic data for 4th grade is 32%. 5th grade Diagnostic data is 31% Based on SY 22 Winter Diagnostics, overall math proficiency is 42%. \* Differentiated instruction \* Intervention for struggling students \* Materials for Core Instruction and Intervention \* On-going PD

2. List the root causes for the needs assessment statements for your top priorities.

\* COVID slide \* Lack of math fluency and facts \* Reading proficiency affects word problems \* Unfamiliar with different question types (multiselect, etc) \* Lack of rigorous small group instruction provided by teacher on a consistent basis \* Teachers need professional development and coaching to provide effective math strategies and instruction, especially small group differentiated instruction \* Accommodations not being provided consistently \* Teacher and student attendance \* Lack of student motivation- counseling needs \* Language barrier - ELLs struggling with vocabulary \* Lack of instructional time \* Lack of knowledge of unpacked standards to their fullest extent \* The need for more resource and intervention support \* Lack of parent knowledge of curriculum and standards/strategies

3. Share possible solutions that address the root causes.

\* Continue implementing AVID strategies and PD \* Continue using ELL strategies (Dictionaries and cognates) \* Fine Arts tutorial \* After school tutorial \* Parent Academy and Resource Room \* CHAMPS PD to selected teachers \* Differentiated small group instruction \* Resource teachers to push in and support instruction through double down \* Continue implementing School Enrichment Model \* Attendance Committee to begin at the start of the school year \* Attendance incentives for students, teachers, and parents \* PD to teachers on how to provide appropriate accommodations and strategies \* Additional intervention resources and materials \* Fact Fun Friday \* Math coach to provide PD and coaching cycle for teachers \* Equip classrooms and ensure teachers are using manipulatives \* Provide trainings to teach parents how to academically support their children at home

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>* Agendas * Friday Folders * Conference Night * Parent University</p>	<p>*Math Night * Math strategies to use at home * AVID training</p>	<p>* PD on how to present reports and data to parents * PD on building relationships and making cultural connections with families from different countries</p>	<p>* CLFs at all trainings, meetings, conferences</p>

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

School	Students	Parents
<p>* Provide training on homework help * Communicate with parents (parent link, Panther Prowler, agendas, Dojo, folders) * Provide an assessment calendar</p>	<p>* Come to school on time prepared and ready to learn * Follow the new ROAR expectations - respectful, on-task, aim high, responsible * Actively engage in the learning process and set goals to increase achievement</p>	<p>* Communicate with teachers on student's process * Check the agenda and Friday folder in order to be engaged * Bring students to school on time prepared and ready to learn *Practice math fluency</p>

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	48	29	40	29	1

1. According to data, what are your top priorities? Include needs assessment statements.

SY 22 Diagnostic data is 25%. \* Increase instruction in fair game benchmarks (all grades) \* Increase exposure to and mastery of science concepts and vocabulary

2. List the root causes for the needs assessment statements for your top priorities.

\* Reading proficiency is low \* Language barrier - ELLs struggling with vocabulary \* Not enough time for science in all grades \* Lack of hands on experiments \* Lack of vocabulary knowledge \* Teacher and student attendance \* Lack of accommodations being used consistently \* Lack of science instruction across all grade levels - fair game benchmarks not being taught, but tested \* Lack of knowledge of science concepts \* Need to build teacher capacity to plan and deliver effective rigorous science lessons

3. Share possible solutions that address the root causes.

\* Science Bootcamp \* Science Fair projects \* Science on the wheel to teach fair game benchmarks \* Additional science resources for intervention \* Continue School Enrichment Model \* Continue implementing AVID strategies \* Dual language K-4 \* Attendance incentives for teachers, students, and parents \* Use of accommodations \* Use of cognates and dictionaries \* Structured Science block with hands on experiments \* Provide trainings to teach parents how to academically support their children at home \* Provide ongoing communication to share curriculum and assessment information with parents \* Provide ongoing job embedded professional development

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

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
* Agendas * Friday folders * Conference Night two times per year	* Science strategies to use at home * Parent University * AVID training	* PD on hands on experiments * PD on Fair game benchmarks	* CLFs at all meetings, conferences * Translated memos

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

School	Students	Parents
* Science Night * Communicate with parents on student progress * Provide an assessment calendar	* Come to school on time prepared and ready to learn * Follow the new ROAR expectations - respectful, on-task, aim high, responsible * Actively engage in the learning process and set goals to increase achievement	* Communicate with teachers via agendas, dojo, folders * Check agenda and folders * Bring students to school on time prepared and ready to learn

Action Step	Professional Development	Budget Total: \$171,041.99
<b>Acct</b>		
Description	Description	
Single School Culture Coordinator	The Single School Culture Coordinator will support with building teacher capacity by providing job embedded professional development while supporting PLC's, the academic coaches and the Multi-Tiered Systems of Supports.	
Coach	Math coach will utilize the coaching cycle to provide job embedded professional development, use data to progress monitor and assist teachers with planning data responsive instruction in grades K-5.	
Coach	Reading coach will utilize the coaching cycle to provide job embedded professional development, use data to progress monitor and assist teachers with planning data responsive instruction in grades K-5.	

Teacher Collaboration	<b>Item</b>						<b>Teachers</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Rate</b>	<b>Total</b>
	Outside of contracted hours, Planning Days for Grade Chairs K-5 (6) ESOL Coordinator (Farinas), ESE Contact (Perez), and 4 Academic Coaches May 16-18, 2023 to develop instructional focus calendars for the new BEST standards, align resources and assessments and plan for parent events/trainings to support academic goals.						15	3	2	1	\$25.00	\$2,250.00
Supplies	<b>Item</b>			<b>Quantity</b>		<b>Cost</b>		<b>Total</b>				
	White copy paper (case)			1		\$30.99		\$30.99				

<b>Action Step</b>	Parent Engagement	<b>Budget Total: \$115,792.68</b>
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<b>Acct Description</b>	<b>Description</b>					
Social Service Facilitator	Social Service Facilitator will assist students and their families in locating community resources that can help them when faced with difficult or challenging circumstances. Students that need assistance with attendance, counseling, academic assistance, clothing, food, housing etc. This person will be a vital member of our SEL Team and assist with McKinney-Vento and Foster Care students. Additionally, the SSF at Palm Springs will mentor students during the school day and use strategies such as check in/check out to help students adjust socially and emotionally - especially when facing a difficult or challenging circumstance.					
Social Service Facilitator	Social Service Facilitator will assist students and their families in locating community resources that can help them when faced with difficult or challenging circumstances. Students that need assistance with attendance, counseling, academic assistance, clothing, food, housing etc. This SSF will specifically focus on students that need assistance with being connected to behavior therapy, implementing learning behavior support plans, and providing mentorship to students, and helping parents understand how to connect to community and health resources. The SSF will be an integral part of the MTSS process. The SSF will also assist in the coordination of health screening and diagnostic services, including short term, informal counseling and conducting direct interviews.					
Extra Time	Extra time for Social Service Facilitator					
Postage	<b>Item</b>			<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
	Postcards for parent engagement invitations. 3(375 mailings x .40 postage)			1123	\$0.4	\$449.2
Enrichment Programs	<b>Item</b>			<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
	Cox Science Center will provide hands on experiences to engage parents and students on science vocabulary and concepts in order that parents are better equipped to help students at home. January 2023			1	\$450.00	\$450.00



Supplies	<b>Item</b>	<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
	Home/School Agenda Books - Primary	550	\$2.34	\$1,287.00
	Home/School Agenda Books - Intermediate	525	\$2.34	\$1,228.5
	Home/School Communication Folders	1200	\$1.45	\$1,740.00
	Avery white postcards (box of 100)	11	\$22.24	\$244.64
	White copy paper (case)	9	\$30.99	\$278.91
	Avery address labels (box of 3000)	3	\$26.39	\$79.17
	Shipping	1	\$158.86	\$158.86

Action Step	Classroom Instruction	Budget Total: \$344,234.83					
Acct Description	Description						
Resource Teacher	Science resource teacher will provide direct instruction of science standards on the wheel for students in KG through grade 5.						
Resource Teacher	Literacy resource teacher will provide push-in support for identified students needing additional time and practice in reading and math for grades K-5.						
Resource Teacher	Literacy resource teacher will provide push-in and pullout remedial support for identified students in reading and math for grades K-5.						
Resource Teacher	Reading Resource will provide small group interventions through a push-in model of support for students in ELA grades K-5.						
Tutorial	<b>Item</b>	<b>Tutors</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Rate</b>	<b>Total</b>
	Outside of contracted hours, Non-certified staff will provide an after school tutorial program for at-risk students in ELA and Math grades 3-.5. Tentative start date August 2022	1	5	1	36	\$15.00	\$2,700.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Cost</b>	<b>Total</b>			
	IXL - support science concepts Grade 4 and 5 - 300 students	1	\$3,450.00	\$3,450.00			

Supplies	<b>Item</b>		<b>Quantity</b>	<b>Cost</b>	<b>Total</b>			
	Post-It Easel Chart Paper - (packs of 4)		20	\$105.59	\$2,111.8			
	White Copy Paper - (10 reams per case)		80	\$30.99	\$2,479.2			
	Presentation Boards - Science All classes will complete a project		3	\$71.00	\$213.00			
	BEST Standards Practice Books 3rd-5th - (pack of 100 printed books)		6	\$1,249.00	\$7,494.00			
	Grade 5 Science Bootcamp Consumables		8	\$725.00	\$5,800.00			
	Voyager Passport 3rd edition Student Pack A-F		68	\$69.00	\$4,692.00			
	Voyager Passport 3rd Edition Teacher Pack B-E		21	\$349.00	\$7,329.00			
	Voyager shipping and handling		1	\$1,202.1	\$1,202.1			
	Shipping		1	\$549.63	\$549.63			
Out-of-system Tutors (Long Term)	<b>Item</b>		<b>Tutors</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Rate</b>	<b>Total</b>
	Non-certified out-of-system tutors will provide push-in support for small group interventions in reading/math for any students performing below grade level in grades K-5 during the day starting in August 2022.		2	5	4	36	\$15.00	\$21,600.00
Out-of-system Subs	<b>Item</b>		<b>Tutors</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Rate</b>	<b>Total</b>
	Subs for Science Resource Teacher on the wheel - 10097765		1	7	6.50	1	\$16.00	\$736.00

# Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

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

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Marjie Rowe	Principal
Shannon Stockman	Assistant Principal
Karen Byer	LTF
Veronica Rodriguez	Reading Coach
Patricia Silva	Math Coach
Sandra Moncayo	Dual Language Coach
Carolina Perez	ESE Coordinator
Annerys Farinas	ESOL Coordinator
Michelle Ingram	Kindergarten Grade Chair
Judith Martin	First Grade Chair
Makosha Sparkman	Second Grade Chair
Nora Genduso	Third Grade Chair
Ashley Lee	Fourth Grade Chair
Barbara Nugent	Fifth Grade Chair
Jacqueline Zloch	Fine Arts Chair

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

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

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

A Parent Input meeting was held on April 18th 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 Feb. 28th, 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.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

Name	Title
Marjie Rowe	Principal
Shannon Stockman	Assistant Principal
Veronica Rodriguez	Reading Coach
Sandra Moncayo	Dual Language Coach
Carolina Perez	ESE Coordinator
Karen Byer	Reading Coach
Annerys Farinas	ESOL Coordinator
Patricia Silva	Math Coach
Type in the name of member/stakeholder	Type in the title of member/stakeholder

## Annual Meeting

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

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

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

Brief Narrative
<b>1. What is the actual date, time and location of the Annual Meeting?</b>
September 7th, 2022 K-2 and September 8th, 2022 3-5 (530-6:30)
<b>2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).</b>
Parents, teachers and the community will be notified through Parent link and school's website, Twitter and Facebook account.
<b>3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.</b>
We will use District provided resources to inform parents/families. We will also use school documents including an overview of how funds will be used, parent-school Compact, and the Parent and Family Engagement Plan. We will prepare for this meeting by having presentation in different languages, sign-in sheets, evaluations on-line, attachments for handouts (Compact, Parent and Families Engagement Plan).

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

### Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Welcoming Inclusive Schools	Teachers will engage in PD on school-wide Class Dojo in order to build capacity in communicating with families in all languages. This will close the communication gaps between teachers and families.	It is expected that we will build staff capacity to communicate needs with parents in all languages (Spanish and Creole). Teachers will be able to communicate with families and support them to make all families feel welcome. Teachers will be trained on Class Dojo as we will be using this school-wide this year.	Teachers will submit evidence of communication with parents via Class Dojo.	October	Marjie Rowe Shannon Stockman

### Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Making Cultural Connections and Building Relationships	Teachers will be able to understand cultures of all students in order to build relationships with families and students. Teachers will engage in Multicultural activities to better understand cultures within the school.	Teachers will build knowledge on understanding different cultures represented within the school. This will enhance relationships amongst teachers and families.	Teacher reflections. Parent conference notes; agenda, sign in sheet, evaluation, work samples	November	Marjie Rowe Shannon Stockman





## Parent Trainings

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

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
Math Night	Parents will be able to gain an understanding of the new BEST standards and strategies to use at home to engage students. Parents will also learn how to read multiple reports in order to determine strengths and weaknesses of students.	Parents will engage in hands on math strategies in rotations to use at home in order to lose the achievement gap.	Parents will be able to implement strategies at home to increase student achievement.	October	Patti Silva	Math manipulatives Math strategies Math BEST standards iReady reports	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
Literacy Night	Parents will be able to understand the BEST standards and will learn strategies to use at home. K-2 will focus on sight words and 3-5 will focus on comprehension strategies. Parents will learn how to read multiple reports.	Parents will engage in make and takes to bring materials home to use with students.	Parents will be able to implement strategies at home to increase student achievement	November	Veronica Rodriguez Karen Byer	sight words BEST standards iready reports	

**Parent and Family Capacity Building Training #3 (PFEPStep6)**

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Science Night	Parents will be able to understand the Science concepts taught in K-5. They will gain a better understanding of the Science Fair and how the experiments relate to the concepts and real life.	Parents will engage in observing and reflecting on science fair projects. Parents will engage in a science fair activity in the cafeteria that focuses on the science concepts n K-2 nd 3-5; especially the Fair game Benchmrks.	Parents will be able utilize science strategies at home to increase student achievement.	January	Eugene Feldman	Science benchmarks Projects	

## Coordination and Integration

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

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Bridges of Lake Worth West	Provides parent training to new families to the country and early childhood literacy. They also support our truancy initiative by promoting school attendance.	Participation in SAC, social and educational resources for families,	on-going

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Multicultural Department	-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.	Sign-In Sheets, resources for families, agendas, evaluations	on-going

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Early Childhood Department	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.	Student Attendance Log, samples of student work, VPK schedule, Parent Sign in Sheets	on-going

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p><b>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.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>We will share information with parents/families regarding Title I programs via Parent Link, Newsletters, Flyers, Parent Conferences, Parent University Trainings, Student Planners and Communication Folders in English, Spanish and Creole which represent our students.</p>	<p>Sample of academic reports, invitations, flyers, newsletters, conference notes, parent link messages</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>We will inform parents/families about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Open House, Parent Conferences, Progress Reports, Report Cards, and SAC.</p>	<p>Open House PPT, Handout of curriculum, sample academic reports (report cards, mid-term reports, LEP plans, IEPs, FSA assessment results, Diagnostic reports), Curriculum Night documentation</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>We will inform parents/families about the different academic assessments and achievement levels via Open House, Parent Conferences, Progress Reports, Report Cards, and SAC.</p>	<p>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</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>We will inform parents/families regarding meetings (Parent Conferences, SAC meetings, and Title I Annual meeting via flyers, parent link, marquee, newsletters, agenda.</p>	<p>Parent-teacher conference sign-up sheets, report cards where parents requested conferences, teacher notes inviting parents to conferences, IEP meetings, LEP meetings</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>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 child(ren) if necessary. Minutes and presentations will be made available on the school web site so that parents can access the information from home.</p>	<p>Schedule of staggered times for meetings, schedule of different times for meetings/trainings, letters asking parents to choose a time that are more convenient for them (conferences, IEP meetings, LEP meetings), flyers offering child cared, sample home visit notes/log</p>



## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>The school has staff that speaks the native language of families and are available for parent meetings and conferences to ensure proper communication. All correspondence will be translated for effective communication.</p>	<p>Sample of evidence may include: translated compacts, academic reports, invitations, flyers, newsletters, letters, calendars, parent-teacher conference notes when translator attended, translated parent link messages, translated letters, agendas, flyers, CLF/sign language facilitator sign-in sheets.</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Palm Springs Elementary is ADA compliant (accessible handicapped ramp and parking located at the front of the school. If additional parent needs are to be met, we will contact the district for assistance.</p>	<p>Sample evidence may include: notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, elevators, audio enhancement, agendas, sign-in sheets.</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Sample of evidence may include: home visit notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, transportation logs, CLF/sign language facilitator timesheets.</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>Data Processor 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.</p>	<p>Sample of evidence may include: completed needs survey, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, flyers, distribution logs for donated uniforms, school supplies, food and transportation logs.</p>	



## Building Students' Non-Academic Skills

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

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

Social-Emotional Classrooms - All teachers have an SEL component in their daily schedule, activities based on a Caring Classroom, Compassionate Classroom, and Kindness. Teachers meet with the class and review the previous week and set goals for the week ahead.

Latinos in Action- Reading Mentoring Program through John I Leonard High School (if available)

- Students from John I Leonard High School visit twice per week in our Kindergarten and First Grade Classes. LIA tutors are trained by the Literacy Coalition and the Reading Coach to ensure student success in the Literacy Block. Due to the pandemic we are in hold with the Mentoring Program.

School Wide Behavior Support- ROAR Expectations -Single School Culture

Group Counseling -Guidance Counselors

-Our counselors provide small group sessions as well as individual time to help students with any type of emotional assistance, either support needed from home experiences or from school. Counselors with Admin also implement home visits when necessary.

In addition our Guidance Counselors are on the Fine Arts wheel and provide student support through regular guidance classes on a variety of topics.



## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

School Based Team is implemented on an ongoing basis to assist classroom and/or subject teachers to develop and implement instructional strategies that support student learning aligning with the Pyramid of Intervention framework. The Team's primary responsibility is to remove academic, behavioral, and social-emotional barriers to learning.

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 progr

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. We are working towards an After School Tutorial for Math assistance, if funding is available.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

*\*The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

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

## Post-secondary Opportunities and Workforce Readiness

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

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

School Counselors are on the Fine Arts wheel and provide College Awareness discussions with students. Many of our teachers build college awareness and readiness through wonderful discussions in our Social/Emotional classes which take place daily between 7:45-8:00 am. We implement an annual Career Day whereby working adults bring their experiences and qualifications in to share with all students. Each professional visits individual classrooms. Latinos in Action provides mentor-ship for Kindergarten and Grade 1, which is currently on hold due to COVID restrictions. We have AMP in grades 3 through 5th. Curriculum-based field trips are provided to students to enhance the state standards which will be offered virtually.

School Counselors invite the Middle Schools to provide information on what they offer but also they emphasize expectations about College requirements. In addition they also provide college awareness during the Fine Arts Wheel by emphasizing the importance of receiving good grades and opportunities that are available such as magnet schools and choice programs which can guide them towards a guided future.

The AVID program will be implemented in grade 3 this year and have the program in grades 4 and 5. Some of the strategies will be implemented school-wide - college culture, critical reading strategies, call backs, etc. Fifth graders will have the opportunity to visit local college campuses or have a college present at Palm Springs.

## Transition from Early Childhood Education Programs to Elementary School

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

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

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, social and emotional well-being, and health and wellness. Our child-centered approach ensures that children are exposed to a diverse array of learning activities and that they thrive in all areas of child development, creative thinking, complex problem solving, empathetic collaboration, curious investigation, and astute decision making. Parents are provided a packet to have their children work on prerequisite skills in Reading, Math, and health/hygiene.

In addition, the students will make an easy transition to Kindergarten here at Palm Springs since they will be familiar and comfortable with our school. Our program is growing and we are anticipating adding another class next fiscal year.

We are implementing a community outreach to emphasize and educate on pre-literacy and mathematical awareness. Palm Springs is working with Bridges to increase the effectiveness of VPK programs to ensure Kindergarten readiness.

Our Kindergarten Roundup program provides critical information for our parents to allow their children to transition from Pre-k to Kindergarten. Teachers provide a startup packet to parents which allows students to work on building Literacy, Mathematical, and personal health/growth skills prior to coming into Kindergarten. Packets are to be returned to homeroom teacher completed. We also provide critical pupil progression information, especially in the area of Reading. School schedules and activities are also touched on. Parents have opportunity to meet the Kindergarten teachers and are also provided a short tour of the school. We also have a staggered start meaning that each class's entry day is divided over three days.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Professional Development here at Palm Springs focuses on:

- State standards for professional development at the educator level
- Rigorous and relevant curriculum based on state and local educational standards and initiatives;
- Improvement planning based on needs assessments and results from personnel evaluation;
- Opportunities for professional collaboration and collegial team learning practices;
- Sharing professional learning practices, resources, and technical assistance statewide.
- AVID strategies
- Implementing engaging strategies
- Explicit instruction with vocabulary

On-going PD throughout the year will focus on building capacity for best instructional practices - core actions, continuing the implementation of the new math series, AVID program, and the Dual Language Program.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

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 Admin, 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 Foundations and RR training.

