Palm Springs Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Palm Springs Middle School

1560 KIRK RD, Palm Springs, FL 33406

https://psms.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

In partnership with parents and community, the mission of Palm Springs Community Middle School is to develop positive educational, cultural, technological, and social preparedness skills required of students to become productive and environmentally aware citizens.

Provide the school's vision statement.

Palm Springs Community Middle School will create an environment where students, educators, and parents are continually encouraged to participate in the lifelong learning process. Our school values of respecting self and others, accountability for our actions, and exemplary integrity in all that we do will be championed on a daily basis.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Mcdonnough, Pamela	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Dr. McDonnough must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Peragine, Nick	Assistant Principal	As the eighth grade assistant Principal, Mr. Peragine supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. He supports the principal in building a culture of pride, trust, and respect. Mr. Peragine monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Burk, Lauren	Assistant Principal	As the sixth grade assistant Principal, Ms. Burk supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the principal in building a culture of pride, trust, and respect. Ms. Burk monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Ramirez, Rossian	Assistant Principal	As the seventh grade assistant Principal, Ms. Ramirez supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content,

Name	Position Title	Job Duties and Responsibilities
		instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the principal in building a culture of pride, trust, and respect. Ms. Ramirez monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Ashworth, Sean	Assistant Principal	As the community school Principal, Mr. Ashworth supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The community school principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. He supports the principal in building a culture of pride, trust, and respect. Mr. Ashworth monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Hee also monitors and improves instruction by visiting classrooms to support and monitor instruction. Mr. Ashworth also coordinates facilities management.
Tuck, Maureen	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Easley, Mecarra	Other	Student Positive Behavior Initiatives Special events Staff recognition coordinator Collaborates with students to help them develop and achieve academic and career goals by helping them cultivate good study habits, preparing for exams, and evaluating student progress.
Omole, Folorunso	Math Coach	The math coach collaborates with students to help them develop and achieve academic and career goals by helping them cultivate good study habits, prepare for exams, and evaluate student progress. The math coach works closely with math teachers to ensure differentiation and

Name	Position Title	Job Duties and Responsibilities
		adherence to the standards. He also provides support to teachers. He breaks down the standards to assist with student comprehension.
Brown, Stephanie	Teacher, K-12	For the English Department: Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal Ensure grading, lesson planning, etc., for teachers who are out for an extended period of time is completed promptly for scholars Represent and disseminate information from District and school-based meetings Make and coordinate budget requests and disbursements in accordance with school-site practices Responsible for departmental inventories Orient new and/or interim teachers into their departments Recommend workbooks and supplementary materials for use within departments Guide department members in the use of new instructional materials (District adopted and school purchased) Aid in the assessment of their department
Liliestedt, James	Teacher, K-12	For the Math Department: Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal Ensure grading, lesson planning, etc., for teachers who are out on an extended period of time is completed on time for scholars Represent and disseminate information from District and school-based meetings Make and coordinate budget requests and disbursements in accordance with school-site practices Responsible for departmental inventories Orient new and/or interim teachers into their departments Recommend workbooks and supplementary materials for use within departments Guide department members in the use of new instructional materials (District adopted and school purchased) Aid in the assessment of their department Assist with the development and use of school-based diagnostic assessments At a minimum, each 9 weeks, facilitate school-wide, departmental as well as grade-level departmental meetings Provide administration with an annual calendar of departmental meetings Maintain department notes and communicate meetings and minutes with administration Department heads must complete Clinical Education Training

Name	Position Title	Job Duties and Responsibilities
Magill, Heather	Teacher, K-12	
Tome, Margaux	Magnet Coordinator	
Simpson, Sari	Teacher, K-12	
Tatis, Rafael	School Counselor	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.
? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School
Culture Coordinators and the Administrative Team.
? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and
community support services for families of migrant students. These supports are supplemental to school-wide
supports for students and families.
? A school district officer is on campus every day for the safety and security of all students and staff. The school
has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made
aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/ visitors before they can go to a classroom, or school event on campus, and most recently
? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics, FSQs, USAs, NGSQs, Midterms, Semester exams, FAST Progress Monitoring, End of Course assessments, and Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM 1, 2, & 3 in English Language Arts and Math). The FAST assessments will occur one time a year in Algebra I and Geometry.
The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL student proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.
The annual test for ESE students on access points is the FSAA. The FSAA is used to assess ESE student proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and
Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

The SIP is a living document updated throughout the school year. We work collaboratively to review and analyze data.
We make decisions based on the data to ensure all students receive the necessary support and accommodations
during instruction. Our team works towards the following student achievement goals:
? Strategic visioning and planning
? Problem identification and root cause analysis
? Developing action steps towards improvement

? Creating and maintaining a culture of collaboration towards shared decision-making
? Supporting professional learning and improvement

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Native American Students (AMI)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	74	152	115	341
One or more suspensions	0	0	0	0	0	0	73	77	41	191
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	30	30	56	116
Course failure in Math	0	0	0	0	0	0	14	54	62	130
Level 1 on statewide ELA assessment	0	0	0	0	0	0	283	268	231	782
Level 1 on statewide Math assessment	0	0	0	0	0	0	215	198	120	533
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	231	234	183	648

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	3	6
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	142	103	109	354
One or more suspensions	0	0	0	0	0	0	43	68	65	176
Course failure in ELA	0	0	0	0	0	0	27	11	32	70
Course failure in Math	0	0	0	0	0	0	22	22	20	64
Level 1 on statewide ELA assessment	0	0	0	0	0	0	169	185	187	541
Level 1 on statewide Math assessment	0	0	0	0	0	0	220	200	176	596
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	258	275	244	777

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	226	172	165	563

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	3
Students retained two or more times	0	0	0	0	0	0	1	2	3	6

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	142	103	109	354
One or more suspensions	0	0	0	0	0	0	43	68	65	176
Course failure in ELA	0	0	0	0	0	0	27	11	32	70
Course failure in Math	0	0	0	0	0	0	22	22	20	64
Level 1 on statewide ELA assessment	0	0	0	0	0	0	169	185	187	541
Level 1 on statewide Math assessment	0	0	0	0	0	0	220	200	176	596
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	258	275	244	777

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	226	172	165	563

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	3
Students retained two or more times	0	0	0	0	0	0	1	2	3	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	51	49	41	53	50	39		
ELA Learning Gains				42			38		
ELA Lowest 25th Percentile				31			24		
Math Achievement*	41	59	56	37	35	36	28		
Math Learning Gains				51			21		
Math Lowest 25th Percentile				52			21		
Science Achievement*	40	50	49	40	56	53	33		
Social Studies Achievement*	56	68	68	58	64	58	45		
Middle School Acceleration	66	76	73	68	52	49	53		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	50	37	40	31	85	76	34		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	2
ELL	37	Yes	2	
AMI	50			
ASN	84			
BLK	42			
HSP	48			
MUL	39	Yes	1	
PAC				
WHT	56			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	1
ELL	39	Yes	1	
AMI	35	Yes	1	
ASN	76			
BLK	38	Yes	1	
HSP	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	59			
PAC				
WHT	49			
FRL	44			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			41			40	56	66			50
SWD	13			23			14	31	50		5	
ELL	20			35			21	45	48		6	50
AMI	55			45							2	
ASN	72			80				91	93		4	
BLK	30			32			30	50	55		6	54
HSP	33			42			41	55	66		6	49
MUL	29			39			50				3	
PAC												
WHT	48			50			45	74	73		6	47
FRL	34			41			39	55	66		6	53

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	42	31	37	51	52	40	58	68			31
SWD	18	31	27	17	41	43	17	28	46			26
ELL	29	37	27	28	51	52	23	49	67			31
AMI				30	40							
ASN	77	63		77	75				90			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	31	35	34	28	42	44	26	58	55			31
HSP	39	42	29	37	53	55	40	57	70			32
MUL	73	67		43	53							
PAC												
WHT	55	51	31	50	50	54	51	58	68			20
FRL	39	41	31	35	50	52	37	58	67			30

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	39	38	24	28	21	21	33	45	53			34
SWD	14	20	16	13	20	24	7	27	33			29
ELL	34	38	25	24	20	21	18	41	47			34
AMI	40	40		40	20							
ASN	77	61		68	44							
BLK	32	30	13	21	18	19	33	38	54			
HSP	40	39	27	27	21	21	32	44	50			34
MUL	38	45		38	23							
PAC												
WHT	41	42	29	36	27	19	39	60	67			
FRL	38	37	23	26	20	20	31	42	49			33

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	31%	48%	-17%	47%	-16%
08	2023 - Spring	33%	47%	-14%	47%	-14%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	45%	-20%	47%	-22%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	54%	-23%	54%	-23%
07	2023 - Spring	20%	36%	-16%	48%	-28%
08	2023 - Spring	51%	65%	-14%	55%	-4%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	37%	46%	-9%	44%	-7%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	48%	22%	50%	20%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	50%	37%	48%	39%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	65%	-17%	66%	-18%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FY22 FY 23: PM1 FY23: PM2 FY23: PM3
Math
7 13% 1% 6% 21%

Our seventh-grade math achievement data component showed the lowest performance, despite the number improving from 13% to 21%.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
FY22% FY23%
Math 6 29 31
Math 7 13 20
Math 8 31 51
SWD Math 11 21
ELL LYMath 11 23
ELL LF Math 39 32
Black Math 23 29
AMI Math 67 55

ELA 6 40 25
ELA 7 37 31
ELA 8 38 33
SWD ELA 13 10
ELL LY ELA 8 4
ELL LF ELA 48 11
Black ELA 30 29
AMI ELA 33 33

Algebra 84 70
SWD Algebra 50 70
ELL LY Alg- 40
ELL LF Alg 100 75
Black Alg 80 67
AMI Alg - 100
Geometry 81 87
SWD Geo 100 -
ELL LY Geo - -
ELL LF Geo 100 -
Black Geo 89 60
AMI Geo 100 -

Civics 54 48

Science 8 37 37

Our lowest performing group was 7th grade math with a proficiency rate of 20%, which was an increase of 7% from the year prior. We attribute this gain to the use of bell ringer questions that mirror instructional items on the state standards.

The trends we see from the above data shows us that our LF students in the ESSA ELL subgroup dropped 37 points in ELA proficiency and 7 points in math proficiency. We struggled to fill a vacant ESOL coordinator position throughout the year. SWD students decreased 3 points in ELA proficiency. Black students decreased 13 points in Algebra proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

FY22 FY 23: PM1 FY23: PM2 FY23: PM3
ELA
6 39% 24% 23% 24%

Our sixth grade ELA achievement significantly declined from the prior year, decreasing 15 percentage points from FY22 to FY23. The contributing factors to this decrease were excessive teacher absences and hiring/vacancies. Thus, small group instruction and reteach groups were interrupted.

Specific ESSA subgroups also showed declines. The largest decline was in the ELL subgroup. ELL LY students decreased 4 points in ELA; ELL LF decreased 37 points in ELA. ELL LF decreased 7 points in math. AMI decreased 12 points in math; black students decreased 1 point in math. We attribute decline experienced by the ELL students to the lack of an ESOL coordinator. The position is filled this year, and we expect to see gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data from FAST PM3 is as follows:
State School Difference
ELA 6 47 25 -22
ELA 7 47 31 -16
ELA 8 47 33 -14
Math 6 54 31 -23
Math 7 48 20 -28
Math 8 55 51 -4

Seventh grade math data had the greatest gap compared to the state average. This achievement shows we are 28% below the state. Factors that mostly contributed to this gap were teacher shortages and coverage, which hindered us from developing instructional teacher capacity. Also, poor student attendance was a factor.

Which data component showed the most improvement? What new actions did your school take in this area?

8th grade math data component showed the most improvement- increasing from 31% to 52% (a 21% increase) and Geometry data component was second- increasing from 76% to 87% (an 11% increase). Student pull out and push in tutoring was made available sooner than previous years and was also offered during school as opposed to previous years when it was only on Saturdays.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

ELA achievement is an area of opportunity for our school. Sixth grade decreased from 40 to 25, seventh grade decreased from 37 to 31, and eighth grade decreased from 38 to 33.

There are four ESSA groups that are potential areas of concern. SWD, ELL, Black, and AMI. The ELL subgroup of LF students is concerning with a drop in ELA from 48 to 11.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA achievement
2.ELA Gains

3. ESSA subgroups performing under 41%.
4. Algebra achievement
5. Civics achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher attendance is key to student success. Will focus on continuing to foster a positive environment that has teachers and staff truly believe that Palm Springs MS is the BEST place to work and learn in the county. This culture will help improve and will address teacher attendance.

Teachers missed 40 days (not counting vacancies) during the first quarter of FY23.
Teachers missed 339 days (not counting vacancies) during the second quarter of FY23.
Teachers missed 327 days (not counting vacancies) during the third quarter of FY23.
Teachers missed 292 days (not counting vacancies) during the fourth quarter of FY23.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher absenteeism will decrease by 10% in each quarter. For the first quarter, teacher absenteeism will decrease by 4 days. For the second quarter, teacher absenteeism will decrease by 34 days. For the third quarter, teacher absenteeism will decrease by 33 days. For the fourth quarter, teacher absenteeism will decrease by 23 days.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The confidential secretary, administrator charged with absences, and the principal will review data on a bi weekly basis. They will have conversations with teachers to see where needs are not being met, and/or discuss strategies on how improvements can be made.

Person responsible for monitoring outcome:

Rossian Ramirez (ramirez.r@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Build a relationship with teachers where they feel comfortable telling inform of what is affecting their work efficacies.

Mental health support through district services

Provide a mentor that supports the teacher.

Ongoing discipline intervention with students and providing support with parents

Ongoing teacher celebrations to promote a positive school climate

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If the problem concerns classroom management, provide professional development and support.
If the problem is medical, then work on rearranging the teacher's schedule not to affect the student's

academic progress.

If the problem is unjustified, an administrative process will be implemented. Teachers are able to build a positive school climate, culture, and rapport with students when they are consistently present in the classroom.

Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,

including but not limited to:

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Keep an accurate record of types of absences (TDE, personal, sick) and determine the common type of absence.
2. Meet with the teacher to discuss the cause of reoccurring absences and Identify the needs of the teacher
3. Provide a system of support specific to the teacher's issue
4. Monitor progress and application of the support concerning the absence ratio of the teacher and reevaluate teachers' attendance and adjust as needed

Person Responsible: Rossian Ramirez (ramirez.r@palmbeachschools.org)

By When: By the end of the first quarter, teacher absenteeism will be 10% or less.

1. Create a document to track the type of absences recorded when teachers call out to include TDE, personal, bereavement, military, sick, or jury duty.

Person Responsible: Rossian Ramirez (ramirez.r@palmbeachschools.org)

By When: Teacher absences will be analyzed at the end of each quarter.

2. Teachers are more likely to be present when their needs are met. It is necessary to determine the reason for excessive absences in order for the underlying issues to be addressed.

Person Responsible: Rossian Ramirez (ramirez.r@palmbeachschools.org)

By When: Teacher absences will be analyzed at the end of each quarter.

3. A support system for teachers is critical to maintaining regular teacher attendance. A positive school culture and working environment are necessary in maintaining an increased level of attendance.

Mentorship programs may be implemented as needed. Regular check-ins with teachers to identify any challenges or concerns they may be facing.

Person Responsible: Rossian Ramirez (ramirez.r@palmbeachschools.org)

By When: Teacher absences will be analyzed at the end of each quarter.

It is important to reevaluate the systems of support provided for teachers and to adjust/modify as needed.

Person Responsible: Rossian Ramirez (ramirez.r@palmbeachschools.org)

By When: Teacher absences will be analyzed at the end of each quarter.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will
increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan.

Palm Springs Middle has four ESSA subgroups that are underperforming: SWD at 29, ELL at 39, AMI at 35, and Black at 38. SWD is the most concerning as it has performed under 41 for three consecutive years and under 32 for one year.

An instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices
requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to
ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to
reach their potential and increase student achievement. We want to establish a culture of high expectations and
continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2024 we will increase the overall percentage of proficient students in ELA by 5%, bringing sixth grade to 30%, seventh grade to 36%, and eighth grade to 38%. SWD from 10% to 15%, ELL from 11% to 16%, Black from 29% to 34%, AMI from 33% to 38%.
By May 2024 we will increase the overall percentage of students making learning gains in ELA by 10%, bringing sixth grade to 35%, seventh grade to 41%, and eighth grade to 43%. SWD from 21% to 26%, ELL from 32% to 37%, Black from 29% to 34%, AMI from 55% to 60%.

By February 2024 we will increase the overall percentage of proficient students in Math by 5%, bringing sixth grade to 36%, seventh grade to 25%, and eighth grade to 56%.
By May 2024 we will increase the overall percentage of students making learning gains in Math by 10%, bringing sixth grade to 41%, seventh grade to 46%, and eighth grade to 48%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.
At Palm Springs Middle we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels
Single School Culture Coordinator Reading Coach
Math Coach

Person responsible for monitoring outcome:

Nick Peragine (nick.peragine@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Students will be remediated and enriched through computer-based and blended learning opportunities using adaptive technology; Reading-Plus is the evidence-based program addressing reading deficiencies in intensive reading classes. Math XL and IXL are used in math classes. ELL students use Achieve-3000.
2. Professional Learning Community/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
3. Tutoring, both before and after school offered to students. Khan Academy offered to improve math skills; Reading-Plus offered to increase reading skills.
4. Content area teachers engage in standards-based instruction cycle during collaborative planning. Teachers will plan for instruction, check student comprehension, reflect on their teaching, and reteach/ revise teaching as needed. Diagnostic assessments used in Reading, Math, and Science: Standards Assessments and District Diagnostic Assessments. PBPA is used in Writing. Teachers will use data chats with students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Reading Plus is proven to improve learning outcomes. Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations.
2.PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
3.Tutoring is effective in helping students improve academic skills and keeping students in school.
4. Standards-based learning ensures accountability. The practice of aligning learning to standards ensures that higher learning is attained, teachers are guided in assessment, and teachers stay on track. Data chats and students self-tracking teaches students to be aware of their own data; this makes them responsible for their own learning. Students need to know where they are performing to know what they need to improve.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students are scheduled for time to complete Reading Plus activities through intensive reading classes. Teachers routinely monitor student time on task as well as the number of activities successfully completed (2 See Readers weekly). Reading growth is tracked through regularly generated reports. In addition, ELL

students are scheduled time to complete Achieve 3000 lessons. Math students are scheduled time to complete IXL lessons.

Person Responsible: Mecarra Easley (mecarra.easley@palmbeachschools.org)

By When: Computer-based programs will be implemented within the first two weeks of school

2. PLC's/Professional Development:
a. Development of a PLC schedule to include content area teachers.
b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
c. Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Mecarra Easley (mecarra.easley@palmbeachschools.org)

By When: PLC's will meet biweekly in the principal's conference room.

3.Following PM1 and PM2, instructional coaches analyze data and schedule students into ELA and math tutorials. Teacher tutors are available to assist students. Choose research-based supplemental materials and resources to during tutorials. Analyze teacher classroom data to determine who will be tutored. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. Students will be selected and grouped for pullout tutorials, after school and Saturday success academies based on the results from FY23 FAST PM3, USAs, and FY 24 PM 1 & 2 Assessments; and ESSA identified subgroups: Black, ELL, AMI, and SWD.

Person Responsible: Sean Ashworth (sean.ashworth@palmbeachschools.org)

By When: Tutoring will begin after PM1 data is analyzed.

4. Teachers will meet on a consistent rotation during professional learning communities to review standards, analyze disaggregated data demonstrating standards mastery, determine next steps with instruction of standards, and revise as necessary. Student PM1 & PM2 and USA test results are used to drive instruction. Students will be remediated in math through Math Fluency, Math Concepts & Application, and Math Computation. Students will be remediated in writing through Word Work, Conferring, and Rubrics & Checklists. Eighth grade science students will be remediated through the use of Study Island. Students will track their assessment data through data chats and self-monitoring and goal setting.

Person Responsible: Pamela Mcdonnough (pamela.mcdonnough@palmbeachschools.org)

By When: Data analysis begins the first week of school.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The staff at PSMS will review school improvement funding allocations on an as needed basis. Whether through monthly budget meetings with teachers, students, families and stakeholders, we will aggressively monitor student progress as it relates to state and district testing. Once a need is realized, funding allocations will adjust as most appropriate to meet the needs of our students.

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on: (choose the ones that align with your school).
1. Resource teachers support during small group instruction.
2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
3. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies.
6. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A