

Miami-Dade County Public Schools

PALM SPRINGS MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The faculty at Palm Springs Middle School, in cooperation with parents and community, is committed to assist all students to reach their maximum potential through the development of individual responsibility, self-esteem, self-management, and integrity.

Provide the school's vision statement

Every student will receive quality education that meets his or her individual needs through a positive learning environment that encourages him or her to become lifelong learners and productive citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Heriberto Sanchez

hsanchez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for planning, organizing, administering, and directing all activities and functions essential for an effective, efficient, and safe instructional environment, as well as for providing maximum opportunities for student growth. Additionally, the principal monitors and discusses data from assessments with stakeholders.

Leadership Team Member #2

Employee's Name

Michelle Judge

MJudge@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal assists the principal in planning, administering, and directing all activities and functions which are essential for an effective, efficient, and safe instructional environment, as well as in providing maximum opportunities for student growth. Additionally, the assistant principal monitors and discusses data from assessments with stakeholders.

Leadership Team Member #3

Employee's Name

Jacqueline C. Mendez

jcmendez@dadeschools.net

Position Title

Reading Coach and Reading Department Chair

Job Duties and Responsibilities

The Reading Coach assists ELA teachers in enhancing classroom learning by helping to develop standards-based lesson plans, distributing resources, and analyzing/sharing student literacy and achievement data.

Leadership Team Member #4

Employee's Name

Monica Puyo

mpuyo@dadeschools.net

Position Title

ELA Department Chair

Job Duties and Responsibilities

The ELA Department Chair leads and assists ELA teachers in enhancing classroom learning by helping to develop standards-based lesson plans, distributing resources, and analyzing student achievement data.

Leadership Team Member #5

Employee's Name

Elvia Hernandez

288462@dadeschools.net

Position Title

Teacher and PD Liaison

Job Duties and Responsibilities

The teacher is responsible for planning and delivering lessons, administering assessments, analyzing data to provide differentiated instruction, adjusting lesson plans as needed, and coordinating school-site professional development sessions.

Leadership Team Member #6

Employee's Name

Jennifer Lanzetta

jlanzetta@dadeschools.net

Position Title

Counselor

Job Duties and Responsibilities

The counselor monitors student attendance patterns and implements targeted interventions for students experiencing chronic tardies, unexcused absences, excessive early releases, and other attendance concerns in order to improve attendance, increase instructional time, and reduce the barriers to student success.

Leadership Team Member #7

Employee's Name

Maribel Carvajal

maribelcarvajal@dadeschools.net

Position Title

Math Department Chair

Job Duties and Responsibilities

The Math Department Chair leads and assists Math teachers in enhancing classroom learning by helping to develop standards-based lesson plans, distributing resources, and analyzing student achievement data.

Leadership Team Member #8

Employee's Name

Phyllis Morris

DPABC@dadeschools.net

Position Title

Science Department Chair

Job Duties and Responsibilities

The Science Department Chair leads and assists teachers in enhancing classroom learning by helping to develop standards-based lesson plans, distributing resources, and analyzing student achievement data.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Immediately after Synergy, the leadership team met to collect data and develop a draft of the SIP. This was shared with the faculty during the opening-of-school meeting. Faculty and staff had the opportunity to provide input regarding revisions of the SIP. Once our SIP is finalized for Phase I, the leadership team will share the updated findings and plans of action with Department Chairs and their members. After finishing touches, the SIP will be shared with our EESAC committee members and visitors, including students, teachers, parents, and community/business partners.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will regularly monitor the effective implementation and impact of initiatives aimed at increasing student achievement and ensuring that students meet the state's academic standards

through:

1. Data analysis of departmental baseline assessments within the ELA, Mathematics, and Science departments, as well as collaborative data discussions among administration, faculty, and students through data chats.
2. Data analysis of the PM1 FAST Reading and Mathematics assessment results within the ELA and Mathematics departments, including discussions between administration and faculty and data chats between teachers and students.
3. Data analysis of the i-Ready Reading and Mathematics Diagnostic Assessment results within departments, accompanied by collaborative discussions between administration and faculty and data chats between teachers and students.
4. Updates shared during faculty and staff meetings, providing opportunities for faculty and staff to share recommendations, instructional strategies, and best practices within departments as part of the debriefing process.
5. Informal and formal classroom walkthroughs, followed by reflective discussions with faculty members whose classrooms were visited.
6. Completion and monitoring of SIP timeline requirements to ensure the timely implementation of action steps and progress toward achieving school improvement goals
 - a) Create a plan in Phase I (7/6/26 - 8/7/26) after reviewing all pertinent data;
 - b) Adhere to deadlines of each Action Step in Phase II, which includes EESAC approval (9/18/26);
 - c) Conduct a Beginning-of-Year Review and Reflect in Phase III and revise as needed (9/28/26 - 10/9/26);
 - d) Conduct an Impact Review and revise as needed (8/31/26-9/25/26); e) Monitor a Mid-Year Implementation (10/12/26 - 1/15/27);
 - f) Conduct a Mid-Year Review and Reflect in Phase V, which includes EESAC approval and revise as needed (1/18/27 - 1/29/27);
 - g) Conduct an Impact Review and revise as needed (2/01/27 - 2/26/27);
 - h) Monitor End-of Year Implementation in Phase VI (2/01/27 - 5/21/27);
 - i) Conduct an End-of-Year Review and Reflect in Phase VII (5/24/27 - 6/4/27).

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: B 2023-24: C 2022-23: C 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	0	0	0	0	0	0	139	200	216	555
Absent 10% or more school days	0	0	0	0	0	0	31	43	62	136
One or more suspensions	0	0	0	0	0	0	12	21	29	62
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	0	1	5
Course failure in Math	0	0	0	0	0	0	1	13	5	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	71	79	197
Level 1 on statewide Math assessment	0	0	0	0	0	0	27	50	59	136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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	71	88	111	270

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	2	0	2	4
Students retained two or more times	0	0	0	0	0	0	2	1	0	3

Prior Year (2025-26) As Last 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	
School Enrollment							249	244	281	774
Absent 10% or more school days							18	16	26	60
One or more suspensions							1	12	14	27
Course failure in English Language Arts (ELA)							8	5	5	18
Course failure in Math							25	14	1	40
Level 1 on statewide ELA assessment							56	71	105	232
Level 1 on statewide Math assessment							33	65	58	156
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							114	147	101	362
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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							70	90	115	275

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	3	3	8
Students retained two or more times							2			2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	45	67	62	44	64	58	45	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	55	64	61	57	63	59	48	60	56
ELA Lowest 25th Percentile	46	56	53	62	55	52	43	51	50
Math Achievement*	48	70	65	49	67	63	42	64	60
Math Learning Gains	54	64	62	54	64	62	51	63	62
Math Lowest 25th Percentile	57	60	57	54	60	57	51	62	60
Science Achievement	49	61	57	49	59	54	55	56	51
Social Studies Achievement*	63	79	77	69	77	73	72	75	70
Graduation Rate									
Middle School Acceleration	79	78	82	93	78	77	74	73	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				62	53		58		49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	496
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	59%	53%	55%	55%	40%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	54%	No		
English Language Learners	50%	No		
Black/African American Students	28%	Yes	1	1
Hispanic Students	56%	No		
Economically Disadvantaged Students	55%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	45%		55%	46%	48%	54%	57%	49%	63%	79%			
Students With Disabilities	44%		54%	49%	48%	53%	47%	46%	57%	88%			
English Language Learners	32%		51%	45%	41%	52%	58%	38%	55%	79%			
Black/African American Students	20%		30%		27%	36%							
Hispanic Students	46%		56%	48%	48%	54%	57%	49%	63%	79%			
Economically Disadvantaged Students	43%		52%	44%	48%	56%	63%	51%	61%	81%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%		57%	62%	49%	54%	54%	49%	69%	93%			61%
Students With Disabilities	46%		57%	58%	46%	50%	35%	40%	66%	100%			56%
English Language Learners	31%		54%	62%	41%	54%	56%	33%	60%	86%			61%
Black/African American Students	33%		60%		33%	40%							
Hispanic Students	45%		57%	62%	50%	55%	55%	50%	71%	94%			61%
Economically Disadvantaged Students	41%		54%	57%	46%	51%	51%	47%	70%	89%			62%

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		48%	43%	42%	51%	51%	55%	72%	74%			50%
Students With Disabilities	25%		37%	45%	27%	48%	47%	41%	55%	47%			25%
English Language Learners	33%		46%	44%	35%	49%	51%	36%	57%	60%			50%
Black/African American Students	15%		15%		15%	54%							
Hispanic Students	46%		49%	43%	43%	50%	51%	55%	73%	74%			50%
Economically Disadvantaged Students	44%		47%	44%	40%	53%	51%	53%	69%	78%			55%

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E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	30%	67%	-37%	62%	-32%
ELA	7	42%	67%	-25%	62%	-20%
ELA	8	37%	65%	-28%	60%	-23%
Math	6	31%	67%	-36%	60%	-29%
Math	7	36%	58%	-22%	53%	-17%
Math	8	29%	65%	-36%	61%	-32%
Science	8	37%	49%	-12%	52%	-15%
Civics	7	59%	79%	-20%	77%	-18%
Biology	8	100%	93%	7%	91%	9%
Algebra	7	87%	93%	-6%	96%	-9%
Algebra	8	97%	85%	12%	84%	13%
Geometry	8	100%	93%	7%	95%	5%
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The greatest improvement was Lowest 25% in Math. The actions that our school took in this area were the implementation of data chats, strategic intervention, and pre-testing bootcamps.

Lowest Performance

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

The lowest performance was ELA proficiency at 45%. The contributing factor was the increase of students below grade level in grade 6 compared to the previous school year. There was also inconsistency in the attendance of students attending before and after-school tutoring, as well as the delay in these tutoring programs that started in late February compared to other subject areas.

Greatest Decline

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

The greatest decline was in ELA Learning Gains for the Lowest 25%, which decreased from 62% to 46%. Factors contributing to this decline included weaknesses in the explicit and targeted instruction provided in some Intensive Reading groups, particularly in the sixth grade, as well as low achievement levels among the ESOL subgroup. Additionally, many of these students either did not attend before-school tutoring or did not attend consistently.

Greatest Gap

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 greatest gap was in ELA Learning Gains for the Lowest 25%, which decreased from 62% to 46%. Factors contributing to this decline included weaknesses in the explicit and targeted instruction provided in some Intensive Reading groups, particularly in the sixth grade, as well as low achievement levels among the ESOL subgroup. Additionally, many of these students either did not attend before-school tutoring or did not attend consistently.

EWS Areas of Concern

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

The EWS Area of Concern is attendance. 40% of students had 15 or more absences in the school year. This impacted proficiency and learning gains.

Highest Priorities

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

Highest priorities are as follows:

1. Increase Learning Gains in Lowest 25% in ELA from 46% to 62% as a result of strengthening teacher capacity in instructional practices that are explicit and targeted in Intensive Reading.
2. Increase ELA achievement across all grade levels.
3. Increase acceleration rate by 14 percentage points from 79% to 90%.
4. Improve the ESSA Black/African American subgroup to increase proficiency from 28% to 42%.
5. Gradual Release Model implementation across all subject areas where there is more time spent in "They" and "I" do.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A review of the 2025-2026 FAST PM3 ELA data identified the Lowest 25% subgroup as an area of concern, with only 46% of students achieving learning gains. This data indicates that a significant number of struggling readers did not increase through learning gains. Because literacy skills are critical for success across all content areas, improving ELA performance for the Lowest 25% was identified as a crucial need. Increasing learning gains to 62% by the 2026-2027 FAST PM3 assessment will help close achievement gaps, improve student learning outcomes, and ensure more students are prepared for future academic success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025-2026 school year, 46% of students in the Lowest 25% subgroup made learning gains in ELA on the FAST PM3 assessment. By the 2026-2027 FAST PM3 assessment, the percentage of students in the Lowest 25% subgroup who make learning gains in ELA will increase from 46% to 62% across all tested grade levels. This outcome will be measured using FAST PM3 ELA learning gain data and monitored throughout the school year to ensure progress toward the school's learning gain goal.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school will monitor the implementation and impact of ELA interventions for the Lowest 25% subgroup through FAST Progress Monitoring assessments, district assessments, and classroom data. Student progress will be reviewed regularly during common planning sessions led by the ELA and Reading Department Chairs and data chat meetings to ensure interventions are implemented effectively. Data will be used to make instructional adjustments and provide additional support as

needed to achieve the goal of increasing ELA learning gains from 46% to 62% on the 2026-2027 FAST PM3 assessment.

Person responsible for monitoring outcome

Reading Coach/Reading Department Chair, ELA Department Chair, ELA and Reading Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Reading Coach will develop and assist teachers through Coaching Cycles to implement evidence-based small-group reading interventions and targeted ELA instruction for students in the Lowest 25% subgroup, using assessment data to address specific skill deficits in reading comprehension, vocabulary, and foundational literacy skills. Implementation and effectiveness will be monitored through FAST Progress Monitoring data, district assessments, and common planning sessions and data chat reviews to ensure progress toward increasing ELA learning gains from 46% to 62% on the 2026-2027 FAST PM3 assessment.

Rationale:

Review of the 2025-2026 FAST PM3 ELA data showed that only 46% of students in the Lowest 25% achieved learning gains, identifying a significant achievement gap. Improving outcomes for these students is a critical need because strong literacy skills are essential for success in all academic areas. Increasing learning gains to 62% will help more students improve overall academic performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Department Common Planning

Person Monitoring:

Reading Coach/Reading Department Chair & ELA Monthly
Department Chair

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Reading Coach/Reading Department Chair and ELA Department Chair will collaborate and lead ELA, Reading, and ESOL teachers in the participation of monthly department common planning and weekly collaborative planning sessions focused on the instructional needs of the Lowest 25% subgroup. Teachers will use data to align instruction, plan targeted small-group lessons, and implement evidence-based literacy strategies during the class blocks. Lesson plans, common

assessments, and student achievement data will be reviewed monthly to ensure instructional practices are aligned to student needs and are producing measurable growth.

Action Step #2

Individualized Student Goal Setting

Person Monitoring:

Reading Coach/Reading Department Chair

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA and Reading teachers will conduct quarterly student data chats using FAST and classroom assessment data to help students in the Lowest 25% subgroup set, monitor, and reflect on personalized ELA achievement goals focused on proficiency growth. Teachers will track student goal attainment, assessment results, and FAST Progress Monitoring data to evaluate growth and ensure students are making progress toward ELA learning gain targets.

Action Step #3

Collaborative Department Data Chats

Person Monitoring:

Principal, Assistant Principal, Reading Coach/
Reading Department Chair, and ELA Department
Chair

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, the Reading Coach, and ELA, Reading & ESOL teachers will meet quarterly to analyze FAST, district, and classroom assessment data for students in the Lowest 25% subgroup. The team will identify skill deficits, monitor student progress, and plan targeted instruction and interventions to increase ELA learning gains. Student performance data, intervention progress, and classroom assessment results will be reviewed during each data chat to determine the effectiveness of instructional strategies and monitor progress toward increasing Lowest 25% subgroup learning gains.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school will focus on increasing the school's acceleration rate. Based on 2025-2026 data, the school's acceleration rate was 79%. Through rigorous instruction, targeted interventions, and data-driven practices, the school aims to increase the school's acceleration rate from 79% to 90%. A review of 2025-2026 data showed that the school's acceleration rate was 79%. Increasing the acceleration rate was identified as a priority to ensure more students make learning gains, master course standards, and improve overall academic achievement. The school will work to increase the

acceleration rate to 90%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025-2026 school year, the acceleration rate was 79% in Mathematics (Algebra and Geometry) and Science (Biology). By the end of the 2026-2027 school year, the acceleration rate based on Algebra, Geometry, and Biology will increase from 79% to 90%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student performance in Algebra, Geometry, and Biology will be monitored through district assessments, classroom performance data, and quarterly data reviews. Teachers and instructional leaders will analyze student progress regularly to ensure instructional strategies are implemented effectively and to make adjustments as needed. Data will be used to monitor progress toward increasing acceleration from 79% to 90% by the end of the 2026-2027 school year.

Person responsible for monitoring outcome

Math Department Chair and Science Department Chair

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement data-driven differentiated instruction and targeted small-group interventions in Algebra, Geometry, and Biology to address skill gaps and accelerate learning. Implementation and effectiveness will be monitored through district assessments, classroom data, and quarterly data reviews to measure progress toward increasing the acceleration rate from 79% to 90% by the end of the 2026-2027 school year.

Rationale:

A review of the 2025-2026 data showed that 79% was the acceleration rate based on Algebra, Geometry, and Biology. Data-driven differentiated instruction and targeted interventions were selected to address learning gaps, increase student growth, and support the goal of increasing the acceleration rate from 79% to 90% by the end of the 2026-2027 school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Department Data Chats

Person Monitoring:

Principal, Assistant Principal, Reading Coach,
Math Department Chair and Science Department
Chair

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, the Reading Coach, and Mathematics & Science department teachers will meet quarterly to analyze assessment data for students enrolled in Algebra, Geometry, and Biology. The team will identify learning gaps, monitor acceleration rate data, and plan targeted instructional strategies to increase student growth. Student performance data, common assessment results, and acceleration rate data will be reviewed quarterly to evaluate the effectiveness of instructional strategies and monitor progress toward increasing the acceleration rate from 79% to 90%.

Action Step #2

Department Common Planning

Person Monitoring:

Math Department and Science Department Chairs Weekly

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Mathematics and Science teachers will participate in their respective weekly department common planning sessions to analyze data, align instruction, and develop standards-based lessons and interventions that support student achievement. Lesson plans, common assessment data, and student performance trends will be reviewed monthly to ensure instructional practices are aligned to student needs and contributing to increased acceleration.

Action Step #3

Individualized Student Goal Setting

Person Monitoring:

Math Department Chair and Science Department
Chair

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will conduct quarterly student data chats using assessment and classroom performance data to help students in Algebra, Geometry, and Biology set and monitor academic growth goals. Student goal attainment, assessment results will be reviewed quarterly to ensure students are making progress and to adjust supports as needed to achieve the acceleration rate goal of 90%.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school will focus on improving ELA achievement for the ESSA Black/African American subgroup across all tested grade levels. During the 2025-2026 school year, 28% of Black/African American students were proficient on the FAST PM3 ELA assessment, which is below the state threshold of 41%. Targeted literacy instruction and interventions will be implemented to increase student proficiency and academic achievement. A review of the 2025-2026 FAST PM3 ELA data identified the Black/African American subgroup as an area of concern, with only 28% proficiency. Because literacy skills are foundational to success in all content areas, improving ELA achievement for this subgroup is a critical need. Increasing proficiency will help close achievement gaps and improve overall student outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025-2026 school year, 28% of Black/African American students were proficient on the FAST PM3 ELA assessment; below the state threshold of 41%. By the 2026-2027 FAST PM3 assessment, the percentage of students in the ESSA Black/African American subgroup will increase from 28% to 42% across all tested grade levels. This outcome will be measured using FAST PM3 ELA proficiency data and monitored throughout the school year to ensure progress toward the school's proficiency goal.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school will monitor the implementation and impact of ELA interventions for the identified ESSA Black/African American subgroup through FAST Progress Monitoring assessments, district assessments, and classroom data. Student progress will be reviewed regularly during common planning sessions led by the ELA and Reading Department Chairs and data chat meetings to ensure interventions are implemented effectively. Data will be used to make instructional adjustments and provide additional support as needed to achieve the goal of increasing from 28% to 42% across all tested grade levels on the 2026-2027 FAST PM3 assessment.

Person responsible for monitoring outcome

Reading Coach/Reading Department Chair, ELA Department Chair, ELA and Reading Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Reading Coach will develop and assist teachers through Coaching Cycles to implement evidence-based small-group reading interventions and targeted ELA instruction for students in the ESSA Black/African American subgroup subgroup, using assessment data to address specific skill deficits in reading comprehension, vocabulary, and foundational literacy skills. Implementation and effectiveness will be monitored through FAST Progress Monitoring data, district assessments, and common planning sessions and data chat reviews to ensure progress toward increasing from 28% to 42% on the 2026-2027 FAST PM3 assessment.

Rationale:

A review of the 2025-2026 FAST PM3 ELA data identified the ESSA Black/African American subgroup as an area of concern, with only 28% proficiency. Because literacy skills are foundational to success in all content areas, improving ELA achievement for this subgroup is a critical need. Increasing proficiency will help close achievement gaps and improve overall student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Department Common Planning

Person Monitoring:

Reading Coach/Reading Department Chair & ELA Monthly
Department Chair

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Reading Coach/Reading Department Chair and ELA Department Chair will collaborate and lead ELA, Reading, and ESOL teachers in the participation of monthly department common planning and weekly collaborative planning sessions focused on the instructional needs of the ESSA Black/African American subgroup subgroup. Teachers will use data to align instruction, plan targeted small-group lessons, and implement evidence-based literacy strategies during the class blocks. Lesson plans, common assessments, and student achievement data will be reviewed monthly to ensure instructional practices are aligned to student needs and are producing measurable growth.

Action Step #2

Individualized Student Goal Setting

Person Monitoring:

Reading Coach/Reading Department Chair and
ELA Department Chair

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA and Reading teachers will conduct quarterly student data chats using FAST and classroom assessment data to help students in the ESSA Black/African American subgroup set, monitor, and reflect on personalized ELA achievement goals focused on proficiency growth. Teachers will track student goal attainment, assessment results, and FAST Progress Monitoring data to evaluate growth and ensure students are making progress toward ELA proficiency targets.

Action Step #3

Collaborative Department Data Chats

Person Monitoring:

Principal, Assistant Principal, Reading Coach/
Reading Department Chair and ELA Department
Chair

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, the Reading Coach, and ELA, Reading & ESOL teachers will meet quarterly to analyze FAST, district, and classroom assessment data for students in the ESSA Black/African American subgroup. The team will identify skill deficits, monitor student progress, and plan targeted instruction and interventions to increase ELA proficiency. Student performance data, intervention progress, and classroom assessment results will be reviewed during each data chat to determine the effectiveness of instructional strategies and monitor progress toward increasing from 28% to 42%.

IV. Positive Learning Environment

Area of Focus #1

Other: Feeder Pattern - Increase School Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school will focus on improving student attendance by reducing the percentage of students who miss 16 or more school days. By June 2027, students missing 16 or more days will decrease from 40% to 38%, as measured by the PowerBI Student Table. Across all grade levels, consistent attendance is essential because students who are present regularly have greater access to instruction, interventions, and learning opportunities that support academic success. Review of 2025-2026 attendance data showed that 40% of students missed 16 or more school days, indicating a need to improve attendance schoolwide. High absenteeism reduces instructional time and can negatively impact student achievement. Improving attendance was identified as a critical need because increasing the number of students attending school regularly will support learning, engagement, and overall academic performance across all grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2027, the percentage of students in all grade levels who miss 16 or more school days will decrease from 40% to 38%, as measured by the PowerBI Student Table. This outcome will be monitored throughout the school year using attendance data to ensure progress toward reducing chronic absenteeism and increasing student access to daily instruction and learning opportunities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance trends will be reviewed by school leadership, teachers, and support staff to track progress toward the goal of reducing chronic absenteeism from 40% to 38% by June 2027. Students with attendance concerns will be identified early and provided with targeted supports, such as parent communication, attendance conferences, counseling services, and intervention plans. Progress will be discussed during data review meetings to determine the effectiveness of strategies and make adjustments as needed. Ongoing monitoring will positively impact student achievement by ensuring students are consistently present for instruction, interventions, and academic support. As attendance improves, students will have increased opportunities to engage in learning, master grade-level standards, and demonstrate academic growth, leading to improved overall student outcomes.

Person responsible for monitoring outcome

Assistant Principal, Counselor, Social Worker and Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement a School-wide recognition program to encourage regular attendance across all grade levels. Students will be recognized through attendance incentives, certificates, celebrations, and positive communication with families for meeting attendance goals and demonstrating improved attendance. This intervention supports the school's goal of reducing the percentage of students missing 16 or more school days from 40% to 38% by June 2027.

Rationale:

A review of prior-year attendance data showed that 40% of students missed 16 or more school days, indicating a need to improve attendance schoolwide. The PBIS Recognition Program was selected because research supports the use of positive reinforcement and recognition systems to increase student engagement, promote positive behaviors, and improve school outcomes. Recognizing and celebrating good attendance is expected to motivate students to attend school consistently and increase instructional time.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monthly Attendance Recognition

Person Monitoring:

Principal, Assistant Principal and Counselor

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement monthly attendance recognition for students with perfect attendance and students demonstrating improved attendance. Recognition may include certificates, announcements, lunch and/or Period 8 incentive celebrations. Counselor will review monthly attendance reports and compare participation in recognition activities with attendance trends to determine if the percentage of students missing 16 or more school days is decreasing.

Action Step #2

Family Attendance Communication

Person Monitoring:

Assistant Principal and Counselor

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide regular communication to families regarding attendance expectations, student attendance progress, and available supports. Positive messages will be shared with families of students showing attendance improvement. The School Counselor will track family contacts and review attendance data monthly to determine whether increased family engagement is contributing to improved student attendance.

Action Step #3

Attendance Data Review and Intervention

Person Monitoring:

Assistant Principal, Counselor, and Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct monthly attendance data meetings to identify students at risk of chronic absenteeism and develop targeted interventions, such as attendance conferences, mentoring, and student support plans. The School Attendance Team will monitor attendance data each month to evaluate the effectiveness of interventions and adjust supports as needed. Progress will be measured by a reduction in the number and percentage of students missing 16 or more school days.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Palm Springs Middle School welcomes parents to visit the school site as well as request conferences with their child's teachers and/or student services personnel. Additionally, the school is initiating parent academies as well as creating a schedule of workshops specifically for parents/guardians. The objective is to build and maintain strong bonds of communication with parents and other stakeholders. The SIP is made publicly available on the school's webpage at <https://palmspringsmiddleschool.net/parents/>.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Palm Springs Middle School plans to strengthen the academic program as well as increase the amount and quality of learning time through data-driven lesson plans. All faculty will receive departmental instructional focus calendars and revisit and update them as assessments reveal student needs. Core departments will use meetings to collaborate: discuss data and its implications, review and apply state standards to lesson plans, and share best practices with each other. Additionally, the school offers tutoring before and after school. Lastly, the school offers one-on-one mental health services when students are unable to focus on their studies. The SIP is made publicly available on the school's webpage at <https://palmspringsmiddleschool.net/parents/>.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

In addition to Title I tutoring programs, the school also offers Title III tutoring. The school also participates in Project Up-Start. Palm Springs Middle School teachers and support personnel plans to strengthen the academic programs in the school through building capacity in teachers in the area of Differentiated Instruction and data analysis in collaboration with key stakeholders such as the Reading Coach, Department Chairpersons, and designated district Curriculum Support Specialists in the areas of Language Arts/Reading, Math, Science, Social Studies and Autism Spectrum Disorder. Furthermore, all students are enrolled in an 8th period Research class where strategic intervention based on students needs will be addressed to include all state tested subject areas. This includes providing enrichment for students within the F.A.S.T. level 3-5.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

All plans to increase student achievement are discussed and collaboration sessions are held through bi-weekly school leadership team meetings, monthly department chairpersons and team leaders meetings, ESSAC meetings and debrief/advisory meetings held with designated district Curriculum Support Specialists. All available district and community resources are considered and made available to all students to address their individual needs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The Palm Springs Middle School Student Services Team including the counselor, Mental Health Coordinator, and Social Worker will ensure that all state and district programs and policies associated are made available to all students. Students with specific individual needs are met through parent communication, individual, and group counseling sessions, and intervention plans. Additionally, school-wide and district initiatives to support and enrich students mental health are also developed and carried out by all school and support staff including, but not limited to, our School Resource Officer, security guards, office staff, cafeteria staff, custodial staff and paraprofessionals. District-approved community partnerships and services are provided to all students and families on an individual, as-needed basis, as well as through family engagement activities held at the school and throughout the community.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Palm Springs Middle School provides high school-level courses in Algebra 1, Geometry, Physical Science, Biology, Spanish, and American Sign Language. Additionally, the school offers AP Spanish courses and Summer Dual Enrollment opportunities through Miami Dade College. 8th-grade students participate in partnerships with feeder-pattern high schools to learn about high school and postsecondary opportunities through presentations conducted at the school and field trips to feeder-pattern high schools.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Through the school-wide discipline plan in conjunction with the district Code of Student Conduct, students will be provided services as needed. Tier 1 includes clearly taught expectations, positive reinforcement, and schoolwide supports. Students requiring additional assistance receive Tier 2 interventions, such as mentoring, counseling, and progress monitoring. Individualized Tier 3 supports are provided when needed. Services are coordinated with ESE/IDEA procedures, counseling, student services, families and appropriate support personnel. Through the student services team, community services will be offered to students and families as needed along with the support of Title 1.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers will participate in ongoing Professional Development specific to the VILS and district professional development sessions that will build capacity in teachers in the area of instructional practice. Furthermore, the Tier 1 Support from the English Language Arts, ESOL, Mathematics, Science, Social Studies and Autism by assigned Curriculum Support Specialists will provide professional development sessions to departments and individual teachers as needed to aid in achieving student success. Coaching, modeling, classroom walkthroughs, and collaborative support will be used to strengthen instructional practices and promote teacher effectiveness and retention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

District, Title 1, and Title III resources for implementation are reviewed and planned for through leadership team meetings and department meetings. The needs of the students based on F.A.S.T. data are at the forefront in decision making as well as research-based programs and strategies that will enrich student achievement in the academics and mental health.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

HMH in Intensive Reading is the district resource that provides data throughout instruction. The use of the Intervention program, implemented with fidelity, is proven to help students diminish learning gaps. Student data will be analyzed weekly during collaborative planning.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00