

2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

The following PSUSD Schools have been identified for Comprehensive Support and Improvement (CSI):

- *Painted Hills Middle School
- *Desert Hot Springs High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

The PSUSD Educational Services Department created a Needs Assessment Protocol that was used with each CSI identified school to support their school level needs assessment and the development of their new School Plan for Student Achievement (SPSA) while ensuring that sites were addressing CSI requirements.

Stakeholder group meetings were held in-person in February and March of 2020, prior to the COVID-19 Emergency. When the pandemic resulted in the physical closure of schools the remainder of the meetings scheduled for the spring of 2020 were postponed until the fall of 2020 where the meetings were held virtually. In the initial meetings members of the PSUSD Educational Services Department facilitated a planning meeting with members of the school community including administrators, certificated staff, and classified staff. At the meeting the Ed. Services team members reviewed the CSI identification process and expectations and procedures for CSI identified schools. A needs assessment protocol was introduced and all stakeholders in attendance began analyzing state assessment data, the California School Dashboard Results, District Assessment Data, School Assessment Data, Attendance Data, and Discipline Data in correlation with past planned actions to identify areas of success, areas where there have been barriers to success, and areas where there have been unaddressed needs. Ed. Services team members facilitated discussions around each goal area of each school's SPSA including: Increased Academic Achievement, Parent Engagement, and Safe and Healthy Learning Environment. School teams then worked to create one or more problem statements regarding the target for improvement via the 20-21 School Plan. Teams were told to ensure that these statements: name a specific and concrete gap in performance, be measurable, not contain an implied solution, and reflect the values of the school. Sites then use these identified problem statements to help focus the team on addressing current issues at the site and removing resources inequities identified.

A Parent and Community CSI Meeting was held with each identified school. The Director of State and Federal Programs was present to discuss the CSI identification process and procedures. CSI funding amounts and guidelines were discussed. A discussion was facilitated regarding possible Resource Inequities at the District and School Level. Stakeholders were provided with a handout titled Dimensions of Resource Equity - Factors that Directly Impact the Student Experience which provided stakeholders with background information for them to reference. Stakeholders were able to identify resource inequities, provide evidence of those inequities, and suggest possible actions to address those inequities. Stakeholders were also informed about the ESSA Evidence Tiers and were shown the CDE website for Evidence Based Interventions and the Evidence for ESSA website. Stakeholders present at the meeting had the opportunity to provide input as to actions that they would like to see incorporated into the SPSA. Site principals presented the same information and received feedback from various stakeholders at staff meetings, leadership team meetings, and ELAC meetings at their respective sites.

Additional follow-up CSI meetings were held and again facilitated by members of the PSUSD Educational Services Department. School team members present at these meetings included administrators, certificated staff, and classified staff. Again, at these meetings, a discussion was facilitated regarding possible Resource Inequities at the District and School Level. School team members were provided with the handout titled Dimensions of Resource Equity - Factors that Directly Impact the Student Experience which provided them with background information for them to reference. Team members were able to identify resource inequities, provide evidence of those inequities, and suggest possible actions to address those inequities. Team members were also informed about the ESSA Evidence Tiers and were shown the CDE website for Evidence Based Interventions and the Evidence for ESSA website. School team members present at the meeting had the opportunity to provide input as to actions that they would like to see incorporated into the SPSA.

Both school sites are located with the Desert Hot Springs community. Both school stakeholder groups identified internet connection issues specific to areas of their community as one of their resource inequities. This issue has become even more impactful during Distance Learning caused by the COVID-19 pandemic. The district has supported additional internet service within the Desert Hot Springs community to alleviate this issue. Another issue identified at both school sites was a need for additional Social Emotional Learning supports. Both school sites have included in their plans programs and professional development opportunities including consultants to support the development of Multi-Tiered Systems of Supports at their school sites. Specific programs are still being reviewed to ensure that there is clear evidence to support their implementation.

Based on the analysis of math and ELA results and a lack of progress over multiple years, both school sites identified the need to further develop the instructional capacity of their staffs. Much of the CSI funds are incorporated into professional development opportunities including the further development of successful professional learning communities within grade levels and departments, the development of conceptual math instruction, and the development of English Language Arts strategies. Painted Hills Middle School stakeholders identified that many of their students are not actively engaged in learning and are not excited or interested in school. To address this identified need Painted Hills Middle School has included actions to increase access to technology in the classroom for both the teachers and students in order to more actively engage the students in instruction. PHMS is also working to establish elective courses of high interest and high rigor to also actively engage students in schooling. These courses include coding opportunities and STEAM lab opportunities. DHSHS has identified a need to support 9th grade students early in their high school careers and are developing a team of staff members to develop tiered strategies and interventions to support 9th grade students in their transition to high school. Additionally, Student Study Team meetings will be expanded to support students throughout the school who are identified for additional support academically, emotionally, or behaviorally.

Each CSI identified school shared their CSI plans with their School Site Councils as part of the SPSA review at their October SSC meeting.

CSI schools submitted their 2020-2021 SPSAs to the State and Federal Programs office to be reviewed by members from Educational Services Department. CSI SPSA plans were reviewed to ensure full compliance with CSI requirements. Feedback was provided and modifications were made when appropriate. Final approval of SPSA plans by the Palm Springs School Board is scheduled to occur on November 10, 2020.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Each identified CSI school will complete interim reports identifying their progress in meeting goals associated with California School Dashboard outcomes. These monitoring reports will be reviewed by Educational Services personnel. Additional supports and interventions will be identified and offered if insufficient progress is identified. In addition, members from Educational Services will conduct site visits and meet with site administrators and leadership team members to discuss progress and site identified needs. Sites will be using monitoring measures including interim test data, district provided suspension and chronic absenteeism reports, and additional data reporting tools such as School City and Panorama Student Success. Student groups will continue to be monitored in an effort avoid TSI classification once no longer identified for CSI. Ed. Services site visits will include reviews of School Plan actions as evidenced by classroom walk through observation and data collection.

Parent groups at each school site including the School Site Council (SSC) and the English Language Advisory Committee (ELAC) will also review interim reports and progress data as a part of monitoring improvement and providing input for next steps. Site specific LCAP survey results will be used to collect information for site use in developing plans and measuring progress as well.

Both CSI schools are supported in building capacity for continuous improvement by the district's Educational Services department. The district's Teacher on Special Assignment for Collaboration and Assessment (Assessment TOSA) provides professional development and individualized support to teachers in assessment practices and in the use of various assessment and data analysis platforms for measuring students performance and progress. In addition, the Assessment TOSA provides support in effectively using formative assessment resources, such as the Smarter Balanced Tools for Teachers platform. The Assessment TOSA works collaboratively with other Teachers on Special Assignment who support the CSI school sites to integrate formative assessment practices and progress monitoring elements into instructional supports, allowing the work of those instructional specialists to align with assessable performance expectations as outlined by CAASPP, ELPAC, and the California State Standards.