Palm Springs Middle School

2016-17 Schoolwide Improvement Plan

Palm Springs Middle School

1025 W 56TH ST, Hialeah, FL 33012

http://palmspringsmiddle.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palm Springs Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Every student at Palm Springs Middle School will receive a quality education that meets his or her individual needs through a positive learning environment that encourages them to become lifelong learners and productive citizens.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers collect a wide array of individual information about their students at the onset of the academic year. Additionally, teachers capitalize on student products like journals, biographical writing, and group presentations to learn more about their students' interests, countries of origin, and passions. Teachers also meet weekly by departments and in grade-level teams to discuss individual students' academic progress and behavioral needs. In these meetings, teachers casually learn even more about students as whole.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Palm Springs makes use of an anonymous bullying reporting system. In addition, students are monitored by various security monitors posted strategically throughout the campus before, during, and after school. Our Student Services department provides on-going intervention and counseling for all students often preventing problems from escalating.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Palm Springs Middle School has adopted the District's Values Matter Miami initiative which instills the importance of: citizenship, fairness, cooperation, kindness, responsibility, respect, integrity, honesty and the pursuit of excellence.
Palm Springs Middle School also uses a Progressive Discipline Plan to ensure the safety of all students and promote a positive learning environment.
The system provides consequences for negative behaviors as well as rewards for positive behaviors. Students are expected to: prepare, respect, interact, dedicate and excel. Staff members are expected to prevent problem behaviors by:
Naming the problem behaviors
Stating the school-wide expected behaviors (PRIDE)
Modeling expected behaviors
Providing acknowledgement to students

If administering a consequence, staff members are follow established procedures:
Minor Behaviors: Possible Interventions:
Disrespect Counseling &Verbal Reprimand
Disruption Parental contact
Cheating Detention (24 hr notice required)
Profanity (not directed to others) Special Work Assignment
Tardiness (1-3 per 9 weeks) Withdrawal of Privileges
Dress code Behavior Contract
Other Guidance Referral

Major Behaviors: Possible Interventions:
Disrespect *Office Referral (mandatory)
Open Defiance Parent Contact (mandatory)
Threats/Bullying Work Detail
Destruction of property CSI
Battery Saturday School
Stealing (over $10) Restitution
Alcohol/Drugs Alternative Program Success Center
Sexual offences Other
Other

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Palm Springs Middle School has a proactive student services department that is dedicated to providing ongoing academic, behavioral and emotional support as needed for all students. Drug prevention, character buildilng, decision making, and reducing risky beehaviors are some of the topics addressed in house by our Student Services Department. The counselors also facilitate connections with outside resources for those students who need additional support.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Palm Springs Middle School identifies at-risk students to provide support and intervention to increase achievement through the following early warning system:

Identify students who missed more than 10 % of instructional time
Identify students who have more than 2 referrals that lead to recommendations for the Student Success Center
Identify students who scored at FSA Level of 2 in either ELA or Math
Identify students who fail two or more of any course

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	22	39	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	60	35	31	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	208	262	264	0	0	0	0	734

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	147	198	192	0	0	0	0	537

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The following strategies are used to improve the academic performance of students identified by our Early Warning System:

Daily tutoring one hour after school in the four core content areas.
Edgenuity Software for academic intervention in Science and course recovery.
I-ready progress monitoring for our students who performed in the Lowest 25% percentile in Mathemtatics.
I-ready, Reading 180, peer editing and vocabulary activities that address literacy across all content areas.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315984.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

See PIP

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Torres, Leonard	Principal
Garrastazu, Mary	Assistant Principal
Arce, Cortnye	Assistant Principal
Landrum, Rhett	Teacher, K-12
Someillan, Francisco	Teacher, K-12
Morris, Phyllis	Teacher, K-12
Cerami, Joseph	School Counselor
Gonzalez, Alex	Teacher, K-12
Guerra, Neyda	Teacher, K-12
Henderson, Sheryl	Teacher, K-12
Valdes, Virginia	School Counselor
Steele, Elizabeth	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based Leadership Team will conduct meetings monthly to discuss performance assessment data results generated by students, teachers and grade levels. Furthermore, the key questions and responses are discussed and shared with all stakeholders impacting instruction and interventions. Response to Intervention is a general education initiative in which the levels of support are allocated in direct proportion to student's needs. RtI uses progressively more intense instruction and interventions.

Leonard Torres, Principal - Ensures that the school-based leadership team is implementing instructional programs with fidelity and conducts assessment of skills of staff. He provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with parents regarding progressive discipline plans and progress monitoring.

Mary Garrastazu, Assistant Principal - Participates in collection, interpretation, and analysis of data; facilitates development of of the School Improvement Plan, and provides professional development and technical assistance to teachers regarding data based instructional planning, monitors intervention plans; provides support for teachers including data collection, data analysis, and intervention planning. Oversees the Math and Social Studies departments.

Cortnye Arce, Assistant Principal- ensures testing is done with fidelity and provides guidance on the literacy plan. Oversees documentation of attendance records, truancy, discipline and internal audits.Oversees the Science and Language Arts departments.

Neyda Guerra, Language Arts/Reading Chairperson - Provides guidance on K-12 reading plan. Facilitates and supports i-Ready data Collection and monitors activitiy. Provide professional development and technical assistance to teachers regarding database instructional programs and provides support for assessment and implementation monitoring. He provides information about core instruction, participates in student data collection.

Ronald Landrum, Mathematics Chairperson and Professional Development Liaison - Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provide development and technical assistance to teachers regarding data-based instructional programs. Develops, leads, and evaluates school math core content standards. Participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Phyllis Morris, Science Chairperson - Develops, leads, and evaluates school science core content standards. participates in the design and delivery of professional development; and provides support for assessment and program implementation. She provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement interventions.

Francisco Someillan - Social Studies Chairperson - Develops, leads, and evaluates school social studies core standards, participates in the design and delivery of professional development; and provides support for assessment and monitoring.

Sheryl Henderson - Develops, leads, and evaluates school elective course standards. Participates in the design and delivery of professional development; and provides support for assessment, implementation monitoring.

Maba Dominguez - Program Specialist/SPED Chairperson: Participates in student data collection, and collaborates with general education teachers through such activities as co-teaching, inclusion, and mainstreaming students into courses they can be successful on their own without support. Participates in collection, interpretation, and analysis of data. Ensures the appropriate placement of students in their appropriate exceptionality, as well as scheduling them into classes indicated on their IEP's. Facilitates development of intervention plans, provides support for intervention fidelity and documentation, and makes appropriate changes to schedules as data provides additional information on student's progress or lack of. Provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Participates in student data collection and collaborates with SPED and general education teachers through such activities as co-teaching, inclusion, and mainstreaming. She ensures that all SWD students are scheduled in compliance with their IEP's.

Nilba Linares-ESOL Department Chairperson – Provides expertise in support of students' academic performance and progress. Participates in data collection and interventions when needed. Provided information related to Professional Development

Virginia Valdes, Student Services Chairperson / Test Chairperson - Provides expertise in support of students' academic performance and progress, emotional and behavioral development, and career choices and social success. She also provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and
families to support the child's needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based Leadership Team will conduct meetings once a month to discuss performance assessment data results generated by students, teachers and grade levels. Furthermore, the key questions and responses are discussed and shared with all stakeholders impacting instruction and interventions. RtI is a general education initiative in which the levels of support are allocated in direct proportion to student's needs. RtI uses progressively more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavior support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and behaviorally. This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful.

Title I, Part A Palm Springs Middle School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Department Chairs collaborate with their teachers to lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met where applicable. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D
Palm Springs Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs

Title II
Palm Springs Middle School uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
The Professional Development focuses on Professional Learning Communities (PLC) development and facilitation and best practices.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Palm Springs Middle School's Homeless Liaison provides training for the school's registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings

and task forces as it relates to homeless children and youth.
The school registrar ensures appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
Palm Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Leonard Torres	Principal
Mary Garrastazu	Teacher
Neyda Guerra-Ulloa	Teacher
Phyllis Morris	Teacher
Jacqueline Acosta	Teacher
Yolanda Acevedo	Teacher
Catherine Hanus-Zank	Business/Community
Sheryl Henderson	Teacher
Rita Hernandez	Education Support Employee
Anthony Miranda	Student
Samantha Luzardo	Student
Aylen Miranda	Parent
Alex Zuccaro	Business/Community
Robert Lopez	Business/Community
Natalie Gonzalez	Teacher
Noralis Franco	Parent
Clarisa Roque	Parent
Leticia Alfonso	Parent
Massie Alvarez	Parent
Danielle Gonzalez	Student
Monica Puyo	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC team met several times throughout the first six weeks of school in order to compare actual outcomes on the 2015-2016 FSA/EOC/FAA to our expected outcomes. The team actively debated and discussed the efficacy of each intervention and strategy implemented last school year in comparison with actual percentage point gains or losses on the FSA/EOC/FAA. SAC team members brain-stormed ways to improve learner outcomes this year. The team concluded that perhaps fewer interventions managed with greater fidelity would produce the desired learner outcomes. All stakeholders were apprised of the process of evaluating last years goals and interventions in tandem with our current results . Data was thoroughly reviewed at both faculty and department meetings so that all SAC and faculty members are conversant with data trends.

b. Development of this school improvement plan

The SIP is continually reviewed and fine-tuned by member s of the SAC. Members speak to stake-holders -- teachers, parents, and students-- to gather information about the success of interventions and strategies implemented in the SIP. Accordingly, recommendations for changes are made to the SIP writing committee. After these updates are completed, the SAC revisits the SIP. This is an on-going and collegial process.

c. Preparation of the school's annual budget and plan

The Leadership and the SAC teams worked collaboratively to assess anticipated needs for the 2016-2017 school year. The principal provided candid feedback about the budget and all decisions which directly impacted student learning and the classroom.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We utilize school improvement funds to enhance student learning by providing incentives for students during the FSA. $2999.00 was allocated to the principals fund for student incentives.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Torres, Leonard	Principal
Garrastazu, Mary	Assistant Principal
Arce, Cortnye	Assistant Principal
Rhodes, Rachael	Teacher, K-12
Morris, Phyllis	Teacher, K-12
Someillan, Francisco	Teacher, K-12
Guerra, Neyda	Teacher, K-12
Landrum, Rhett	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The main focus with the Literacy Leadership Team for the 2016-2017 school year will be a more concentrated effort to utilize data for effective planning of instruction. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on teacher feedback and data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Specific goals for the LLT this year encompass the following:
• Implement the I-Ready Curriculum through Language Arts Classes and utilize data reports for feedback to drive collaborative planning and data driven instruction.
• Implement CRISS strategies across the curriculum with graphic organizers.
• Create and implement a literacy partnership among students, parents and teachers through the use of the iReady Program.
• Design a book fair to increase school wide and community literacy.

• Assign Summer 2016 Reading projects that will be incorporated into each student's grade through Language Arts at the beginning of the 2016-2017 school year.
• Implement a school wide writing approach by providing Claim, Evidence, Reasoning and Daily Editing.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers at Palm Springs Middle participate in ongoing professional development through their departments as well as through professional development work days. They took part in a survey that determined the specific PD needs of the staff. Their feedback was used in the development of a school wide professional development action plan. In addition, teachers meet every Thursday to plan collaboratively using the district's curriculum support personnel's recommended common planning protocol. Some classrooms incorporate a co-teaching model that also encourages positive behavior relationships between teachers.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Palm Springs Middle School ensures teachers remain Highly Qualified by offering school site Professional Development throughout the year, as well as, opportunities to attend District trainings. Lesson studies are implemented throughout the school year and common planning is provided when applicable. The Administration is responsible for retaining highly qualified teachers and personnel.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired up with a mentor teacher who is MINT certified and has the skills and knowledge of the same content area, as well as, strong interpersonal skills. The two educators meet on a monthly basis and the administration provides time for peer observation. The Assistant Principal is responsible for planning these activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Palm Springs Middle School follows the Florida Standards which are reflected in the District Pacing Guide. All classroom resources are state adopted, aligned and current with the demands of the Florida Standards Assessment. In addition, ongoing administrative walkthroughs are implemented to ensure accountability and fidelity to the instructional program.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers plan collaboratively and utilize all available student performance data (FSA, FAA, EOC, and i-Ready) for lesson planning that incorporates a variety of learning styles. Differentiated Instruction is used within the Gradual Release Model to deliver instruction on the standards while addressing the needs of students performing at a variety of levels.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 7,000

Palm Springs Middle School offers before and after-school tutoring on a daily basis throughout the school year. Instruction is provided for students of all grade levels in the core content areas to assist in the understanding of current concepts and skills.

Strategy Rationale

Research indicates that students are more likely to succeed when the student-teacher ratio decreases. One to one tutoring or small group instruction is more conducive to increasing academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garrastazu, Mary, garrastazu@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed throughout the school year in an effort to adjust the school's academic goals and target strategies. Teachers collaborate during common planning time to assess the areas that require reteaching.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Palm Springs Middle School teachers not only plan collaboratively by interdisciplinary grade levels, but they also plan for vertical alignment by subject areas. Through this process, teachers prioritize on a regular basis as to what their students should have mastered by the time they are promoted to the next grade level. For incoming cohorts, Palm Springs Middle School invites feeder schools to an articulation showcase that includes transitioning strategies and expectations. Outgoing cohorts meet with their future school's counseling teams and administrators to prepare for their transition. Additionally, Magnet programs have the opportunity to present their curriculum and have students engage with school personnel.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our student services department holds frequent meetings with all of our students to review their academic progress, high school application processes, and career-aligned goals. Student progress is monitored by teachers at weekly grade-level team meetings. Teachers, counselors, and administrators work together to help students select courses and plan for their futures. Furthermore, area magnet and high schools hold information sessions throughout the year to apprise students of opportunities for high school and beyond. We also work closely with our Dade partner, Miami-Dade College. Staff from Miami-Dade's financial aid office works with parents to begin financial planning for college. Our students also visit Miami-Dade's north campus to explore various career and academic opportunities. Also, our 8th grade students take the PSAT 8-9 so that their score reports will create the beginning of their pathway to college preparation.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Our school offers a variety of elective courses that prepare students for high school and the real world. Under the umbrella of sound engineering our magnet students explore a plethora of courses in the field of multimedia and technology. Furthermore, we offer an accelerated curriculum that includes high school courses such as: Algebra I Honors, Geometry Honors, Physical Science Honors, and Spanish II. Additionally, our students participate in the iPrep mathematics program in the 6th grade.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Palm Springs Middle School launched a Multimedia Entertainment Technology Magnet two years ago that combines web technology, graphic design and digital media with sound design, web technologies and audio recording and production to explore career choices in the world of entertainment. Students create state of the art work using industry standard applications that enable them to express their individual creativity. They experience the fields of sound engineering and emerging technologies that help shape our digital world.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is improved then student achievement will increase at Palm Springs Middle School.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved then student achievement will increase at Palm Springs Middle School.

`1a`

🔍 G087533

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	76.0
AMO Reading - African American	65.0
AMO Math - African American	57.0
AMO Math - Hispanic	76.0
AMO Reading - ELL	62.0
AMO Math - White	75.0
AMO Math - ELL	70.0
AMO Math - ED	76.0
AMO Math - SWD	63.0

Targeted Barriers to Achieving the Goal `3`

- There is a need for teacher and student to gain expertise on the use of digital technology

Resources Available to Help Reduce or Eliminate the Barriers `2`

- * HLAP-Home Language Assistance program * Promethean Boards in every classroom * Collaborative planning time * Middle School Enrichment Program before and after school * Ongoing embedded professional development *Collaborative Planning by departments * Ongoing consultation and collaboration by student services department * District Pacing Guides * GIZMOS * ELL Tutoring Academy * Teen Biz *Unique Learning * Imagine learning * iReady * Parent Resource Center * Miami-Dade College * Dade Partners * SECME * Item Specifications for LAFS, MAFS, Civics * Unwrapping the Benchmark Protocols

Plan to Monitor Progress Toward G1. `8`

The successful implementation of each action step will increase student achievement and digital fluency across all content areas.

Person Responsible

Cortnye Arce

Schedule

Daily, from 8/24/2016 to 6/7/2017

Evidence of Completion

I-ready assessments, topic tests, and district assessments will be monitored for learning gains.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is improved then student achievement will increase at Palm Springs Middle School. 1

🔑 G087533

G1.B1 There is a need for teacher and student to gain expertise on the use of digital technology 2

🔑 B232697

G1.B1.S1 Implement effective ongoing collaborative planning across the content areas to share best practices in the use of technology during the planning phases of instruction as well as in the classroom and at home. 4

🔑 S245623

Strategy Rationale

Collaborative planning will allow teachers to plan for and deliver instruction that is based on the Florida standards and/or specific course benchmarks while using technology to analyze data, interpret data, and differentiate based on student needs. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Teachers will use student data to understand strengths and weaknesses and to identify clear and accessible future instructional paths.

Action Step 1 5

Collaborative planning will focus on ongoing data analysis made available through technology software and research-based programs.

Person Responsible

Leonard Torres

Schedule

Annually, from 8/16/2016 to 6/7/2017

Evidence of Completion

The Master Schedule

Action Step 2 5

Collaborative planning sessions will focus on learning targets, process, and student culminating products on the skills and/or concepts learned during the lesson. Collaborative planning protocol will include analysis of student work samples an student data to maximize the effectiveness of the lesson plans.

Person Responsible

Mary Garrastazu

Schedule

Weekly, from 8/16/2016 to 6/7/2017

Evidence of Completion

A variety of sample unit lesson plans across the core disciplines and grade levels.

Action Step 3 5

Teachers will incorporate vocabulary strategies including the use of content specific terminology, as well as, academic vocabulary with an emphasis on depth of knowledge.

Person Responsible

Cortnye Arce

Schedule

Weekly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Avariety of sample unit lesson plans across the core disciplines and grade levels. sample student work, corrective feedback, and word walls.

Action Step 4 5

In order to improve instruction across the disciplines, teachers will observe colleagues to adapt best practices within their classrooms.

Person Responsible

Mary Garrastazu

Schedule

Semiannually, from 8/16/2016 to 6/7/2017

Evidence of Completion

Administrative walkthroughs

Action Step 5 `5`

Administrative team will conduct ongoing walkthroughs to observe the implementation of the Universal Design Lessons created during common planning.

Person Responsible

Leonard Torres

Schedule

Weekly, from 8/23/2016 to 6/7/2017

Evidence of Completion

Teacher observations, teacher lesson plans, student work, walk-through logs

Action Step 6 `5`

Based on walk-throughs, the administrative team will assign support personnel to provide resources as needed as available through school-site leadership team and region support staff.

Person Responsible

Leonard Torres

Schedule

Quarterly, from 8/23/2016 to 6/7/2017

Evidence of Completion

Walkthrough notes and follow-up observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrative team will conduct walk-throughs to check lesson plans, use of technology in the classroom, data collected, and implementation of lessons created during the common planning sessions.

Person Responsible

Mary Garrastazu

Schedule

Weekly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Teacher observations, teacher lesson plans, student work, classroom walk-through logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Through the use of technology, data will be disaggregated frequently throughout the school year to validate the effectiveness of our collaborative planning efforts and encourage a more universal design for learning.

Person Responsible

Mary Garrastazu

Schedule

Monthly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Data from iready assessments, topic tests, iReady, and district assessments will be collected to monitor the effectivenss of the action step.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M331225	The successful implementation of each action step will increase student achievement and digital...	Arce, Cortnye	8/24/2016	I-ready assessments, topic tests, and district assessments will be monitored for learning gains.	6/7/2017 daily
G1.B1.S1.MA1 M331219	Through the use of technology, data will be disaggregated frequently throughout the school year to...	Garrastazu, Mary	8/24/2016	Data from iready assessments, topic tests, iReady, and district assessments will be collected to monitor the effectivenss of the action step.	6/7/2017 monthly
G1.B1.S1.MA1 M331220	Administrative team will conduct walk-throughs to check lesson plans, use of technology in the...	Garrastazu, Mary	8/24/2016	Teacher observations, teacher lesson plans, student work, classroom walk-through logs	6/7/2017 weekly
G1.B1.S1.A1 A318040	Collaborative planning will focus on ongoing data analysis made available through technology...	Torres, Leonard	8/16/2016	The Master Schedule	6/7/2017 annually
G1.B1.S1.A2 A318041	Collaborative planning sessions will focus on learning targets, process, and student culminating...	Garrastazu, Mary	8/16/2016	A variety of sample unit lesson plans across the core disciplines and grade levels.	6/7/2017 weekly
G1.B1.S1.A3 A318042	Teachers will incorporate vocabulary strategies including the use of content specific terminology,...	Arce, Cortnye	8/16/2016	Avariety of sample unit lesson plans across the core disciplines and grade levels. sample student work, corrective feedback, and word walls.	6/7/2017 weekly
G1.B1.S1.A4 A318043	In order to improve instruction across the disciplines, teachers will observe colleagues to adapt...	Garrastazu, Mary	8/16/2016	Administrative walkthroughs	6/7/2017 semiannually
G1.B1.S1.A5 A318044	Administrative team will conduct ongoing walkthroughs to observe the implementation of the...	Torres, Leonard	8/23/2016	Teacher observations, teacher lesson plans, student work, walk-through logs	6/7/2017 weekly
G1.B1.S1.A6 A318045	Based on walk-throughs, the administrative team will assign support personnel to provide resources...	Torres, Leonard	8/23/2016	Walkthrough notes and follow-up observations.	6/7/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is improved then student achievement will increase at Palm Springs Middle School.

G1.B1 There is a need for teacher and student to gain expertise on the use of digital technology

G1.B1.S1 Implement effective ongoing collaborative planning across the content areas to share best practices in the use of technology during the planning phases of instruction as well as in the classroom and at home.

PD Opportunity 1

Collaborative planning will focus on ongoing data analysis made available through technology software and research-based programs.

Facilitator

Principal, Assistant Principals, Counselors, Department Chaipersons and Professional Learning Support (PLST) members.

Participants

All faculty

Schedule

Annually, from 8/16/2016 to 6/7/2017

PD Opportunity 2

Collaborative planning sessions will focus on learning targets, process, and student culminating products on the skills and/or concepts learned during the lesson. Collaborative planning protocol will include analysis of student work samples an student data to maximize the effectiveness of the lesson plans.

Facilitator

School site facilitatores, Department Chairpesons and Professional Learning Support Team (PLST) members.

Participants

Teachers from all core areas.

Schedule

Weekly, from 8/16/2016 to 6/7/2017

PD Opportunity 3

In order to improve instruction across the disciplines, teachers will observe colleagues to adapt best practices within their classrooms.

Facilitator

Administrsative team

Participants

Core area teachers

Schedule

Semiannually, from 8/16/2016 to 6/7/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Collaborative planning will focus on ongoing data analysis made available through technology software and research-based programs.	$0.00
2	G1.B1.S1.A2	Collaborative planning sessions will focus on learning targets, process, and student culminating products on the skills and/or concepts learned during the lesson. Collaborative planning protocol will include analysis of student work samples an student data to maximize the effectiveness of the lesson plans.	$0.00
3	G1.B1.S1.A3	Teachers will incorporate vocabulary strategies including the use of content specific terminology, as well as, academic vocabulary with an emphasis on depth of knowledge.	$0.00
4	G1.B1.S1.A4	In order to improve instruction across the disciplines, teachers will observe colleagues to adapt best practices within their classrooms.	$0.00
5	G1.B1.S1.A5	Administrative team will conduct ongoing walkthroughs to observe the implementation of the Universal Design Lessons created during common planning.	$0.00
6	G1.B1.S1.A6	Based on walk-throughs, the administrative team will assign support personnel to provide resources as needed as available through school-site leadership team and region support staff.	$0.00
		Total:	$0.00