

Palm Springs Middle School

1560 KIRK RD, Palm Springs, FL 33406

<https://psms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2016-17 Title I School Yes	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 92%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palm Springs Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Civil government: functions and interrelationships
- History of the United States

Hispanic Heritage Celebration

World Cultures Curriculum

Multicultural Group Counseling

Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations through the single school culture program PRIDE.

-Dual Language

-Arts Program

-B2Me

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

-Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.

-Involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported in a single school culture environment.

-SWPBS (School Wide Positive Behavior System)

-Antibullying Pledge

-sensitivity to student issues (LGBT; etc.)

Positive Messages through Palm Springs Morning News.

Clubs that force positive behavior: Trio, Aspira, Girls Up

SES/BPIE

Our school will infuse the content required by Florida statutes, section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

-The school uses a people 1st language

-All students, including SWD's are given equal consideration for recognition through honors, awards and other designations offered by the school.

-All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non academic, age appropriate activities including electives, sports, dances, clubs, field trips, school plays, community service activities, and graduation activities.

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.

- Ensure teachers are trained in Classroom management strategies (appropriate district training.)
 - Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
 - Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
 - School-wide recognition system is in place;PRIDE
- PRIDE is a school wide single school culture approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all

general education contexts in accordance with BPIE.

-Positive rewards and recognition to aide in minimizing distractions.

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.

- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.-BPIE
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Care-Giving Youth, ASPIRA, TRIO);
- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- SBT- Teachers trained in collecting data for response to intervention.
- Through K-9 Companions a Facilities Dog is to join the school with the purpose of working with Intensive Readers and to assist in meeting the social-emotional needs of students within the ESE department.
- Tracking student academic and behavioral progress through computer generated reports.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
 - Create data decision rules for number of absences or OSS before referral generated to SBT
 - Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
 - Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).
- Progress Reports to Parents. Daily check on attendance by grade level offices.
 -One Voice/Parent Link
 -Discipline Dashboard; EDW, Performance Matters reports

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	40	28	55	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	34	47	47	0	0	0	0	128
Course failure in ELA or Math	0	0	0	0	0	0	28	49	38	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	0	0	0	185	245	215	0	0	0	0	645

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	43	67	78	0	0	0	0	188

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

- Parent conferences for academically struggling students and for students with behavior issues.
- Teen Engagement, Reading Plus, SAI, Just Words, iii, Tutorials, LLI, Wilson, Foundations, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Child Study Team
- Monitoring of students academic progress through common assessments and data provided by TERMS and Performance Matters.
- ESE/BPIE
- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- Monitoring attendance daily.
- Providing weekly student incentives/rewards for attending school.
- The target Wt Index for FY18 is 55.8, up from FY17 Wt Index of 52.8. The long term target is Wt Index 68.8 for FY 21.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/430878>.

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.

The school secures community and business partners to assist staff with student incentives and safety. The business partner liaison contacts specific businesses and community agencies to partner with the school for the purpose of assisting students in community involvement and achievement. The school works together with these community agencies and businesses for the benefit of student achievement and betterment.

Open house night will ensure parents receive curriculum information, Edline information and school website informatio.

- Parent conferences
- Invitation to numerous student performancesand academic presentations throughout the year

- Student Agenda Books
- Twitter, Edline, Marquee, Remind
- Open-Door policy
- AVID
- STEM
- Maker Space

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jinks, Sandra	Principal
Collin, Maribil	Assistant Principal
Vanscoy, Travis	Assistant Principal
Hartman, Dawn	School Counselor
Munnings, Annjeanette	School Counselor
Roman, Martin	School Counselor
Steffens, Lorrie	Instructional Coach
Edwards, Jeannie	Other
Predmore, Sheri	Other
Weingart, Martin	Other
Peragine, Nick	Assistant Principal
Rodriguez, Veronica	Instructional Coach
Omole, Folorunso	Instructional Coach
Sallenbach, Justin	Assistant Principal
Sineway, Alisa	Other
Perez, Alex	Other

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 Rtl Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Data collection will be collected frequently and as much data that is needed will be collected. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rtl Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student’s specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the

intervention is implemented with fidelity. Progress monitoring and formative evaluation will be used. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Rtl/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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 Rtl team provides high-quality instruction/intervention matched to student needs and uses learning rate over time and level of performance to make important educational decisions. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low and high incidence disabilities across all grades in general education and natural contexts.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation, and communication with parents regarding school-based Rtl plans and activities. General Education Teachers, as needed provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers, as needed: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach(es):

Reading/Math: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

ESOL Coordinator: Educates the team in the role native language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures and correct placement.

Student Services Personnel (Grade level administrators, guidance counselors, school police officers):

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 academic, emotional, behavioral, and social success.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer programs. Title 1 will provide two additional reading teachers, two additional math teachers, and 1 science teacher in order to support students, and tutorial services in all curricular areas. Title 1 will also provide family involvement activities that are planned to increase the amount of parental involvement at the school. Title 1 funds will be used to provide parent training for parents in order to give them skills that can assist with student achievement. Funds will support all the professional development so that we can collaborate with parents and community to help students with their academic achievement. The math coach will provide ongoing PD for math teachers. Additional funds in the budget will be used for substitutes so teachers can attend PD in their subject area.

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Alternative Education programs.

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

District Homeless Office provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Homeless Education Assistance Resource Team (HEART) informs parents, guardian, or youth of educational rights, links homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse, alerts parents/guardians/or youth of academic tutoring opportunities when available and needed, provides school supplies and, if needed, school uniforms and toiletries, coordinates district transportation services to maintain home school stability when requested and feasible, ensures free school meals, attends school-based team meetings to garner additional student supports, provides outreach services to students living in shelters, motels, and other temporary residences, assists with summer camp and summer enrichment opportunities, facilitates parental involvement specifically oriented on reaching out to parents of homeless students, assists with fees for AP, IB, and SAT/ACT testing, collaborates with other district programs and community agencies to meet additional individual needs of homeless children and youth.

HOMELESS: All homeless students are referred to SBT, and tracked. A school counselor will follow up to determine needs of homeless students on an individual basis. Teachers are notified to provide assistance with supplies as needed to homeless students.

Title I funds provide Saturday, Before, and After School Tutoring for Level 1 readers.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. The school is part of School Wide Positive Behavior Support. We will have a student ambassador who will purchase materials approved in SAC to promote a Bully Free environment through posters, books, and videos.

The Alliance for a Healthier Generation is continuing their commitment to provide training to Palm Beach County Schools through a designated school contact. We have formed a Healthy School Team and will attend district meetings and implement this great program in our school.

The community night school program offers GED preparation, English for non-English speaking adults, computer training programs, satellite programs for high school recovery credit courses, FCAT tutoring, as well a host of community interest classes.

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-8.

The school promotes single school culture through the use of PRIDE (Positive, Respect, Integrity, Dedicated, Excellence) as a positive behavior initiative.

The school also receives through Title 1: Individual school allocation, area support teams, curriculum support, and MTSS. Through Title II the school receives: area support teams, curriculum support, SIP training and support, PAR teacher support, Marzano training and online support, leadership development through Aspiring Leader's Academy, Alternative certification program, MTSS professional development. Palm Springs Middle School was selected to participate in Demonstration for Rigor Initiative from Marzano. Content (core) teachers are involved in 60 hours of training. Following IEP process upon annual review each student is considered for their least restrictive environment. When possible, inclusive programming is considered first as least restrictive environment. This will be implemented with appropriate accommodations/modifications to general ed curriculum and through the use of access points.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alex Perez	Teacher
Sandy Jinks	Principal
Tate Rowan	Teacher
Jennifer Lucas	Teacher
Mary Johnson	Teacher
Claudette Otero	Parent
Luis Gonzalez	Student
Jasmine Standifer	Teacher
Brenda Caldwell	Education Support Employee
Jaqeisha Higgins	Student
Yoleysi Cruz	Parent
Clara Gutierrez	Parent
Monica Salinas	Parent
Marion Breary	Business/Community
Marisol Sampley	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

School Improvement Plan (SIP) is presented to SAC members to review, discuss and make recommendations. Recommendations in the form of suggestions at the meeting are compiled in our minutes and referred to the appropriate committee members to make any changes in the SIP. The SIP is also discussed throughout the year and that input is used to help make tangible changes to the following years SIP.

b. Development of this school improvement plan

The SAC is very actively involved in the development of the SIP. At every meeting, data is shared that shows the school's progress towards learning goals. Strategies are discussed and updated to reflect modifications throughout the year. Members provide input and suggested strategies based on the continuous provision of learning data. Recently, focus on developing goals and strategies have been more focused on research based strategies. Rather than scores of strategies with only anecdotal belief in efficacy, the SAC has asked that strategies be shown to be best practices. The result of the SAC's involvement has been to reduce the number of interventions, but are believed to be of proven effectiveness. This year, SAC members are getting involved at a hands-on level, choosing to volunteer their time and experience to assist staff in specific SIP goals, rather than simply suggesting strategies. This creates a greater level of ownership and accountability by the SAC members.

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

Mrs. Jinks presented budgetary projections for the schools annual budget. It was noted that most of the budgetary line items are earmarked for certain things and that there is very little leeway in budgetary spending. The majority of Title 1 funds went to teaching positions with the rest going toward parental involvement.

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

In the last year (2016-2017) the school had a source of revenue assigned to school improvement through the SAC in the amount of \$2,205. In-kind donations and personal contributions to the school, designated for school improvement, will fund each project included in the plan, and are always welcome. During FY 20017, \$1500 in funds were distributed for SECME training.

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.

The 2017-2018 SAC committee has taken the following measures in an effort to gain compliance:

- * Announcement was made during open house encouraging SAC membership
- * Teachers compiled sign-in sheets from parents attending open house. Parents indicated if they were interested in joining SAC
- * We are organizing an effort to contact all parents that stated they were interested in joining SAC
- * Business partner coordinator has been in contact with local business partners to ensure member participation on SAC
- * Based on the parties and individuals interested in joining SAC through these efforts and others, the voting membership will be created in an effort to meet compliance demographic compliance.

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
Edwards, Jeannie	Other
Steffens, Lorrie	Instructional Coach
Jinks, Sandra	Principal
Weingart, Martin	Other
Rodriguez, Veronica	Teacher, K-12
Gosa, Ray	Teacher, K-12
Omole, Folorunso	Instructional Coach
Perez, Alex	Other
Simpson, Sari	Teacher, K-12
Ramirez, Rossian	Teacher, K-12

b. Duties

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

The school implements before and after school literacy activities. These include literacy activities through technology, reading, writing, and graphics. Reading Counts is used to monitor student reading as well as to provide incentives for reading.

This group of professionals is comprised of leaders in literacy. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Our school quote is:

Arts really help students reach achievement goals. Our school is a demonstration school for rigor where rigorous instruction is expected for all.

ESE/BPIE

-Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

-Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and are monitored regularly by school administrators.

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

The school staff creates a community in which each member has a voice and a means to implement new ideas and strategies within and across the curricula. Principal Jinks has proven herself to be an effective and inspirational leader who promotes a fair and equitable working environment. Support is provided to assist teachers with lesson planning, classroom management, and assessment interpretation. Teachers receive support through fellow teachers as well as administrative support. Teachers have common plannings so that all standards-based instruction is aligned in every content and grade. Teachers are asked to choose a peer partner for growth and support through the demonstration schools for rigor initiative. Specialized professional development from Learning Sciences International.

ESE/BPIE

-School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

New teachers observe veteran teachers with a specific focus for each observation made. Mentor teachers also model lessons for new teachers. Teachers attend CHAMPS and TIPS training as needed. There are currently no teachers in need of the teacher mentoring program.

ESP, the program of support and induction for first year teachers is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Instructional programs and materials are used to teach instructional standards required of the given course. Course standards are unpacked and aligned with the materials used to instruct student learning.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

STEM is implemented throughout all courses at the school. Students receive specific lessons focusing on how STEM applies to the course content. This hands-on method assists students with learning content as well as stimulates interest in the material being presented.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards (Performance Matters, Diagnostic)
- Monitoring progress at the class and grade level during Professional Learning Community Meetings
- Conducting data chats with students
 - Data chats with teachers
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing Process and Strategy charts for reminders of teaching

ESE/BPIE

- Strategic Instructional Model is used in Learning Strategies classrooms.
- Integrating accommodations into lesson plans
- Universal design for learning

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: After School Program

Minutes added to school year: 6,000

Students receive instruction through the after school program in core academic subjects four days per week. In addition, students enrolled in algebra receive additional instruction two days per week through the after school program. ESOL students receive additional instruction through Project Read two days per week during the after school program.

Strategy Rationale

Students are provided additional instruction in academic areas of concern through the after school program.

It is through additional instruction that gaps in knowledge may be closed to enhance comprehension.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jinks, Sandra, sandy.jinks@palmbeachschools.org

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

Teacher and Student Surveys, pupil progression, and standardized test scores are used to determine the effectiveness of the After School Program.

Strategy: Weekend Program

Minutes added to school year: 6,000

Palm Springs Community Middle School utilizes the Saturday Moving Up and Writing Academy program to provide additional instruction in Reading, Writing, and Math to students.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Teacher and Student Surveys, pupil progression, and FCAT scores are used to determine the effectiveness of the After School Program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

Palm Springs Community Middle School promotes academic and career planning in a manner consistent with engaging students in developing a personally meaningful course of study so they can achieve goals they have set for themselves. Connections to real world tasks are evident through the activities completed in CCC courses. Assignments are created to be personally meaningful to students through the use of presentation applications, word processing, and other tasks relevant to real world situations. Civics classes all have career awareness built in through ePep. The AVID Program is specifically designed to guide students in college and career awareness.

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

Palm Springs Community Middle School provides access to Computing for College and Careers courses. These courses educate students in the fundamental skills required for today's business and academic environments. Students learn to complete tasks they will use in the exploration of databases, the internet, spreadsheets, presentation applications, word processing, and other tasks necessary to meet industry standards.

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

Upon viewing the High School Feedback Reports related to the schools in which we feed students, it is evident that reading proficiency must be increased. It is through connecting student learning tasks to real world situations that students are able to assess the relevance of a task. Student performance levels increase when tasks are relevant. College and Career courses and their highly real world relevant tasks will assist with increasing student achievement.

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.

- Adding a strategies class
- School based team review and provide assistance to specific students as needed
- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

-EPEP

AVID is a college readiness program implemented school-wide to assist students with organizational skills as well as college readiness skills.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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 we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

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 we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094951

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.8
FSA Mathematics Achievement	68.8
High School Readiness	68.8
FSA ELA Achievement	55.8
FSA Mathematics Achievement	55.8
High School Readiness	55.8

Targeted Barriers to Achieving the Goal 3

- Parents have limited knowledge of academics
- Students lack foundational skills and have experience summer slide
- Understanding of the standards and implementing best practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic coaches
- IXL, Reading Plus, Teengagement, Just Words
- Technology - Chromebooks, iPads
- Marzano framework for instructional model

Plan to Monitor Progress Toward G1. 8

Performance Matters Reports

Person Responsible

Jeannie Edwards

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Unify Report Printed

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 we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G094951

G1.B1 Parents have limited knowledge of academics 2

B255495

G1.B1.S1 Align new and existing community and parent partnerships. Conduct parent meeting nights to support academics at home. 4

S270008

Strategy Rationale

Provide parents with skills to support students' learning at home.

Action Step 1 5

Parent trainings will be provide in the content areas focusing on targeted skills by grade level.

Person Responsible

Dawn Hartman

Schedule

Triannually, from 10/25/2017 to 2/28/2018

Evidence of Completion

Flyers, call outs, Marquee messages, agendas, sign-ins, evaluations

Action Step 2 5

Staff will provide parents with strategies specific to reading and math during Title One Nights for each grade level.

Person Responsible

Maribil Collin

Schedule

On 10/6/2017

Evidence of Completion

NA

Action Step 3 5

Increase daily parent communication by using student agendas

Person Responsible

Maribil Collin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

NA

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

Surveys, meeting agendas,

Person Responsible

Maribil Collin

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Parent Sign-in sheets, agendas, invitations

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

surveys, agendas

Person Responsible

Maribil Collin

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

parent sign-in sheets, agendas

G1.B2 Students lack foundational skills and have experience summer slide **2**

 B255496

G1.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. **4**

 S270009

Strategy Rationale

To provide students with additional support needed to be successful in class.

Action Step 1 **5**

The Math Resource Teacher (Folorunso Omole)

Person Responsible

Folorunso Omole

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedules, roster of students, lesson plans, IXL reports

Action Step 2 **5**

The STEM Science Teacher will provide hands-on instruction Science instruction in STEM classes.

Person Responsible

Heather Magill

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, roster of students, lesson plans, data specific to students in Science classes, Student presentations and challenges to parents and community.

Action Step 3 5

The Reading Resource Teacher (Veronica Rodriguez) will provide specific, differentiated resources based on data for more intensive work. The Reading Resource Teacher will assist teachers with identifying students for tutoring.

Person Responsible

Veronica Rodriguez

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, roster of students, lesson plans

Action Step 4 5

The Math Teacher will teach intensive classes.

Person Responsible

Folorunso Omole

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, roster of students, lesson plans

Action Step 5 5

The Reading Teacher will teach intensive reading classes.

Person Responsible

Veronica Rodriguez

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, roster of students, lesson plans

Action Step 6 5

Provide afterschool and Saturday tutorial for students based on teacher recommendation, students not reading on grade level, and data.

Person Responsible

Sean Ashworth

Schedule

Weekly, from 12/1/2017 to 4/13/2018

Evidence of Completion

Schedule, roster of students, lesson plans, data reports

Action Step 7 5

Extra periods will be used to supplement math instruction for Level 1 & 2 students with a focus on ELL.

Person Responsible

Alisa Sineway

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, roster of students, lesson plans, data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure instructional programs are implemented with fidelity and serving the targeted audience.

Person Responsible

Maribil Collin

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaches logs, lesson plans, and rosters, monitoring students, FSQ, USA, Grades

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Assessment data analyzed

Person Responsible

Jeannie Edwards

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Unify reports, EDW reports.

G1.B5 Understanding of the standards and implementing best practices **2**

 B255499

G1.B5.S1 Develop the capacity to deliver effective instruction. **4**

 S270010

Strategy Rationale

Continue providing support for the standards

Action Step 1 **5**

The Math Coach (F. Omole) will support district initiatives and monitor student performance that will assist with implementing best practices to ensure maximum student achievement.

Person Responsible

Folorunso Omole

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, coach's log, notes from meetings with teachers

Action Step 2 **5**

The Reading Coach (Veronica Rodriguez) will support district initiatives and monitor student performance that will assist with implementing best practices to ensure maximum student achievement.

Person Responsible

Veronica Rodriguez

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, coach's log, notes from meetings with teachers

Action Step 3 5

The PLC facilitator will manage PLC meetings to ensure staff understand data to understanding the standards

Person Responsible

Jeannie Edwards

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC meeting agendas, sign-ins, minutes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Attend PLC meetings; Review Coaches logs

Person Responsible

Sandra Jinks

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaches logs; PLC Agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitor student progress.

Person Responsible

Jeannie Edwards

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

EDW reports; Unify Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A361139	Staff will provide parents with strategies specific to reading and math during Title One Nights for...	Collin, Maribil	9/28/2017	NA	10/6/2017 one-time
G1.B1.S1.A1 A361138	Parent trainings will be provide in the content areas focusing on targeted skills by grade level.	Hartman, Dawn	10/25/2017	Flyers, call outs, Marquee messages, agendas, sign-ins, evaluations	2/28/2018 triannually
G1.B2.S1.A6 A361146	Provide afterschool and Saturday tutorial for students based on teacher recommendation, students...	Ashworth, Sean	12/1/2017	Schedule, roster of students, lesson plans, data reports	4/13/2018 weekly
G1.MA1 M385816	Performance Matters Reports	Edwards, Jeannie	9/4/2017	Unify Report Printed	5/25/2018 monthly
G1.B1.S1.MA1 M385810	surveys, agendas	Collin, Maribil	9/4/2017	parent sign-in sheets, agendas	5/25/2018 monthly
G1.B1.S1.MA1 M385811	Surveys, meeting agendas,	Collin, Maribil	9/1/2017	Parent Sign-in sheets, agendas, invitations	5/25/2018 monthly
G1.B1.S1.A3 A361140	Increase daily parent communication by using student agendas	Collin, Maribil	8/14/2017	NA	6/1/2018 daily
G1.B2.S1.MA1 M385812	Assessment data analyzed	Edwards, Jeannie	8/14/2017	Unify reports, EDW reports.	6/1/2018 monthly
G1.B2.S1.MA1 M385813	Ensure instructional programs are implemented with fidelity and serving the targeted audience.	Collin, Maribil	8/14/2017	Coaches logs, lesson plans, and rosters, monitoring students, FSQ, USA, Grades	6/1/2018 monthly
G1.B2.S1.A1 A361141	The Math Resource Teacher (Folorunso Omole)	Omole, Folorunso	8/14/2017	Schedules, roster of students, lesson plans, IXL reports	6/1/2018 daily
G1.B2.S1.A2 A361142	The STEM Science Teacher will provide hands-on instruction Science instruction in STEM classes.	Magill, Heather	8/14/2017	Schedule, roster of students, lesson plans, data specific to students in Science classes, Student presentations and challenges to parents and community.	6/1/2018 daily
G1.B2.S1.A3 A361143	The Reading Resource Teacher (Veronica Rodriguez) will provide specific, differentiated resources...	Rodriguez, Veronica	8/14/2017	Schedule, roster of students, lesson plans	6/1/2018 biweekly
G1.B2.S1.A4 A361144	The Math Teacher will teach intensive classes.	Omole, Folorunso	8/14/2017	Schedule, roster of students, lesson plans	6/1/2018 daily
G1.B2.S1.A5 A361145	The Reading Teacher will teach intensive reading classes.	Rodriguez, Veronica	8/14/2017	Schedule, roster of students, lesson plans	6/1/2018 daily
G1.B2.S1.A7 A361147	Extra periods will be used to supplement math instruction for Level 1 & 2 students with a focus on...	Sineway, Alisa	8/14/2017	Schedule, roster of students, lesson plans, data reports	6/1/2018 daily
G1.B5.S1.MA1 M385814	Monitor student progress.	Edwards, Jeannie	8/14/2017	EDW reports; Unify Reports	6/1/2018 monthly
G1.B5.S1.MA1 M385815	Attend PLC meetings; Review Coaches logs	Jinks, Sandra	8/14/2017	Coaches logs; PLC Agendas	6/1/2018 weekly
G1.B5.S1.A1 A361148	The Math Coach (F. Omole) will support district initiatives and monitor student performance that...	Omole, Folorunso	8/14/2017	Schedule, coach's log, notes from meetings with teachers	6/1/2018 daily
G1.B5.S1.A2 A361149	The Reading Coach (Veronica Rodriguez) will support district initiatives and monitor student...	Rodriguez, Veronica	8/14/2017	Schedule, coach's log, notes from meetings with teachers	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A3  A361150	The PLC facilitator will manage PLC meetings to ensure staff understand data to understanding the...	Edwards, Jeannie	8/14/2017	PLC meeting agendas, sign-ins, minutes	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B5 Understanding of the standards and implementing best practices

G1.B5.S1 Develop the capacity to deliver effective instruction.

PD Opportunity 1

The Math Coach (F. Omole) will support district initiatives and monitor student performance that will assist with implementing best practices to ensure maximum student achievement.

Facilitator

Folorunso Omole

Participants

All grades 6 - 8 math teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 2

The Reading Coach (Veronica Rodriguez) will support district initiatives and monitor student performance that will assist with implementing best practices to ensure maximum student achievement.

Facilitator

Veronica Rodriguez

Participants

All Reading and LA teachers, 6th & 8th grade Social Studies, and 7th grade Science

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 3

The PLC facilitator will manage PLC meetings to ensure staff understand data to understanding the standards

Facilitator

Jeannie Edwards

Participants

All content area teachers grades 6 - 8

Schedule

Daily, from 8/14/2017 to 6/1/2018

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	Parent trainings will be provide in the content areas focusing on targeted skills by grade level.	\$0.00
2	G1.B1.S1.A2	Staff will provide parents with strategies specific to reading and math during Title One Nights for each grade level.	\$0.00
3	G1.B1.S1.A3	Increase daily parent communication by using student agendas	\$0.00
4	G1.B2.S1.A1	The Math Resource Teacher (Folorunso Omole)	\$0.00
5	G1.B2.S1.A2	The STEM Science Teacher will provide hands-on instruction Science instruction in STEM classes.	\$0.00
6	G1.B2.S1.A3	The Reading Resource Teacher (Veronica Rodriguez) will provide specific, differentiated resources based on data for more intensive work. The Reading Resource Teacher will assist teachers with identifying students for tutoring.	\$0.00
7	G1.B2.S1.A4	The Math Teacher will teach intensive classes.	\$0.00
8	G1.B2.S1.A5	The Reading Teacher will teach intensive reading classes.	\$0.00
9	G1.B2.S1.A6	Provide afterschool and Saturday tutorial for students based on teacher recommendation, students not reading on grade level, and data.	\$0.00
10	G1.B2.S1.A7	Extra periods will be used to supplement math instruction for Level 1 & 2 students with a focus on ELL.	\$0.00
11	G1.B5.S1.A1	The Math Coach (F. Omole) will support district initiatives and monitor student performance that will assist with implementing best practices to ensure maximum student achievement.	\$0.00
12	G1.B5.S1.A2	The Reading Coach (Veronica Rodriguez) will support district initiatives and monitor student performance that will assist with implementing best practices to ensure maximum student achievement.	\$0.00
13	G1.B5.S1.A3	The PLC facilitator will manage PLC meetings to ensure staff understand data to understanding the standards	\$0.00
Total:			\$0.00