Palm Springs Middle School

2020-21 Schoolwide Improvement Plan

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Palm Springs Middle School

1560 KIRK RD, Palm Springs, FL 33406

https://psms.palmbeachschools.org

Demographics

Principal: Pamela Mcdonnough

Start Date for this Principal: 8/1/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: C (53%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

School Board Approval

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SIP Authority

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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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Jinks, Sandra	Principal	The principal provides strategic direction in the school system. Principals develop standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities.
Vanscoy, Travis	Assistant Principal	The assistant principal provides strategic direction within the school. The assistant principal enforces the standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, gives input on revising policies and procedures, assists with administering the budget, evaluates staff, and assists with overseeing facilities.
Munnings, Annjeanette	School Counselor	The guidance counselor assists and advises students about academic and personal decisions. They provide private counseling to students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. The guidance counselor also assists with motivating student achievement.
Roman, Martin	School Counselor	The 8th grade school counselor assists and advises 8th grade students about academic and personal decisions. They provide private counseling to students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. The guidance counselor also assists with motivating 8th grade student achievement.
Steffens, Lorrie	Instructional Media	The media specialist is responsible for maintaining the library, book check-out, assisting students and teachers with technology and research. She also promotes Reading Plus and Reading Counts through a morning program and rewards system. She maintains the maker-space in support of STEM.
Edwards, Jeannie	Other	The LTF is responsible for meeting with teachers on a regular basis to analyze student scores and curriculum decisions. She leads teachers in lesson planning decisions based on student performance and student needs.
Predmore, Sheri	Other	The ESE Coordinator is responsible for scheduling and conducting change of placements, eligibility staffing's, and Individual Education Plan (IEP) meetings. She supports ESE students through academic/behavioral concerns. She motivates students to learn through STEM projects.
Weingart, Martin	Other	The Choice Coordinator will be charged with managing admittance into the School Choice Programs and maintaining the integrity of the choice programs offered. He will also be charged with overseeing the schedules and grades of students enrolled in the program.

Name	Title	Job Duties and Responsibilities
Peragine, Nick	Assistant Principal	The assistant principal provides strategic direction within the school. The assistant principal enforces the standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, gives input on revising policies and procedures, assists with administering the budget, evaluates staff, and assists with overseeing facilities. Mr. Peragine oversees the eighth grade.
Omole, Folorunso	Instructional Coach	The math coach collaborates with students to help them develop and achieve academic and career goals by helping them cultivate good study habits, preparing for exams, and evaluating student progress. The math coach works closely with math teachers to ensure differentiation and adherence to the standards. He also provides support to teachers. He breaks down the standards to assist with student comprehension.
Sineway, Alisa	Other	The ESOL Coordinator provides direct service to students, consults with other professionals, consults and discusses issues with parents, plans, delivers, and evaluates instructional outcomes, and conducts the research needed to perform the essential functions of the position. She determines the correct placement of ESOL students. She continually monitors and re-evaluates ESOL students for their achievement levels.
Perez, Alex	Assistant Principal	The assistant principal provides strategic direction within the school. The assistant principal enforces the standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, gives input on revising policies and procedures, assists with administering the budget, evaluates staff, and assists with overseeing facilities. Mr. Perez oversees the 6th grade.
Ashworth, Sean	Assistant Principal	The assistant principal enforces attendance rules, meets with parents to discuss student behavioral or learning problems, observes teachers and evaluates learning materials to determine areas where improvement is needed. He also oversees building services and the community school. He makes sure the building is conducive to learning- ie, temperature, furniture, safety.
Iznaga, Oleydis	School Counselor	The 6th grade school counselor assists and advises students about academic and personal decisions. They provide private counseling to 6th grade students, assess the ability and potential in students, and coordinate with fellow professionals on student matters.The guidance counselor also assists with motivating 6th grade student achievement.
Bayani, Jessica	School Counselor	The 7th grade guidance counselor assists and advises 7th grade students about academic and personal decisions. They provide private counseling to 7th grade students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. The counselor also

Name	Title	Job Duties and Responsibilities
		oversees SBT. The guidance counselor also assists with motivating 7th grade student achievement.

Demographic Information

Principal start date

Tuesday 8/1/2000, Pamela Mcdonnough

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

33

Total number of teacher positions allocated to the school

107

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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School Grades History	2018-19: B (54%)

	2017-18: B (55%)
	2016-17: C (53%)
	2015-16: B (55%)

2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	534	530	490	0	0	0	0	1554
Attendance below 90 percent	0	0	0	0	0	0	115	28	19	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	8	64	39	0	0	0	0	111
Course failure in ELA	0	0	0	0	0	0	0	25	36	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	0	3	29	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	110	111	136	0	0	0	0	357
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	107	109	147	0	0	0	0	363
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	256	290	292	0	0	0	0	838
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	203	268	239	0	0	0	0	710

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	156	86	114	0	0	0	0	356

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	1	1	0	0	0	0	5

Date this data was collected or last updated

Wednesday 8/19/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	524	599	559	0	0	0	0	1682
Attendance below 90 percent	0	0	0	0	0	0	38	58	70	0	0	0	0	166
One or more suspensions	0	0	0	0	0	0	62	53	24	0	0	0	0	139
Course failure in ELA or Math	0	0	0	0	0	0	20	46	29	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	0	0	0	208	223	215	0	0	0	0	646

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	80	57	0	0	0	0	199

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	3	2	0	0	0	0	6

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	524	599	559	0	0	0	0	1682
Attendance below 90 percent	0	0	0	0	0	0	38	58	70	0	0	0	0	166
One or more suspensions	0	0	0	0	0	0	62	53	24	0	0	0	0	139
Course failure in ELA or Math	0	0	0	0	0	0	20	46	29	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	0	0	0	208	223	215	0	0	0	0	646

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	80	57	0	0	0	0	199

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	3	2	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	58%	54%	45%	56%	52%
ELA Learning Gains	52%	56%	54%	52%	57%	54%
ELA Lowest 25th Percentile	44%	49%	47%	44%	48%	44%
Math Achievement	51%	62%	58%	52%	61%	56%
Math Learning Gains	47%	60%	57%	53%	61%	57%
Math Lowest 25th Percentile	49%	53%	51%	53%	52%	50%
Science Achievement	48%	52%	51%	39%	53%	50%
Social Studies Achievement	68%	75%	72%	66%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	42%	58%	-16%	54%	-12%
	2018	42%	53%	-11%	52%	-10%
Same Grade Comparison		0%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2019	42%	53%	-11%	52%	-10%
	2018	43%	54%	-11%	51%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
08	2019	49%	58%	-9%	56%	-7%
	2018	45%	60%	-15%	58%	-13%
Same Grade Comparison		4%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	38%	60%	-22%	55%	-17%
	2018	51%	56%	-5%	52%	-1%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2019	28%	35%	-7%	54%	-26%
	2018	35%	39%	-4%	54%	-19%
Same Grade Comparison		-7%				
Cohort Comparison		-23%				
08	2019	46%	64%	-18%	46%	0%
	2018	38%	65%	-27%	45%	-7%
Same Grade Comparison		8%				
Cohort Comparison		11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	45%	51%	-6%	48%	-3%
	2018	36%	54%	-18%	50%	-14%
Same Grade Comparison		9%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	63%	72%	-9%	71%	-8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	72%	-4%	71%	-3%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	64%	26%	61%	29%
2018	91%	62%	29%	62%	29%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	60%	30%	57%	33%
2018	83%	57%	26%	56%	27%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	37	37	25	44	43	22	54	52		
ELL	34	49	48	41	44	48	25	60	68		
ASN	80	64		60	43						
BLK	43	46	39	48	45	42	43	66	76		
HSP	47	52	45	49	47	53	43	69	82		
MUL	47	53		56	48			65			
WHT	54	56	44	62	54	47	79	59	75		
FRL	45	51	45	49	47	51	45	67	79		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	37	31	27	43	38	16	44	67		
ELL	22	47	49	35	44	46	12	57	83		
ASN	85	77		77	62						
BLK	43	49	43	47	52	47	34	72	81		
HSP	46	53	46	51	54	49	39	73	82		
MUL	50	50		61	61	50	50				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	55	53	33	63	63	70	47	89	84		
FRL	45	52	45	51	54	50	38	73	82		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	45	44	26	40	42	12	47	29		
ELL	18	44	48	32	46	48	14	45	55		
ASN	77	50		62	57						
BLK	39	45	35	45	50	49	31	63	64		
HSP	45	53	48	52	52	53	38	65	70		
MUL	61	48		65	70						
WHT	57	57	35	63	56	54	61	73	80		
FRL	42	51	45	50	52	53	37	64	70		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was ELA Lowest 25%. The SWD subgroup scored only 18% in ELA proficiency. The SWD subgroup also scored below the 41% indicator according to ESSA. A contributing factor is the need for the teachers to develop the skills of utilizing differentiation in an efficient manner. All teachers need to recognize the differing needs of learners.

The FY20 Diagnostic component that showed the lowest performance was Math in grades 6, 7, & 8.. Student absences and tardies, and early dismissals were contributing factors.

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

The data component that showed the greatest decline from the prior year is 6th grade math proficiency with a decrease of 13%. A contributing factor is the need for the teachers to develop the skills of utilizing differentiation in an efficient manner. All teachers need to recognize the differing needs of learners. According to 2020 Diagnostic data, students decreased proficiency in ELA all grades by 4% when compared to data from 2019. Student absences and tardies were contributing factors. Teachers are developing skills for utilizing differentiation within the classroom. According to the FY 20 Winter Diagnostic, the component that showed the lowest performance was Math grade 6. Student absences, tardies, and early dismissals were contributing factors.

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

The data component that had the greatest gap when compared to the state average is geometry with a difference of 33% above the state average.

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

The data component that showed the most improvement was science with an increase of 9%. The eighth grade science teachers met weekly with district staff to guide instruction. These teachers participated in writing test questions and creating tests for their students with strict adherence to the test specifications. Science teachers are also working closely with district personnel- meeting weekly to determine instructional focus.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When looking at the Early Warning Systems, one potential area of concern is the number of students who score a level 1 on the statewide assessments. A total of 357 students performed at level 1 on the state tests listed in the data from Part 1 D. 107 were in 6th grade; 109 were in 7th grade, and 147 were in 8th grade. These numbers need to be reduced.

-Increase ELA achievement for students in literacy is key to lifelong learning and opportunities for success. Effective literacy instruction develops students' abilities to actively discuss what has been read & encourages learners to make connections and think deeply about the ideas contained in texts. This involves exposure to a variety of different genres, such as novels, graphic novels, magazines,

fiction/nonfiction, and websites.

-Mathematics learning correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum in an increasingly digital world and makes a contribution to their development as successful learners. Mathematics offers students a powerful way of communicating.

-Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute academic achievement across all content areas.

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

Here are our five areas of highest priority in order of priority:
1. Improve the proficiency and learning gains of Students with Disabilities
2. Improve learning gains in reading
3. Improve learning gains in math
4. Career and College Readiness
5. Integrate reading strategies across all content areas.
We are placing the needs of students with disabilities as the highest priority due to this group achieving below 41% according to ESSA. The next highest priority is improving the learning gains in reading, because the lowest 25% ELA was the lowest performing data component.
. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.
Our in-school, during the school day tutorial program ensured student participation and success.
All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed.
Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:
Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities.
Students who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.
Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that

students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

Continue to increase graduation rate. Transcripts are audited to ensure academic tract. We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful. We want to be certain all our students are given opportunity for success. We developed an incentive program to further support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	The data component that showed the lowest performance was ELA Lowest 25%. The SWD subgroup scored only 18% in ELA proficiency. The SWD subgroup also scored below the 41% indicator according to ESSA. The data component that showed the greatest decline from the prior year is 6th grade math proficiency with a decrease of 13%. A contributing factor is the need for the teachers to develop the skills of utilizing differentiation in an efficient manner. All teachers need to recognize the differing needs of learners. The Winter Diagnostic from SY20 also showed that SWD proficiency decreased by 4% in ELA from the previous year (6th: 4%; 7th 4%; 8th no data). The Winter Diagnostic from SY20 also showed that SWD proficiency decreased by .5% in Math from the previous year (6th 0%; 7th 1%; 8th no data). The lowest performing students continue to decrease in proficiency. This trend needs to be addressed.
Measurable Outcome:	Our measurable goals for FY20 will be to have a 10% increase in our SWD subgroup in both ELA and Math. this would be an increase from 18% to 28% in ELA, 37% to 47% in ELA learning gains, 25% to 35% in Math, 44% to 54% in Math learning gains. In ELA Lowest 25%, the goal is to increase from 42% to 52%. In 6th grade math, the goal is to increase from 38% to 48%.
Person responsible for monitoring outcome:	Sandra Jinks (sandy.jinks@palmbeachschools.org)
Evidence-based Strategy:	1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; Reading Plus is the evidence-based program addressing reading deficiencies.- Ms. R. 2. Data Chats to ensure that students are aware of their potential to make learning gains. Students will also be made aware of the multiple resources available to assist with improving their reading/math skills.-Mr. S. 3. Tutoring, both before and after school offered to students. Khan Academy offered to improve math skills; Reading Plus offered to increase reading skills. Teacher tutors available to assist one-to-one as needed. -Mr. V. 4. Content area teachers will engage in standards-based instruction cycle during the collaborative planning. Teachers will plan for instruction, check student comprehension, reflect on their teaching, and reteach/revise teaching as needed. Diagnostic assessments used in Reading, Math, and Science: Standards Assessments and District Diagnostic Assessments. PBPA is used in Writing.-Ms. E.
Rationale for Evidence-based Strategy:	1. Reading Plus is proven to improve learning outcomes. Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. 2. Empowering students through data chats enables students to know which learning strategies are likely to assist them with experiencing learning gains. Students see what their strengths and weaknesses are so they may focus on improving the necessary skills. Motivation is increased when students are aware of how close they may be to a specific goal. 3.Tutoring is effective in helping students improve academic skills and keeping students in school. 4. Standards-based learning ensures accountability. The practice of aligning learning to standards ensures that higher learning is attained, teachers are guided in assessment, and teachers stay on track.

Action Steps to Implement

1. Students are scheduled for time to complete Reading Plus activities through intensive reading classes, 6th and 8th grade social studies classes, and 7th grade science classes. School-wide, grade-level, and classroom incentives are developed by the teachers and academic coach. Teachers routinely monitor student time on task as well as the number of activities successfully completed. Reading growth is tracked through regularly generated reports.

Person Responsible   Sandra Jinks (sandy.jinks@palmbeachschools.org)

2. Teachers will participate in PLC in which strategies for differentiation will be presented, discussed, and implemented. Through differentiation, students of varied abilities will be reached. Data chats with students will also be used. Students who are close to the next higher FSA level are targeted for data chats first. Students in each grade level are scheduled for data chats to motivate them to improve in the area of focus. The rationale is that if the student is very close to the next level, then the student will be more motivated to put forth the effort to make improvements.

Person Responsible   Sandra Jinks (sandy.jinks@palmbeachschools.org)

3. Schedule students into before and after school tutoring. Ensure scheduled students are enrolled in Khan Academy and Reading Plus. Teacher tutors are available to assist students.

Person Responsible   Sandra Jinks (sandy.jinks@palmbeachschools.org)

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

Person Responsible   Sandra Jinks (sandy.jinks@palmbeachschools.org)

5. End of year- Reports will be run and analyzed in Reading Plus and PM Unify.

Person Responsible   [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students-Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the
*History of the Holocaust,
*History of African Americans,
*Study of the contributions of Hispanics to the US,
*Study of the contributions of Women to the US,and
*Sacrifices that Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.
Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's AVID and PRIDE (Positive, Respect, Integrity, Dedication, Excel) programs. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.
ISA- The school is actively involved in becoming an International Spanish Academy.
Teachers actively promote and take steps to ensure cultural equity.
Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.
The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.
Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

-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
-Behavioral Health specialist available on campus for student referrals.: The School Behavioral Health Professional supports the behavioral and mental health of students within
a school behavioral health continuum of supports. Position is integral to proactive and effective initiatives/efforts of a multidisciplinary team comprised of a range of industry disciplines within the broad spectrum of mental/behavioral health and wellness. Offers a continuum of supports that include prevention, intervention, and intensive strategies that meet the needs of individual students.
-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 has joined the school with the purpose of working with teachers 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.
-SEL addressed through Monthly/Weekly Themes. First period teachers implement Quote of the Day through a positive question presented to the students daily.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$1,755.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0611 - Palm Springs Middle School	School Improvement Funds	1595.0	$1,755.00

	Notes: Pending SAC Approval.
Total:	**$1,755.00**