

The School District of Palm Beach County

Palm Springs Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	20
Planning for Improvement	25
Positive Culture & Environment	0
Budget to Support Goals	0

Palm Springs Middle School

1560 KIRK RD, Palm Springs, FL 33406

<https://psms.palmbeachschools.org>

Demographics

Principal: Pamela McDonnough

Start Date for this Principal: 8/5/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: B (54%) 2017-18: 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	ATSI

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	20
Planning for Improvement	25
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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 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>.

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.

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 and environmentally aware citizens.

Provide the school's vision 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 that we do will be championed on a daily basis.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mcdonnough, Pamela	Principal	<p>Oversee the daily operation of the school</p> <p>Supervise all school-based personnel</p> <p>Monitor Instructional Leaders</p> <p>Manage the school-wide budget</p> <p>Ensure implementation of the District Strategic Plan</p> <p>Monitor instruction, systems, and culture</p> <p>SAC Member (voting)</p> <p>Staff attendance (IE: attendance rate, Faculty PD, meeting and attendance, leave without pay)</p> <p>New teacher observations and monitoring</p> <p>Hiring</p> <p>Front office clerical</p>
Vanscoy, Travis	Assistant Principal	<p>Progress monitoring (6th grade students)</p> <p>Evaluating Administrator for 6th grade teachers</p> <p>ESP Contact (certification)</p> <p>Masterboard Analysis- Lead Administrator (IE: Equity and Access)</p> <p>Title I Administrator</p> <p>School Improvement Plan Administrator</p> <p>Discipline Appeals Process (Stage 1)</p> <p>Testing Administrator</p>
Ashworth, Sean	Assistant Principal	<p>Oversee the daily operation of the Community School</p> <p>Supervise all community school based personnel (IE: teaching staff)</p> <p>Coordinate the supervision of campus after school, overtime detail</p> <p>Calendar</p> <p>After school programming</p> <p>Manage community education budget in collaboration with Principal</p> <p>Tutoring Administrator</p> <p>Facilities Management: Daytime, Evening, Work Orders and Leasing</p> <p>Oversee custodial staff</p> <p>Coordinate with Mr. Caraccio regarding "Annual Asset Inventories"</p>
Ramirez, Rossian	Assistant Principal	<p>Progress monitoring (7th grade students)</p> <p>Evaluating Administrator for 7th grade teachers</p> <p>Truancy (in collaboration with Ms. Bayani)</p> <p>Transportation</p> <p>Vision & Hearing/Record Disposal/Immunizations (in collaboration with Ms. Valentin)</p> <p>Registration Administrator</p> <p>Parent Liaison</p> <p>Coverage for absent instructional personnel</p>
Peragine, Nick	Assistant Principal	<p>Progress monitoring (8th grade students)</p> <p>Evaluating Administrator for 8th grade teachers</p> <p>School store</p> <p>Crisis Response Plan & Drills (IE: fire, tornado, shelter in place)</p> <p>Safety team/Threat Assessment Administrator</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Athletics (in collaboration with Ron Kotouch)</p> <p>Alternative Education/Expulsions Administrator</p> <p>Discipline Appeals Process (Stage 2)</p> <p>Technology (when Sean Ashworth is off campus)</p>
Omole, Folorunso	Math Coach	<p>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.</p>
Easley, Mecarra	Reading Coach	<p>The reading 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 reading coach works closely with reading and language arts teachers to ensure differentiation and adherence to the standards. She also provides support to teachers. She breaks down the standards to assist with student comprehension.</p>
Bayani, Jessica	School Counselor	<p>Facilitate student achievement</p> <p>Provide direct individual and group counseling to students (IE: academic, emotional, social)</p> <p>Suite 360, Social Emotional Learning, and DATA referral</p> <p>TRIO, Caregiving Youth, and other scholarship programing contact</p> <p>Monitor student attendance (IE: truancy)</p> <p>Student registration verification</p> <p>Maintain a daily logbook for every withdrawal request that is processed through your office</p> <p>Disseminate school information to visitors</p> <p>Honor Roll activities</p> <p>Schedule parent/teacher conferences</p> <p>Home visits</p> <p>Assist with parent phone calls and translation</p> <p>Assist with office coverage</p> <p>Follow all district protocols and procedures</p> <p>Maintain student confidentiality</p> <p>All other duties as assigned</p>
Marrero, Vanessa	Other	<p>Student Achievement</p> <p>Access of District resources to target increased student academic performance</p> <p>Alternative Ed</p> <p>Assist with Discipline</p> <p>Assist with programmatic student schedule changes</p> <p>CLF scheduling</p> <p>Community Development</p> <p>Completion of EOY Course cards in a timely manner to assist with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>master board</p> <p>Develop and maintain an instructional support model for student academic achievement</p> <p>Develop and monitor academic assistance for targeted ELL students; ongoing updates to administration on academic performance</p> <p>Facilitate testing (WIDA)</p> <p>FTE</p> <p>LEP documentation</p> <p>Monitor student academic performance during the school year; minimum of 4 academic consultations during the year</p> <p>Parent Liaison</p> <p>Parent University/PLC</p> <p>Programmatic testing</p> <p>Students scheduling</p> <p>School based team</p> <p>Promote application for FRL Campaign</p>
Edwards, Jeannie	Other	<p>The learning team facilitator 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.</p>
Weingart, Martin	Magnet Coordinator	<p>Student Achievement</p> <p>Monitor industry certification courses and exams</p> <p>Assist with programmatic student schedule changes</p> <p>Community Development</p> <p>Completion of EOY course cards in a timely manner to assist with master board</p> <p>Failure notification</p> <p>Facilitate testing</p> <p>Monitor graduation status/prepare/plan update the principal</p> <p>Maintain student confidentiality</p> <p>Monitor student academic performance during school year; minimum of 4 academic consultations during the year</p> <p>Monitor choice contract compliance- exit and entry into Choice Programs</p> <p>Parent Liaison</p> <p>Professional Development</p> <p>Scheduling</p> <p>Student registration</p> <p>Start of the year student schedules confirmation</p> <p>Supervision</p> <p>Other duties as assigned</p>
Liliestedt, James	Teacher, K-12	<p>For the Math Department:</p> <p>Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Ensure grading, lesson planning, etc. for teachers who are out on an extended period of time is completed in a timely manner for scholars</p> <p>Represent and disseminate information from District and school-based meetings</p> <p>Make and coordinate budget requests and disbursements in accordance with school-site practices</p> <p>Responsible for departmental inventories</p> <p>Provide input/recommendation regarding placement of teachers</p> <p>Orient new and/or interim teachers into their departments</p> <p>Recommend workbooks and supplementary materials for use within departments</p> <p>Guide department members in the use of new instructional materials (District adopted and school purchased)</p> <p>Aid in the assessment of their department</p> <p>Assist with the development and use of school-based diagnostic assessments</p> <p>At a minimum each 9 weeks, facilitate school-wide, departmental as well as grade level departmental meetings</p> <p>Provide administration with an annual calendar of departmental meetings</p> <p>Maintain department notes and communicate meetings and minutes with administration</p> <p>Department heads must complete Clinical Education Training</p>

Simpson, Sari	Teacher, K-12	<p>For the Social Studies Department:</p> <p>Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal</p> <p>Ensure grading, lesson planning, etc. for teachers who are out on an extended period of time is completed in a timely manner for scholars</p> <p>Represent and disseminate information from District and school-based meetings</p> <p>Make and coordinate budget requests and disbursements in accordance with school-site practices</p> <p>Responsible for departmental inventories</p> <p>Provide input/recommendation regarding placement of teachers</p> <p>Orient new and/or interim teachers into their departments</p> <p>Recommend workbooks and supplementary materials for use within departments</p> <p>Guide department members in the use of new instructional materials (District adopted and school purchased)</p> <p>Aid in the assessment of their department</p> <p>Assist with the development and use of school-based diagnostic assessments</p> <p>At a minimum each 9 weeks, facilitate school-wide, departmental as well as grade level departmental meetings</p> <p>Provide administration with an annual calendar of departmental meetings</p> <p>Maintain department notes and communicate meetings and minutes</p>
------------------	------------------	--

Name	Position Title	Job Duties and Responsibilities
		<p>with administration Department heads must complete Clinical Education Training</p>
Magill, Heather	Teacher, K-12	<p>For the Science Department: Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal Ensure grading, lesson planning, etc. for teachers who are out on an extended period of time is completed in a timely manner for scholars Represent and disseminate information from District and school-based meetings Make and coordinate budget requests and disbursements in accordance with school-site practices Responsible for departmental inventories Provide input/recommendation regarding placement of teachers Orient new and/or interim teachers into their departments Recommend workbooks and supplementary materials for use within departments Guide department members in the use of new instructional materials (District adopted and school purchased) Aid in the assessment of their department Assist with the development and use of school-based diagnostic assessments At a minimum each 9 weeks, facilitate school-wide, departmental as well as grade level departmental meetings Provide administration with an annual calendar of departmental meetings Maintain department notes and communicate meetings and minutes with administration Department heads must complete Clinical Education Training</p>
Brown, Stephanie	Teacher, K-12	<p>For the English Department: Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal Ensure grading, lesson planning, etc. for teachers who are out on an extended period of time is completed in a timely manner for scholars Represent and disseminate information from District and school-based meetings Make and coordinate budget requests and disbursements in accordance with school-site practices Responsible for departmental inventories Provide input/recommendation regarding placement of teachers Orient new and/or interim teachers into their departments Recommend workbooks and supplementary materials for use within departments Guide department members in the use of new instructional materials (District adopted and school purchased) Aid in the assessment of their department</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist with the development and use of school-based diagnostic assessments</p> <p>At a minimum each 9 weeks, facilitate school-wide, departmental as well as grade level departmental meetings</p> <p>Provide administration with an annual calendar of departmental meetings</p> <p>Maintain department notes and communicate meetings and minutes with administration</p> <p>Department heads must complete Clinical Education Training</p>
Bermudez, Francis	Teacher, K-12	<p>For the Arts Department:</p> <p>Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal</p> <p>Ensure grading, lesson planning, etc. for teachers who are out on an extended period of time is completed in a timely manner for scholars</p> <p>Represent and disseminate information from District and school-based meetings</p> <p>Make and coordinate budget requests and disbursements in accordance with school-site practices</p> <p>Responsible for departmental inventories</p> <p>Provide input/recommendation regarding placement of teachers</p> <p>Orient new and/or interim teachers into their departments</p> <p>Recommend workbooks and supplementary materials for use within departments</p> <p>Guide department members in the use of new instructional materials (District adopted and school purchased)</p> <p>Aid in the assessment of their department</p> <p>Assist with the development and use of school-based diagnostic assessments</p> <p>At a minimum each 9 weeks, facilitate school-wide, departmental as well as grade level departmental meetings</p> <p>Provide administration with an annual calendar of departmental meetings</p> <p>Maintain department notes and communicate meetings and minutes with administration</p> <p>Department heads must complete Clinical Education Training</p>
Hill, Jady	Teacher, K-12	<p>For the P.E. Department:</p> <p>Organize and implement department meetings to discuss any departmental concerns, issues, and or solutions and to communicate this with the Principal</p> <p>Ensure grading, lesson planning, etc. for teachers who are out on an extended period of time is completed in a timely manner for scholars</p> <p>Represent and disseminate information from District and school-based meetings</p> <p>Make and coordinate budget requests and disbursements in accordance with school-site practices</p> <p>Responsible for departmental inventories</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Provide input/recommendation regarding placement of teachers</p> <p>Orient new and/or interim teachers into their departments</p> <p>Recommend workbooks and supplementary materials for use within departments</p> <p>Guide department members in the use of new instructional materials (District adopted and school purchased)</p> <p>Aid in the assessment of their department</p> <p>Assist with the development and use of school-based diagnostic assessments</p> <p>At a minimum each 9 weeks, facilitate school-wide, departmental as well as grade level departmental meetings</p> <p>Provide administration with an annual calendar of departmental meetings</p> <p>Maintain department notes and communicate meetings and minutes with administration</p> <p>Department heads must complete Clinical Education Training</p>
Tome, Margaux	Magnet Coordinator	<p>Student Achievement</p> <p>Monitor industry certification courses and exams</p> <p>Assist with programmatic student schedule changes</p> <p>Community Development</p> <p>Completion of EOY course cards in a timely manner to assist with master board</p> <p>Failure notification</p> <p>Facilitate testing</p> <p>Monitor graduation status/prepare/plan update the principal</p> <p>Maintain student confidentiality</p> <p>Monitor student academic performance during school year; minimum of 4 academic consultations during the year</p> <p>Monitor choice contract compliance- exit and entry into Choice Programs</p> <p>Parent Liaison</p> <p>Professional Development</p> <p>Scheduling</p> <p>Student registration</p> <p>Start of the year student schedules confirmation</p> <p>Supervision</p> <p>Other duties as assigned</p>
Tuck, Maureen	Other	<p>Student Achievement</p> <p>Accurate instructional pacing based upon state defined Access Points</p> <p>Alternative Education</p> <p>Assist with programmatic student schedule changes</p> <p>Assist with Discipline</p> <p>Completion of EOY course cards in a timely manner to assist with master board</p> <p>Develop and monitor academic assistance for targeted ESE students; ongoing updates to administration on academic performance</p> <p>Define Teachers Case Management/Monitoring</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ESE Documentation Implement and monitor failure notification of students within ESE program Facilitate programmatic testing FTE ESE Transportation Maintain academic supervision of ESE students inclusive of parent support and student academic placement Monitor student academic performance during the school year; minimum of 4 academic consultations during the year Parent Liaison Student Scheduling Site Based Team Supervision Start of school year student schedules confirmation All other duties as assigned</p>
Kotouch, Ronald	Dean	<p>The dean assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention, and intervention services with an emphasis on Positive Behavioral Interventions and Supports. The dean embraces an inclusive philosophy and implements Response to Intervention and Positive Behavior and Support methods. The dean supervises hall class changes, lunches, as well as student arrival and dismissal times.</p>
Schiffrin, Geoffrey	Dean	<p>The dean assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention, and intervention services with an emphasis on Positive Behavioral Interventions and Supports. The dean embraces an inclusive philosophy and implements Response to Intervention and Positive Behavior and Support methods. The dean supervises hall class changes, lunches, as well as student arrival and dismissal times.</p>
Tatis, Rafael	School Counselor	<p>For sixth grade: Facilitate student achievement Provide direct individual and group counseling to students (IE: academic, emotional, social) Suite 360, Social Emotional Learning, and DATA referral TRIO, Caregiving Youth, and other scholarship programing contact Monitor student attendance (IE: truancy) Student registration verification Maintain a daily logbook for every withdrawal request that is processed through your office Disseminate school information to visitors Honor Roll activities Schedule parent/teacher conferences Home visits Assist with parent phone calls and translation</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist with office coverage</p> <p>Follow all district protocols and procedures</p> <p>Maintain student confidentiality</p> <p>All other duties as assigned</p>
Roman, Martin	School Counselor	<p>For eighth grade and eighth grade ESOL:</p> <p>Facilitate student achievement</p> <p>Provide direct individual and group counseling to students (IE: academic, emotional, social)</p> <p>Suite 360, Social Emotional Learning, and DATA referral</p> <p>TRIO, Caregiving Youth, and other scholarship programing contact</p> <p>Monitor student attendance (IE: truancy)</p> <p>Student registration verification</p> <p>Maintain a daily logbook for every withdrawal request that is processed through your office</p> <p>Disseminate school information to visitors</p> <p>Honor Roll activities</p> <p>Schedule parent/teacher conferences</p> <p>Home visits</p> <p>Assist with parent phone calls and translation</p> <p>Assist with office coverage</p> <p>Follow all district protocols and procedures</p> <p>Maintain student confidentiality</p> <p>All other duties as assigned</p>
Verner, Claudia	Administrative Support	<p>The confidential secretary provides secretarial support to the principal and other administrative staff. Maintains appointment calendar; schedules meetings; formats and types correspondence, tracks and files staff evaluation forms, memoranda; duplicates and distributes materials. Maintains confidential records, evaluations, emergency cards, and files for staff. Makes non-instructional decisions in the absence of administrators including decisions regarding emergency situations.</p>
Serra, Timothy	School Counselor	<p>For 7th Grade:</p> <p>Facilitate student achievement</p> <p>Provide direct individual and group counseling to students (IE: academic, emotional, social)</p> <p>Suite 360, Social Emotional Learning, and DATA referral</p> <p>TRIO, Caregiving Youth, and other scholarship programing contact</p> <p>Monitor student attendance (IE: truancy)</p> <p>Student registration verification</p> <p>Maintain a daily logbook for every withdrawal request that is processed through your office</p> <p>Disseminate school information to visitors</p> <p>Honor Roll activities</p> <p>Schedule parent/teacher conferences</p> <p>Home visits</p> <p>Assist with parent phone calls and translation</p>

Name	Position Title	Job Duties and Responsibilities
		Assist with office coverage Follow all district protocols and procedures Maintain student confidentiality All other duties as assigned
LaCombe, Maria	School Counselor	For ESOL sixth and seventh grades: Facilitate student achievement Provide direct individual and group counseling to students (IE: academic, emotional, social) Suite 360, Social Emotional Learning, and DATA referral TRIO, Caregiving Youth, and other scholarship programing contact Monitor student attendance (IE: truancy) Student registration verification Maintain a daily logbook for every withdrawal request that is processed through your office Disseminate school information to visitors Honor Roll activities Schedule parent/teacher conferences Home visits Assist with parent phone calls and translation Assist with office coverage Follow all district protocols and procedures Maintain student confidentiality All other duties as assigned
Burk, Lauren	Other	AVID Administrator Cambridge International Administrator Professional Development Administrator School Based Team (in collaboration with Ms. Bayani) Student Positive Behavior Initiatives Staff recognition coordinator Staff and Student Newsletter (monthly) Student government liason (in collaboration with Ms. Hayden) Special events Facilities-(IE: Keys) Crisis Alert Badge Manager SAC Liaison

Demographic Information

Principal start date

Friday 8/5/2022, Pamela McDonnough

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

18

Total number of teacher positions allocated to the school

113

Total number of students enrolled at the school

1,557

Identify the number of instructional staff who left the school during the 2021-22 school year.

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	507	507	508	0	0	0	0	1522
Attendance below 90 percent	0	0	0	0	0	0	142	103	109	0	0	0	0	354
One or more suspensions	0	0	0	0	0	0	43	68	65	0	0	0	0	176
Course failure in ELA	0	0	0	0	0	0	27	11	32	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	22	22	20	0	0	0	0	64
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	169	185	187	0	0	0	0	541
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	220	200	176	0	0	0	0	596
Number of students with a substantial reading deficiency	0	0	0	0	0	0	258	275	244	0	0	0	0	777

Using the table above, complete the table below with the number of students by current grade level who have 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	226	172	165	0	0	0	0	563

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	2	3	0	0	0	0	6

Date this data was collected or last updated

Friday 8/12/2022

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	519	522	515	0	0	0	0	1556
Attendance below 90 percent	0	0	0	0	0	0	102	25	37	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	9	40	10	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	1	42	60	0	0	0	0	103
Course failure in Math	0	0	0	0	0	0	1	18	54	0	0	0	0	73
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	151	150	167	0	0	0	0	468
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	233	205	216	0	0	0	0	654
Number of students with a substantial reading deficiency	0	0	0	0	0	0	290	268	288	0	0	0	0	846
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	303	273	296	0	0	0	0	872
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	286	253	279	0	0	0	0	818

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	192	49	76	0	0	0	0	317

The number of students identified as retainers:

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	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	2	2	2	0	0	0	0	6

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	519	522	515	0	0	0	0	1556
Attendance below 90 percent	0	0	0	0	0	0	102	25	37	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	9	40	10	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	1	42	60	0	0	0	0	103
Course failure in Math	0	0	0	0	0	0	1	18	54	0	0	0	0	73
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	151	150	167	0	0	0	0	468
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	233	205	216	0	0	0	0	654
Number of students with a substantial reading deficiency	0	0	0	0	0	0	290	268	288	0	0	0	0	846
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	303	273	296	0	0	0	0	872
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	286	253	279	0	0	0	0	818

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	192	49	76	0	0	0	0	317

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	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	2	2	2	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	53%	50%				47%	58%	54%
ELA Learning Gains	42%						52%	56%	54%
ELA Lowest 25th Percentile	31%						44%	49%	47%
Math Achievement	37%	35%	36%				51%	62%	58%
Math Learning Gains	51%						47%	60%	57%
Math Lowest 25th Percentile	52%						49%	53%	51%
Science Achievement	40%	56%	53%				48%	52%	51%
Social Studies Achievement	58%	64%	58%				68%	75%	72%

Grade Level Data Review - State Assessments

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	2022					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison						
07	2022					
	2019	42%	53%	-11%	52%	-10%
Cohort Comparison		-42%				
08	2022					
	2019	49%	58%	-9%	56%	-7%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	60%	-22%	55%	-17%
Cohort Comparison						
07	2022					
	2019	28%	35%	-7%	54%	-26%
Cohort Comparison		-38%				
08	2022					
	2019	46%	64%	-18%	46%	0%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	51%	-6%	48%	-3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	72%	-9%	71%	-8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	64%	26%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	60%	30%	57%	33%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	31	27	17	41	43	17	28	46		
ELL	29	37	27	28	51	52	23	49	67		
AMI				30	40						
ASN	77	63		77	75				90		
BLK	31	35	34	28	42	44	26	58	55		
HSP	39	42	29	37	53	55	40	57	70		
MUL	73	67		43	53						
WHT	55	51	31	50	50	54	51	58	68		
FRL	39	41	31	35	50	52	37	58	67		
2021 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 2019-20	C & C Accel 2019-20
SWD	14	20	16	13	20	24	7	27	33		

2021 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 2019-20	C & C Accel 2019-20
ELL	34	38	25	24	20	21	18	41	47		
AMI	40	40		40	20						
ASN	77	61		68	44						
BLK	32	30	13	21	18	19	33	38	54		
HSP	40	39	27	27	21	21	32	44	50		
MUL	38	45		38	23						
WHT	41	42	29	36	27	19	39	60	67		
FRL	38	37	23	26	20	20	31	42	49		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	35
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	59
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	49
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY19 FSA vs. FY22 FSA results shows:

ELA: Grade 6: decreased 3 points; Grade 7 decreased 5 points; 8th grade decreased 11 points

Math: Grade 6: decreased 9 points; Grade 7 decreased 15 points; 8th grade decreased 15 points

Science: decreased 5 points

Civics: decreased 6 points

ESSA Identified Subgroup: SWD

ELA: Increased 2 points

Math: Decreased 8 points

Science: Decreased 28 points

Civics: Decreased 26 points

ESSA Identified Subgroup: Black

ELA: Increased 12 points

Math: Decreased 20 points

Science: Decreased 17 points

Civics: Increased 4 points

ESSA Identified Subgroup: Native

Math is 30% proficient.

ESSA Identified Subgroup: ELL

ELA: Increased 5 points

Math: Decreased 13 points

Science: Decreased 2 points

Civics: Decreased 11 points

Based on this data, our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; SWD students. Black students, Native students, and ELL students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Our in-school, during the school day tutorial program ensures student participation and success. Teachers, including elective teachers collaborate to ensure program success. Schedules adjusted to include tutorial days and ensure student participation. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students With Disabilities, Black, Native American, and ELL students demonstrate the greatest need for improvement. Standards based instruction will continue to be a primary focus during PLC meetings. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level.

Increasing students learning gains in Literacy allows our students to develop the skills necessary towards

future success. It is the foundation towards a higher education and better opportunities. Children 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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 aligned to grade level standards and scaffolding 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.

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 monitored for progress. They will receive additional support by teachers 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 provided during staff meetings and on professional development days. Assign key members of Leadership to support the students and build relationships with them to motivate and ensure their attendance.

During FY22, many teachers were new and still developing instructional capacity. We replaced 17 positions during FY22. In addition, we had several teachers resign mid-year leaving those positions vacant and lacking certified teachers. There also has been instability and inconsistency in terms of teachers staying with their classes for the whole year.

Student attendance was poor.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We saw an increase in ELA scores of Black students by 12 points. Students with Disabilities increased by 2 points in ELA. We saw an increase in ELA scores of ELL students of 5 points. Civics scores of Black students increased by 4 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Palm Springs Middle School, we focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Enhanced Social-Emotional Learning opportunities

What strategies will need to be implemented in order to accelerate learning?

During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. In the past, the identified students chosen based on their critical area of need and offered priority for afterschool and Saturday tutoring. If we are able to implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. PD is also provided on PD Days to focus on school-wide positive behavior, AVID, and small group instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Afterschool tutorials and Saturday tutorials will begin in January 2023. Teachers collaborate weekly to ensure the academic success of our students. Leadership teams will develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom. Each content area/grade level is assigned a team leader that assists the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification. The reading coach ensures that teachers are using proven strategies within the classroom and assists with teacher collaboration in the sharing of best practices. The math coach works with math teachers to ensure they are adhering to the standards and using best practices in instruction. He works with underperforming students to close achievement gaps. Additional personnel are working with low performing students to close achievement gaps with a focus on ELL and SWD.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

When comparing FY21 to FY22 FSA data, we see the following overall data: ELA achievement increased 2 points, Math Achievement increased 9 points, Science achievement increased 7 points, Civics achievement increased 13 points. ELA learning gains increased 4 points, ELA lowest 25% increased 7 points, Math learning gains increased 30 points, and math lowest 25% learning gains increased 31 points. We would like to see an increase in ELA learning gains.

According to the 2022 FSA, the data components that did not meet the ESSA standard of 41% are:

SWD with a score of 29, ELL with a score of 39, Black with a score of 38, and Native American with a score of 35.

The data indicates a need to review how concepts are being taught. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

Our measurable goals for FY23 ESSA subgroups:

SWD ELA Proficiency 18% to 28%

SWD ELA Gains 31% to 41%

SWD Math Proficiency 41% to 51%

SWD Math Gains 51% to 61%

ELL ELA Proficiency 29% to 39%

ELL ELA Gains 37% to 47%

ELL Math Proficiency 28% to 38%

ELL Math Gains 51% to 61%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Black ELA Proficiency 31% to 41%

Black ELA Gains 35% to 45%

Black Math Proficiency 28% to 38%

Black Math Gains from 42% to 52%

Native American Math Proficiency 30% to 40%

Native American Math Gains 40% to 50%

Additional school goals are:

The ELA Proficiency target 48%

The ELA Gains target 48%

The ELA L25 Gains target 35%

The Math Proficiency target 60%

The Math Gains target 60%

The Math L25 target 66%

The Science target 47%

The Social Studies target 65%

The Accelerated target 80%

Monitoring:
Describe how this Area of Focus will be

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan,

<p>monitored for the desired outcome.</p>	<p>Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Palm Springs Middle we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels Reading Coach Math Coach Team Leaders and Department Chairs</p>
<p>Person responsible for monitoring outcome:</p>	<p>Pamela McDonnough (pamela.mcdonnough@palmbeachschools.org)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through computer-based and blended learning opportunities using adaptive technology; Reading-Plus is the evidence-based program addressing reading deficiencies in intensive reading classes. Math XL and IXL are used in math classes. ELL students use Achieve-3000. 2. Professional Learning Community/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 3. Tutoring, both before and after school offered to students. Khan Academy offered to improve math skills; Reading-Plus offered to increase reading skills. 4. Content area teachers engage in standards-based instruction cycle during 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. Teachers will use data chats with students.
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<ol style="list-style-type: none"> 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. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. 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. Data chats and students self-tracking teaches students to be aware of their own data; this makes them

responsible for their own learning. Students need to know where they are performing to know what they need to improve.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students are scheduled for time to complete Reading Plus activities through intensive reading classes. Teachers routinely monitor student time on task as well as the number of activities successfully completed (2 See Readers weekly). Reading growth is tracked through regularly generated reports. In addition, ELL students are scheduled time to complete Achieve 3000 lessons. Math students are scheduled time to complete IXL lessons.

Person Responsible Mecarra Easley (mecarra.easley@palmbeachschools.org)

2. PLC's/Professional Development:

- a. Development of a PLC schedule to include content area teachers.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible Jeannie Edwards (jeannie.edwards@palmbeachschools.org)

3. Following PM1 and PM2, instructional coaches analyze data and schedule students into ELA and math tutorials. Teacher tutors are available to assist students. Choose research-based supplemental materials and resources to during tutorials. Analyze teacher classroom data to determine who will be tutored. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. Students will be selected and grouped for pullout tutorials, after school and Saturday success academies based on the results from FY22 FSA/EOCs, FSQs, USAs, and PM 1 & 2 Assessments; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible Sean Ashworth (sean.ashworth@palmbeachschools.org)

4. Teachers will meet on a consistent rotation during professional learning communities to review standards, analyze disaggregated data demonstrating standards mastery, determine next steps with instruction of standards, and revise as necessary. Student PM1 & PM2 and USA 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 science students will be remediated through the use of Study Island. Students will track their assessment data through data chats and self-monitoring and goal setting.

Person Responsible Pamela McDonnough (pamela.mcdonnough@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing and communicating our Stingray expectations to stakeholders and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be positive, respectful, have integrity, dedication, and excellent (PRIDE). A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

. We are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their social studies teachers.

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.

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.

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.

Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

PSMS adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the counselors, and

the SBT is key to building a positive culture.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students receive, certificates, individual reward tickets, and incentives.

Students at Palm Springs Middle School are given the opportunity to learn college and career readiness skills through the school wide Advancement Via Individual Determination (AVID) program. Students learn skills such as organization, note-taking, and goal setting to help them be more successful and learn skills that are a foundation for postsecondary success. Students research colleges and careers.

Collaborative Planning Communities (PLCs) occur every week. Grade level teachers meet to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Teams create goals and plans based on standards.

Our school integrates Single School Culture by creating a committee to streamline our school-wide behavior procedures and expectations. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts as planned during our Common Planning sessions.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselors: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(p) The study of Hispanic contributions to the United States.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience,

abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(q) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.