Palm Springs Middle School

2014-15 School Improvement Plan

Palm Springs Middle School

1025 W 56TH ST, Hialeah, FL 33012

http://palmspringsmiddle.dadeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	93%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

This plan was approved by the Dade County School Board on 9/30/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

Palm Springs Middle School uses a PBS (Positive Behavior Support) system to ensure the safety of all students and promote a positive learning environment.
The system provides consequences for negative behaviors as well as rewards for positive behaviors. Students are expected to: prepare, respect, interact, dedicate and excel. Staff members are expected to prevent problem behaviors by:
Naming the problem behaviors
Stating the school-wide expected behaviors (PRIDE)
Modeling expected behaviors
Providing acknowledgement to students
If administering a consequence, staff members are follow established procedures:
Minor Behaviors: Possible Interventions:
Disrespect Counseling &Verbal Reprimand

Disruption Parental contact
Cheating Detention (24 hr notice required)
Profanity (not directed to others) Special Work Assignment
Tardiness (1-3 per 9 weeks) Withdrawal of Privileges
Dress code Behavior Contract
Other Guidance Referral
Major Behaviors: Possible Interventions:
Disrespect *Office Referral (mandatory)
Open Defiance Parent Contact (mandatory)
Threats/Bullying Work Detail
Destruction of property CSI (N/A)
Battery Saturday School
Stealing (over $10) Restitution
Alcohol/Drugs Alt Program or school
Sexual offences Other
Other

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

Palm Springs Middle School has a proactive student services department that is dedicated to providing ongoing academic, behavioral and emotional support as needed for all students.

Early Warning Systems

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

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

Palm Springs Middle School identifies at-risk students to provide support and intervention to increase achievement through the following early warning system:
Identify students who miss more than 10 % of instructional time
Identify students who have more than 2 referrals that lead to suspensions
Identify students who scored at FCAT (FSA) Level or 2 in either ELA or Math
Identify students who fail two or more of any course

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	42	64	68	174
One or more suspensions	0	0	0	
Course failure in ELA or Math	50	50	33	133
Level 1 on statewide assessment	222	278	255	755
Level 1 in Reading	94	143	125	362
Level 1 in Math	128	135	130	393
Failed a Math Course	33	37	11	81
Failed a Reading Course	17	13	22	52
Retention	9	3	5	17
Failed 2 or more Courses	28	23	12	63
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	20	22	16	58

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

The following strategies are used to improve the academic performance of students identified by our Early Warning System:
Daily tutoring one hour before and one hour after school in our Media Center.
Edgenuity Software for academic intervention in Science.
Fast Math, Fraction Nation and Reflex for our students who performed in the Lowest 25% percentile in Mathemtatics
I-Ready, Reading Plus and Pacer Time Curriculum implementation to address literacy across all content areas.

Family and Community Involvement

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

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

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

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188703.

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

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

See PIP

Effective Leadership

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

School Leadership Team

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

Name	Title
Torres, Leonard	Principal

Duties

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

The school-based MTSS/RtI Leadership Team will conduct meetings twice a month to discuss performance assessment data results generated by students, teachers and grade levels. Furthermore, the key questions and responses are discussed and shared with all stakeholders impacting instruction and interventions. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student's needs. MTSS/RtI uses progressively more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavior support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and behaviorally. This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful. The following is a description of the roles and functions of each individual MTSS/RtI member.
Principal - Ensures that the school-based team is implementing MTSS/RtI, and conducts assessment of MTSS/RtI Skills of school staff. Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
Assistant Principal - Participates in collection, interpretation, and analysis of data; facilitates development of instructional
focus calendars, provides guidance on the literacy plan; and provide professional development and technical assistance to
teachers regarding data based instructional planning, monitors Tier 1, 2 and 3 intervention plans; provides support for
testing fidelity and documentation; provides professional development and technical assistance for problem-solving activities

including data collection, data analysis, intervention planning, and program evaluation.

Assistant Principal - Participates in student data collection, integrates core instructional activities/ materials and collaborates

with SPED and general education teachers through inclusion classes and child study teams. Ensures implementation of

intervention support and documentation; supports a process and structure within the school to design, implement, and

evaluate both daily instruction and specific interventions. Collaborates with staff to implement Tier 2 and Tier 3 interventions.

Language Arts/Reading Chairperson - Provides guidance on K-12 reading plan. Facilitates and supports data Collection

activities; assistance in data analysis; Provide professional development and technical assistance to teachers regarding database instructional programs and provides support for assessment and implementation monitoring. He provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mathematics Chairperson - Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment

and intervention approaches. Provide development and technical assistance to teachers regarding data-based instructional

programs. Develops, leads, and evaluates school math core content standards. Participates in the design and delivery of

professional development, and provides support for assessment and implementation monitoring. He provides information

about core instruction, participates in student data collection, delivers Tier 1

Instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1

materials/instruction with Tier 2/3 activities.

Science Chairperson - Develops, leads, and evaluates school science core content standards. Participates in the design and

delivery of professional development; and provides support for assessment and program implementation. She provides

information about core instruction, participates in student data collection, delivers Tier 1 instruction/ intervention, collaborates

with other staff to implement Tier 2 interventions, and integrates Tier 1 materials / instruction with Tier 2/3 activities.

Social Studies Chairperson - Develops, leads, and evaluates school social studies core standards, participates in the design

and delivery of professional development; and provides support for assessment and monitoring.

Electives Chairperson - Develops, leads, and evaluates school elective course standards. Participates in the design and

delivery of professional development; and provides support for assessment, implementation monitoring and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Program Specialist /SPED Chairperson and Behavioral Management Team Chairperson: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, inclusion, and mainstreaming students into courses they can be successful in on their own without support. Participates in collection, interpretation, and analysis of data. Ensures the appropriate placement of students in their appropriate exceptionality, as well as scheduling them into classes indicated on their IEP's. Facilitates development of intervention plans, provides support for intervention fidelity and documentation, and makes appropriate changes to schedules as data provides additional information

on student's progress or lack of. Provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Participates in student data collection and collaborates with SPED and general education teachers through such activities as co-teaching, inclusion, and mainstreaming. She ensures that all SWD students are scheduled in compliance with their IEP's.

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

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

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

The school-based MTSS/RtI Leadership Team will conduct meetings twice a month to discuss performance assessment data results generated by students, teachers and grade levels. Furthermore, the key questions and responses are discussed and shared with all stakeholders impacting instruction and interventions. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student's needs. MTSS/RtI uses progressively more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavior support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and behaviorally. This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful.
Title I, Part A Palm Springs Middle School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Success Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional

development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS, Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Palm Springs Middle School provides services and support to migrant students and parents in conjunction with Team Metro.

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

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school

The Professional Development focuses on Professional Learning Communities (PLC) development and facilitation and best practices.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification,

enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
The school registrar ensures appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Palm Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jacki Acosta	Teacher
Ronald Landrum	Teacher
Alexander Paunovic	Teacher
Phyllis Morris	Teacher
Gerry Basallo	Student
Ashley Cardenas	Student
Leonard Torres	Principal
Miriam Basallo	Teacher
Catherine Hanus-Zank	Business/Community
Rukayat Adebisi	Teacher
Sheryl Henderson	Teacher
Juliet Albuernes	Education Support Employee
Emelina Hernandez	Parent
Aurora Martinez	Parent
Eddy Valdes	Student
AJ Miranda	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC team met several times throughout the first six weeks of school in order to compare actual outcomes on the 2013-2014 FCAT 2.0 to our expected outcomes. The team actively debated and discussed the efficacy of each intervention and strategy implemented last school year in comparison

with actual percentage point gains or losses on the FCAT. SAC team members brain-stormed ways to improve learner outcomes this year. The team concluded that perhaps fewer interventions managed with greater fidelity would produce the desired learner outcomes. All stakeholders were apprised of the process of evaluating last years goals and interventions in tandem with our actual results on the FCAT 2.0. Data was thoroughly reviewed at both faculty and department meetings so that all SAC and faculty members are conversant with data trends.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The Leadership and the SAC teams worked collaboratively to assess anticipated needs for the 2014-2015 school year. The principal provided candid feedback about the budget and all decisions which directly impacted student learning and the classroom.

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

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

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Garrastazu, Mary	Principal

Duties

Describe how the LLT promotes literacy within the school

The main focus with the Literacy Leadership Team for the 2014-2015 school year will be a more concentrated effort to utilize data for effective planning of instruction. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on teacher feedback and data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
Specific goals for the LLT this year encompass the following:
• Implement a Pacer Time literacy program that incorporates a curriculum that reinforces reading, mathematics, science and social studies skills on a daily basis, as well as, reading informational texts in relation to Florida Standards.

Implement the I-Ready Curriculum through Language Arts Classes and utilize data reports for feedback to drive collaborative planning and data driven instruction.
• Implement CRISS strategies across the curriculum with graphic organizers.
• Create and implement a literacy partnership among students, parents and teachers through the use of the Reading Plus Program.
• Design a book fair to increase school wide and community literacy.
• Assign Summer 2014 Reading projects that will be incorporated into each student's grade through Language Arts at the beginning of the 2014-2015 school year.
• Implement a school wide writing approach by incorporating at least two typed written assignments across all content areas every nine weeks.

Public and Collaborative Teaching

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Teachers plan collaboratively and utilize the student performance data for effective planning that incorporates all learning styles. Differentiated Instruction is used within the Gradual Release Model to deliver instruction on the standards while addressing the needs of students performing at a variety of levels.

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

Strategy: Extended School Day

Minutes added to school year: 7,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Palm Springs Middle School teachers not only plan collaboratively by interdisciplinary grade levels, but they also plan for vertical alignment by subject areas. Through this process, teachers prioritize on a regular basis as to what their students should have mastered by the time they are promoted to the next grade level.

College and Career Readiness

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

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

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

Our school offers a variety of elective courses that prepare students for high school and the real world. Our sound engineering and law studies courses are two such electives. Furthermore, we offer an accelerated curriculum that includes Algebra I Honors, Physical Science Honors, and Spanish II. Additionally, our students participate in the iPrep mathematics program across all grades. This program allows them to integrate applied technology with math lessons.

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

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

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

Students who are identified by teachers and/or counselors as displaying above average skills and demonstrate outstanding academic achievement on standardized tests as well as school level work, are referred to our honors and Gifted programs as well as our NJHS and SECME clubs. Targeting these students not only provides them with enrichment opportunities but enables them to begin obtaining high school credits and tracks them into high school programs that will allow them to receive college credits through AP programs / Dual Enrollment, etc.....

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Palm Springs Middle School will increase student achievement by improving core instruction in all content areas.

G2. To implement Early Warning Systems to identify at-risk students and provide support and interventions to increase their academic achievement.

G3. To increase students' college and career readiness through STEM and/or CTE initiatives and programs.

G4. See Title I PIP

Strategic Goals Detail

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

G1. Palm Springs Middle School will increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

🔑 G050439

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	67.0
AMO Reading - African American	53.0
AMO Math - African American	43.0
AMO Math - Hispanic	67.0
AMO Reading - ELL	49.0
AMO Math - White	67.0
AMO Math - ELL	60.0
AMO Math - ED	67.0
AMO Math - SWD	51.0

Resources Available to Support the Goal `2`

- * HLAP-Home Language Assistance program * Promethean Boards in every classroom * Technology Integration Program before and after school * Ongoing embedded professional development * Ongoing consultation and collaboration by student services department * District Pacing Guides * ELL Tutoring Academy * Teen Biz * Imagine learning * Reading Plus * Parent Resource Center * Miami-Dade College * Dade Partners * SECME * Speech and Debate Club * NJHS Tutoring * Common Planning and Collaboration Protocol

Targeted Barriers to Achieving the Goal `3`

- The lack of effective planning in Language Arts courses is an obstacle to improving student achievement in this content area.

Plan to Monitor Progress Toward G1. `8`

Department chairs and administrative team will participate in data disaggregation of Interim assessments, Florida Standards Assessment, and EOCs.

Person Responsible

Schedule
Annually, from 10/7/2014 to 6/1/2015

Evidence of Completion
Interim Assessments results, Florida Standards Assessment results and EOC results

G2. To implement Early Warning Systems to identify at-risk students and provide support and interventions to increase their academic achievement. `1a`

Targets Supported `1b`

🔍 G050497

Indicator	Annual Target
Attendance Below 90% Grade 06	13.0
Attendance Below 90% Grade 07	14.0
Attendance Below 90% Grade 08	15.0

Resources Available to Support the Goal `2`

- * Connect Ed Communication System *Parent Resource Center * Community Involvement Specialist * District Personnel * Attendance Services * PTSA * Positive Behavior Support * Student Services Department

Targeted Barriers to Achieving the Goal `3`

- Parents limited understanding of school/district attendance policy.

Plan to Monitor Progress Toward G2. `8`

Attendance Reports

Person Responsible

Cortnye Arce

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance bulletin, students services log, social worker contact log

G3. To increase students' college and career readiness through STEM and/or CTE initiatives and programs. `1a`

🔑 G050504

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	94.0

Resources Available to Support the Goal `2`

- * Sound Engineering Class * Technology Integration Program * Science Fair * SECME Club * Green Schools Competition * ECybermission Competition * Discovery Education Stem Program * iPrep Mathematics * Computer Labs * Promethean Boards * Kahoot * Gizmos * Edgenuity * Thinkgate

Targeted Barriers to Achieving the Goal `3`

- Limited opportunities for cross-curricular articulation.

Plan to Monitor Progress Toward G3. `8`

Administrative team will review student folders for evidence of interdisciplinary units.

Person Responsible
Leonard Torres

Schedule
Daily, from 12/8/2014 to 12/12/2014

Evidence of Completion
Teacher lesson plans, teacher observations, student folders

G4. See Title I PIP `1a`

🔑 G050517

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- * Parent Academy * Parent Resource Center * Community Involvement Specialist * District Personnel * Attendance Services * PTSA * Positive Behavior Support * Student Services Department

Targeted Barriers to Achieving the Goal `3`

- Limited opportunities for parental involvement due to language barriers, and/or work hours.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Palm Springs Middle School will increase student achievement by improving core instruction in all content areas. 1

🔑 G050439

G1.B1 The lack of effective planning in Language Arts courses is an obstacle to improving student achievement in this content area. 2

🔑 B126329

G1.B1.S1 Implement effective collaborative planning across the content areas. 4

🔑 S138371

Strategy Rationale

Collaborative planning will allow teachers to plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide professional development on the components of effective common planning during the faculty meeting.

Person Responsible

Leonard Torres

Schedule

On 10/1/2014

Evidence of Completion

Action Step 2 `5`

Teachers will participate in effective common planning with the focus on the process learned during professional development.

Person Responsible

Leonard Torres

Schedule

On 10/9/2014

Evidence of Completion

Lesson plan; sign-in sheets

Action Step 3 `5`

Administrative team will observe the implementation of the lesson created using the components of effective common planning protocols.

Person Responsible

Leonard Torres

Schedule

Daily, from 10/13/2014 to 10/17/2014

Evidence of Completion

Teacher observations, teacher lesson plans, student work

Action Step 4 `5`

Based on the walk-through, the administrative team will assign support personnel to provide coaching cycles to teachers in need.

Person Responsible

Leonard Torres

Schedule

Daily, from 10/13/2014 to 11/14/2014

Evidence of Completion

Teacher observations, teacher lesson plans, student work, debriefing meeting

Action Step 5 `5`

Administrative team will observe the implementation of the lesson created.

Person Responsible

Schedule

Daily, from 11/14/2014 to 12/15/2014

Evidence of Completion

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

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

Administrative team will conduct walk-throughs to check lesson plans and implementation of lessons created during the common planning sessions.

Person Responsible

Mary Garrastazu

Schedule

Weekly, from 11/14/2014 to 12/12/2014

Evidence of Completion

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

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

Administrative team will conduct classroom walk-throughs and data chats with teachers to ensure effectiveness of the common planning protocol.

Person Responsible

Cortnye Arce

Schedule

Weekly, from 11/14/2014 to 12/12/2014

Evidence of Completion

Student work, data chats, assessments, interims

G2. To implement Early Warning Systems to identify at-risk students and provide support and interventions to increase their academic achievement. 1

🔑 G050497

G2.B1 Parents limited understanding of school/district attendance policy. 2

🔑 B126492

G2.B1.S1 Identify and target students from the district truancy report. Student Services personnel will place these students on attendance intervention plans. 4

🔑 S138440

Strategy Rationale

To increase student attendance, thereby increasing student achievement.

Action Step 1 5

Parent contact is made and documented on the 3rd unexcused absence. Every 5 unexcused absences, the attendance clerk completes a referral and submits it to the Assistant Principal overseeing attendance. If student accumulates 15 absences, a truancy packet is completed by the Attendance Review Committee and sent to Truancy Services.

Person Responsible

Cortnye Arce

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

ISIS

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly attendance reports will be reviewed by administration.

Person Responsible

Cortnye Arce

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

ISIS

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Daily attendance bulletin is monitored for indication of targeted students increase in daily attendance.

Person Responsible

Cortnye Arce

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance bulletin and social worker contact log.

G3. To increase students' college and career readiness through STEM and/or CTE initiatives and programs. `1`

G050504

G3.B1 Limited opportunities for cross-curricular articulation. `2`

B126512

G3.B1.S1 Increase planning to incorporate interdisciplinary units. `4`

S138456

Strategy Rationale

To increase student achievement though cross-curricular articulation.

Action Step 1 `5`

Teachers will participate in effective planning by grade level to focus on creating an interdisciplinary unit across the curriculum.

Person Responsible

Phyllis Morris

Schedule

Weekly, from 12/1/2014 to 12/12/2014

Evidence of Completion

Lesson plans, sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Administrative team will observe the effective implementation of the lesson created during the common planning.

Person Responsible

Cortnye Arce

Schedule

On 12/12/2014

Evidence of Completion

Teacher lesson plan, teacher observations, student work

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 [7]

Administrative team will observe the effectiveness of the lessons created during the common planning sessions.

Person Responsible

Leonard Torres

Schedule

Daily, from 12/8/2014 to 12/12/2014

Evidence of Completion

Teacher lesson plans, teacher observations, student work

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on the components of effective common planning during the faculty meeting.	Torres, Leonard	10/1/2014		10/1/2014 one-time
G2.B1.S1.A1	Parent contact is made and documented on the 3rd unexcused absence. Every 5 unexcused absences, the attendance clerk completes a referral and submits it to the Assistant Principal overseeing attendance. If student accumulates 15 absences, a truancy packet is completed by the	Arce, Cortnye	8/18/2014	ISIS	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Attendance Review Committee and sent to Truancy Services.				
G3.B1.S1.A1	Teachers will participate in effective planning by grade level to focus on creating an interdisciplinary unit across the curriculum.	Morris, Phyllis	12/1/2014	Lesson plans, sign-in sheets	12/12/2014 weekly
G1.B1.S1.A2	Teachers will participate in effective common planning with the focus on the process learned during professional development.	Torres, Leonard	10/9/2014	Lesson plan; sign-in sheets	10/9/2014 one-time
G1.B1.S1.A3	Administrative team will observe the implementation of the lesson created using the components of effective common planning protocols.	Torres, Leonard	10/13/2014	Teacher observations, teacher lesson plans, student work	10/17/2014 daily
G1.B1.S1.A4	Based on the walk-through, the administrative team will assign support personnel to provide coaching cycles to teachers in need.	Torres, Leonard	10/13/2014	Teacher observations, teacher lesson plans, student work, debriefing meeting	11/14/2014 daily
G1.B1.S1.A5	Administrative team will observe the implementation of the lesson created.		11/14/2014	Teacher observations, teacher lesson plans, student work, walk-through logs	12/15/2014 daily
G1.MA1	Department chairs and administrative team will participate in data disaggregation of Interim assessments, Florida Standards Assessment, and EOCs.		10/7/2014	Interim Assessments results, Florida Standards Assessment results and EOC results	6/1/2015 annually
G1.B1.S1.MA1	Administrative team will conduct classroom walk-throughs and data chats with teachers to ensure effectiveness of the common planning protocol.	Arce, Cortnye	11/14/2014	Student work, data chats, assessments, interims	12/12/2014 weekly
G1.B1.S1.MA1	Administrative team will conduct walk-throughs to check lesson plans and implementation of lessons created during the common planning sessions.	Garrastazu, Mary	11/14/2014	Teacher observations, teacher lesson plans, student work, classroom walk-through logs	12/12/2014 weekly
G2.MA1	Attendance Reports	Arce, Cortnye	8/18/2014	Attendance bulletin, students services log, social worker contact log	6/5/2015 weekly
G2.B1.S1.MA1	Daily attendance bulletin is monitored for indication of targeted students increase in daily attendance.	Arce, Cortnye	8/18/2014	Attendance bulletin and social worker contact log.	6/5/2015 daily
G2.B1.S1.MA1	Monthly attendance reports will be reviewed by administration.	Arce, Cortnye	8/18/2014	ISIS	6/5/2015 monthly
G3.MA1	Administrative team will review student folders for evidence of interdisciplinary units.	Torres, Leonard	12/8/2014	Teacher lesson plans, teacher observations, student folders	12/12/2014 daily
G3.B1.S1.MA1	Administrative team will observe the effectiveness of the lessons created during the common planning sessions.	Torres, Leonard	12/8/2014	Teacher lesson plans, teacher observations, student work	12/12/2014 daily
G3.B1.S1.MA1	Administrative team will observe the effective implementation of the lesson created during the common planning.	Arce, Cortnye	12/12/2014	Teacher lesson plan, teacher observations, student work	12/12/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Palm Springs Middle School will increase student achievement by improving core instruction in all content areas.

G1.B1 The lack of effective planning in Language Arts courses is an obstacle to improving student achievement in this content area.

G1.B1.S1 Implement effective collaborative planning across the content areas.

PD Opportunity 1

Provide professional development on the components of effective common planning during the faculty meeting.

Facilitator

Stephania Biddings, CSS; Marica Mitchell, CSS

Participants

All faculty

Schedule

On 10/1/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: To implement Early Warning Systems to identify at-risk students and provide support and interventions to increase their academic achievement.	350
Goal 3: To increase students' college and career readiness through STEM and/or CTE initiatives and programs.	500
Grand Total	**850**

Goal 2: To implement Early Warning Systems to identify at-risk students and provide support and interventions to increase their academic achievement.		
Description	**Source**	**Total**
B1.S1.A1	School Improvement Funds	350
Total Goal 2		**350**

Goal 3: To increase students' college and career readiness through STEM and/or CTE initiatives and programs.		
Description	**Source**	**Total**
B1.S1.A1 - Instructional materials will be purchased to implement STEM initiatives across the curriculum.	School Improvement Funds	500
Total Goal 3		**500**