

Palm Springs Middle School

8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement instructional teaching family and community involvement public and mission vision



2014-15 School Improvement Plan

Palm Springs Middle School

1560 KIRK RD, Palm Springs, FL 33406

www.edline.net/pages/palm_springs_c_m_s

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	88%
Alternative/ESE Center	Charter School	Minority
No	No	87%

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	34

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

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

Provide the school's vision statement

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

School Environment

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

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Hispanic Heritage Celebration

World Cultures Curriculum

Multicultural Group Counseling

Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations.

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

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
 - Involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.
 - Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.
 - Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
 - SWPBS (School Wide Positive Behavior System)
 - Antibullying Pledge
- Positive Messages through Palm Springs Morning News.
Clubs that force positive behavior: Trio, Aspira, Girls Up

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

- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place; PRIDE

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

- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Care-Giving Youth, ASPIRA, TRIO, Girls Up);
- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- SBT- Teachers trained in collecting data for response to intervention.

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

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

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	26	38	49	113
One or more suspensions	67	98	53	218
Course failure in ELA or Math	0	0	3	3
Level 1 on statewide assessment	145	184	233	562

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	46	60	62	168

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

- Parent conferences for academically struggling students and for students with behavior issues.
- Read 180, Reading Plus, SAI , iii, Tutorials, LLI, Wilson, Fundations, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Monitoring of students academic progress through common assessments and data provided by TERMS and Performance Matters.

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/185857>.

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

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

- Parent conferences
- Invitation to numerous student performances throughout the year
- Student Agenda Books

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
Jinks, Sandra	Principal
Collin, Maribil	Assistant Principal
Vanscoy, Travis	Assistant Principal
Hollander, Kelly	Assistant Principal
Hartman, Dawn	Guidance Counselor
Munnings, Annjeanette	Guidance Counselor
Roman, Martin	Guidance Counselor
Steffens, Lorrie	Instructional Coach
Jesse, Julie	Instructional Coach
Edwards, Jeannie	Other
Murray, Jill	Instructional Media
McKee, Claude	Other
Predmore, Sheri	Other
Weingart, Martin	Other
Peragine, Nick	Other
Sallenbach, Justin	Other

Duties

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

The school-based RtI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Data collection will be collected frequently and as much data that is needed will be collected. Based on this information, the team will identify the professional development activities needed to create effective learning environments.

After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Progress monitoring and formative evaluation will be used. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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 RtI team provides high-quality instruction/intervention matched to student needs and uses learning rate over time and level of performance to make important educational decisions.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the

school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation, and communication with parents regarding school-based RtI plans and activities. General Education Teachers, as needed provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers, as needed: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach(es):

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

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

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

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

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

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

Student Services Personnel (Grade level administrators, guidance counselors, school police officers): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer programs. Title 1 will provide three additional reading teachers, two additional math teachers in order to support level 1 and 2 students, and tutorial serves in all curricular areas. Title 1 will also provide family involvement activities that are planned to increase the amount of parental involvement at the school. Title 1 funds will be used to provide parent trainings for parents in order to give them skills that can assist with student achievement. Funds will support all the professional development so that we can collaborate with parents and community to help students with their academic achievement. The math coach will provide ongoing PD for math teachers.

Additional funds in the budget will be used for substitutes so teachers can attend PD in their subject area.

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

District receives funds to support the Educational Alternative Outreach program. Services are

coordinated with district Alternative Education programs.

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

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

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

Title I funds provide Saturday Tutoring for Level 1 readers.

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

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

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

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

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

The school also receives through Title 1: Individual school allocation, area support teams, curriculum support, and MTSS. Through Title 2 the school receives: area support teams, curriculum support, SIP training and support, PAR teacher support, Marzano training and online support, leadership development through Aspiring Leader's Academy, Alternative certification program, MTSS professional development. Palm Springs Middle School was selected to participate in Demonstration for Rigor Initiative from Marzano. Content (core) teachers are involved in 60 hours of training.

Following IEP process upon annual review each student is considered for their least restrictive environment. When possible, inclusive programming is considered first as least restrictive environment. This will be implemented with appropriate accommodations/modifications to general ed curriculum and through the use of access points.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Phillip Mancusi	Teacher
Kirena Boodoo	Student
Pearl Boodoo	Parent
Kim Moore	Parent
Mary Johnson	Teacher
Joan Andrews	Teacher
Amber Jacobs	Teacher
Aleida Trinidad	Parent
Sandy Jinks	Principal
Brenda Caldwell	Education Support Employee
Dominick Coppola	Teacher
Dawn Hartman	Teacher
Nick Peragine	Teacher
LaDonna Pazwood	Parent
Danielle Kennedy	Parent
Sean Ashworth	Education Support Employee
	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 School Advisory Council presented Palm Springs Community Middle School's improvement plan to its members. After a review period, a discussion ensued about critical academic areas targeted for improvement. Members discussed literacy, literacy strategies to be implemented as well as anecdotal evidence of successful literacy strategies at other academic institutions.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Mrs. Jinks presented budgetary projections for the schools annual budget. It was noted that most of the budgetary line items are earmarked for certain things and that there is very little leeway in

budgetary spending. The majority of Title 1 funds went to teaching positions with the rest going toward parental involvement.

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

At the end of 2013-2014 the District provided to the school the sum of \$9,740. In the current year (2014-2015) the school has been informed at the time of this writing, that we should not expect funding once again. Another source of revenue assigned to school improvement through the SAC is \$1,660, awarded to the school for Energy Conservation. In-kind donations and personal contributions to the school, designated for school improvement, will fund each project included in the plan.

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

The 2014-2015 SAC committee has taken the following measures in an effort to gain compliance:

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Edwards, Jeannie	Other
Steffens, Lorrie	Instructional Coach
Jesse, Julie	Instructional Coach
Jinks, Sandra	Principal
Weingart, Martin	Other
Murray, Jill	Instructional Media
McKee, Claude	Other
Mancusi, Phillip	Teacher, K-12
Rodriguez, Veronica	Teacher, K-12
Gosa, Ray	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

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

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

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

Palm Springs Community Middle School recruits and retains highly qualified, certified-in-field, effective teachers. The school staff creates a community in which each member has a voice and a means to implement new ideas and strategies within and across the curricula. Principal Jinks has proven herself to be an effective and inspirational leader who promotes a fair and equitable working environment. Support is provided to assist teachers with lesson planning, classroom management, and assessment interpretation.

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

New teachers observe veteran teachers with a specific focus for each observation made. Mentor teachers also model lessons for new teachers. Teachers attend CHAMPS and TIPS training as needed. Ms. Baumann, who is an accomplished science teacher, is mentoring Mr. Danison and Mr. Keller. Ms. Costello, who is an experienced language arts teacher, mentors Ms. Rottura and Ms. Green in the iTeach program.

Mr. P. Mancusi, who is the social studies department chair, mentors Ms. Abreu.

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

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level

of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

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

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

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

Strategy: After School Program

Minutes added to school year: 6,000

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

Strategy Rationale

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

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jinks, Sandra, sandy.jinks@palmbeachschools.org

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

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

Strategy: Weekend Program

Minutes added to school year: 6,000

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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

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

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

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

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

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

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

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

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

-EPEP

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase parental involvement through communication, parent trainings, conferences, and school-wide activities.
- G2.** If teachers engage students in rigorous, cognitively complex tasks through the identification of critical content/purpose of lessons, then students will increase proficiency on the annual statewide assessments in all content areas.

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. Increase parental involvement through communication, parent trainings, conferences, and school-wide activities. 1a

 G053634

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Edline, one voice, marquee, teachers

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of the curriculum.

Plan to Monitor Progress Toward G1. 8

Parent mailings, parent sign-in sheets, flyers/invitations to events, surveys

Person Responsible

Schedule

Semiannually, from 9/10/2014 to 5/29/2015

Evidence of Completion

Parent Sign-in sheets, flyers/invitations to events, surveys.

G2. If teachers engage students in rigorous, cognitively complex tasks through the identification of critical content/purpose of lessons, then students will increase proficiency on the annual statewide assessments in all content areas. **1a**



Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal **2**

- Yearlong Learning Science International training for rigor.
- Support staff
- Performance Matters
- Learning Village

Targeted Barriers to Achieving the Goal **3**

- Lack of Student motivation
- Alignment of instruction with standards
- Lack of Parental Involvement due to work schedules.

Plan to Monitor Progress Toward G2. **8**

Analyze performance, assessment, and diagnostic data.

Person Responsible

Maribil Collin

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

LTM Binder

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. Increase parental involvement through communication, parent trainings, conferences, and school-wide activities. **1**

 G053634

G1.B2 Limited knowledge of the curriculum. **2**

 B135447

G1.B2.S1 Provide parents the opportunity to participate in activities related to curriculum and other school wide activities. **4**

 S147329

Strategy Rationale

To increase parent knowledge of the curriculum.

Action Step 1 **5**

Provide parent trainings related to core content areas related to the new standards.

Person Responsible

Kelly Hollander

Schedule

Semiannually, from 9/11/2014 to 2/19/2015

Evidence of Completion

Flyers, invitations, one voice call outs, agendas, sign-in sheets, handouts, evaluations.

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

Collaboration with teachers to plan parent training session content. Parent surveys.

Person Responsible

Kelly Hollander

Schedule

Semiannually, from 9/10/2014 to 5/29/2015

Evidence of Completion

Parent sign in sheets, surveys. Training agendas.

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

Parent sign in sheets for parent trainings, core curriculum training agendas.

Person Responsible

Kelly Hollander

Schedule

Semiannually, from 9/10/2014 to 5/29/2015

Evidence of Completion

Parent training agendas and sign in sheets.

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

Teacher evaluations & administrator walk-throughs.

Person Responsible

Schedule

Evidence of Completion

FCAT scores and iObservation.

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

FCAT & Diagnostic scores including student gains.

Person Responsible

Schedule

Evidence of Completion

Assessment Scores and teacher observation.

G2. If teachers engage students in rigorous, cognitively complex tasks through the identification of critical content/purpose of lessons, then students will increase proficiency on the annual statewide assessments in all content areas. 1

 G053635

G2.B2 Alignment of instruction with standards 2

 B135450

G2.B2.S1 To reduce class size, additional teachers will be utilized in math and reading. 4

 S147331

Strategy Rationale

To provide smaller groups for instruction.

Action Step 1 5

Three additional reading teachers and two math teachers will allow for smaller class sizes.

Person Responsible

Sandra Jinks

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Master schedule and teacher's rosters.

Action Step 2 5

Reading Coach will provide and model lessons, review data, and plan instruction.

Person Responsible

Lorrie Steffens

Schedule

Annually, from 8/5/2014 to 6/5/2015

Evidence of Completion

Coaches log and schedule

Action Step 3 5

Provide extended learning opportunities after school and on select Saturdays.

Person Responsible

Maribil Collin

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

schedule, diagnostic results, assessment data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Create class schedules for classroom teachers and tutorials.

Person Responsible

Sandra Jinks

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Evidence includes classroom walk-throughs, observations, lesson plans, department meetings, and assessment results.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Provide curriculum and trainings. Collect lesson plans. Provide opportunities for planning.

Person Responsible

Maribil Collin

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Performance Matters assessment results, FSA results, classroom observations. LTM binder.

G2.B2.S3 Participate in Yearlong Learning Science International training for rigor. 4



Strategy Rationale

LSI provides professional development in: teaching foundations, guiding deeper thinking, monitoring & measuring, goals and scales, and facilitating complex learning.

Action Step 1 5

Learning Sciences will provide professional development to teachers to increase rigor in the classroom.

Person Responsible

Sandra Jinks

Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Evidence includes classroom walkthroughs, observations, lesson plans, department meetings, and training agendas.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Strategy will be monitored for fidelity of implementation through lesson plans, active learning goal scales, classroom walkthroughs, learning team meetings, and student learning gains.

Person Responsible

Sandra Jinks

Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Evidence includes classroom walkthroughs, observations, lesson plans, department meeting agendas, and assessment results.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Effectiveness of implementation will be monitored through assessment results.

Person Responsible

Maribil Collin

Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Performance Matters assessment results, FSA results, classroom observations.

G2.B3 Lack of Parental Involvement due to work schedules. 2

 B135451

G2.B3.S1 Provide parent trainings to support academic needs. 4

 S147334

Strategy Rationale

Students whose parents are involved in school activities and aware of the academic needs of their children perform better in school.

Action Step 1 5

Provide parent trainings to assist parents with academically supporting their children.

Person Responsible

Kelly Hollander

Schedule

Semiannually, from 9/11/2014 to 4/1/2015

Evidence of Completion

Evidence is parent attendance and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Parent training night will provide parents with relevant information about assisting students with academic needs.

Person Responsible

Kelly Hollander

Schedule

On 4/1/2015

Evidence of Completion

Breakout session descriptions, sign-in sheets, parent attendance.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Parent night evaluations (feedback forms).

Person Responsible

Kelly Hollander

Schedule

On 4/29/2015

Evidence of Completion

Parent evaluations, walkthroughs of parent training sessions, agendas, conversation

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.B2.S1.A1	Provide parent trainings related to core content areas related to the new standards.	Hollander, Kelly	9/11/2014	Flyers, invitations, one voice call outs, agendas, sign-in sheets, handouts, evaluations.	2/19/2015 semiannually
G2.B2.S1.A1	Three additional reading teachers and two math teachers will allow for smaller class sizes.	Jinks, Sandra	8/12/2014	Master schedule and teacher's rosters.	6/5/2015 daily
G2.B2.S3.A1	Learning Sciences will provide professional development to teachers to increase rigor in the classroom.	Jinks, Sandra	8/20/2014	Evidence includes classroom walkthroughs, observations, lesson plans, department meetings, and training agendas.	6/5/2015 monthly
G2.B3.S1.A1	Provide parent trainings to assist parents with academically supporting their children.	Hollander, Kelly	9/11/2014	Evidence is parent attendance and sign-in sheets.	4/1/2015 semiannually
G2.B2.S1.A2	Reading Coach will provide and model lessons, review data, and plan instruction.	Steffens, Lorrie	8/5/2014	Coaches log and schedule	6/5/2015 annually
G2.B2.S1.A3	Provide extended learning opportunities after school and on select Saturdays.	Collin, Maribil	9/2/2014	schedule, diagnostic results, assessment data	5/22/2015 weekly
G1.MA1	Parent mailings, parent sign-in sheets, flyers/invitations to events, surveys		9/10/2014	Parent Sign-in sheets, flyers/invitations to events, surveys.	5/29/2015 semiannually
G1.B2.S1.MA1	Parent sign in sheets for parent trainings, core curriculum training agendas.	Hollander, Kelly	9/10/2014	Parent training agendas and sign in sheets.	5/29/2015 semiannually
G1.B2.S1.MA1	Collaboration with teachers to plan parent training session content. Parent surveys.	Hollander, Kelly	9/10/2014	Parent sign in sheets, surveys. Training agendas.	5/29/2015 semiannually
G2.MA1	Analyze performance, assessment, and diagnostic data.	Collin, Maribil	9/1/2014	LTM Binder	6/5/2015 quarterly
G2.B1.S1.MA1	FCAT & Diagnostic scores including student gains.		Assessment Scores and teacher observation.	once	
G2.B1.S1.MA1	Teacher evaluations & administrator walk-throughs.		FCAT scores and iObservation.	once	

Palm Beach - 0611 - Palm Springs Middle School - 2014-15 SIP
Palm Springs Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Provide curriculum and trainings. Collect lesson plans. Provide opportunities for planning.	Collin, Maribil	9/1/2014	Performance Matters assessment results, FSA results, classroom observations. LTM binder.	6/5/2015 quarterly
G2.B2.S1.MA1	Create class schedules for classroom teachers and tutorials.	Jinks, Sandra	9/1/2014	Evidence includes classroom walk-throughs, observations, lesson plans, department meetings, and assessment results.	6/5/2015 monthly
G2.B3.S1.MA1	Parent night evaluations (feedback forms).	Hollander, Kelly	9/11/2014	Parent evaluations, walkthroughs of parent training sessions, agendas, conversation	4/29/2015 one-time
G2.B3.S1.MA1	Parent training night will provide parents with relevant information about assisting students with academic needs.	Hollander, Kelly	9/11/2014	Breakout session descriptions, sign-in sheets, parent attendance.	4/1/2015 one-time
G2.B2.S3.MA1	Effectiveness of implementation will be monitored through assessment results.	Collin, Maribil	8/20/2014	Performance Matters assessment results, FSA results, classroom observations.	6/5/2015 monthly
G2.B2.S3.MA1	Strategy will be monitored for fidelity of implementation through lesson plans, active learning goal scales, classroom walkthroughs, learning team meetings, and student learning gains.	Jinks, Sandra	8/20/2014	Evidence includes classroom walkthroughs, observations, lesson plans, department meeting agendas, and assessment results.	6/5/2015 monthly

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 Opportunities

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

G2. If teachers engage students in rigorous, cognitively complex tasks through the identification of critical content/purpose of lessons, then students will increase proficiency on the annual statewide assessments in all content areas.

G2.B2 Alignment of instruction with standards

G2.B2.S3 Participate in Yearlong Learning Science International training for rigor.

PD Opportunity 1

Learning Sciences will provide professional development to teachers to increase rigor in the classroom.

Facilitator

Learning Sciences International

Participants

Classroom teachers

Schedule

Monthly, from 8/20/2014 to 6/5/2015

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 1: Increase parental involvement through communication, parent trainings, conferences, and school-wide activities.	8,460
Goal 2: If teachers engage students in rigorous, cognitively complex tasks through the identification of critical content/purpose of lessons, then students will increase proficiency on the annual statewide assessments in all content areas.	429,003
Grand Total	437,463

Goal 1: Increase parental involvement through communication, parent trainings, conferences, and school-wide activities.

Description	Source	Total
B2.S1.A1 - Family involvement supplies- agendas to support communication between home and school	Title I Part A	5,960
B2.S1.A1 - Postage for mailing parent post cards.	Title I Part A	500
B2.S1.A1 - Family Involvement Night presenters and dinner for families.	Title I Part A	2,000
Total Goal 1		8,460

Goal 2: If teachers engage students in rigorous, cognitively complex tasks through the identification of critical content/purpose of lessons, then students will increase proficiency on the annual statewide assessments in all content areas.

Description	Source	Total
B2.S1.A1 - Salary and benefits for three reading teachers and two math teachers.	Title I Part A	329,395
B2.S1.A1 - Salary and benefits for substitutes.	Title I Part A	1,861
B2.S1.A2 - Salary and benefits for reading coach.	Title I Part A	73,058
B2.S1.A2 - PD supplies- paper, ink, chart paper, markers, post-its, highlighters, binders, pens, pencils, poster paper for poster machine	Title I Part A	2,559
B2.S1.A3 - Salary and benefits for tutorial.	Title I Part A	8,869
B2.S1.A3 - Classroom/tutorial supplies- paper, ink, poster paper, dry erase markers, cleaner, blue painters tape, folders, highlighters, pens, staples, composition books.	Title I Part A	3,110
B2.S3.A1 - As a Demonstration School for Rigor the use of monitoring will help teachers create more rigorous lessons while making sure students are understanding the standard they are learning.	Title I Part A	1,817
B3.S1.A1	Title I Part A	8,334
Total Goal 2		429,003