

School Name and Number : 6681 - Palm Springs Middle School

# School Performance Excellence Plan

Principal: Dr. Allan R. Bonilla

Telephone #: (305) 821-2460

High School Feeder Pattern: 7131 - Hialeah-Miami Lakes Senior

Region: Region I

Board District #: 4 - Ms. Perla Tabares Hantman

## Title I Budget and Waivers

X

This school is receiving Title I funding and its Title I Budget is appended to this document.

    

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



# 2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 6681 - Palm Springs Middle School

2002 School Performance Grade: B

## Vision/Mission/Belief Statement(s):

VISION: At Palm Springs Middle School, administrators and faculty in cooperation with parents and the community are committed to maximizing the growth of all students by means of learning opportunities that promote senses of value, success, confidence, and creativity.

MISSION: Administrators and faculty at Palm Springs Middle School are dedicated to implementing learning systems and methodologies that promote significant knowledge acquisition, lifelong learning skills, school-to-career experiences, self-discipline, character, and cooperation. In conjunction with parents and the community, students will be challenged to develop linguistic, numerical, visual, and technological literacy.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School District Goals:

### Goal I: School to Career

**Focus:** Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

**Objectives:**

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

### Goal II: Effective Learning Environment

**Focus:** Enhance the safety of students and staff, and increase the quality of the learning environment

**Objectives:**

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

### Goal III: Efficient Management Practices

**Focus:** Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

**Objectives:**

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Palm Springs Middle School

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Palm Springs Middle School is located in the city of Hialeah and serves a predominately working class Hispanic population. Our current school population consists of 95% Hispanic, 2.8% white, 1.6% black and .5% other. Approximately 75% of the 1,881 6th through 8th grade students are on free/reduced lunch and most speak Spanish as a primary language. The school is 45 years old and is currently growing in population while undergoing extensive renovation. Despite considerable challenges in growth and adaptation to renovation processes, Palm Springs Middle School has developed a reputation for being sought-after, challenging and highly successful school organization and learning environment.

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, standard curriculum students in grade six, seven and eight will improve their reading comprehension skills as evidenced by a minimum of 54% of the students scoring at or above Level III on the Florida Comprehensive Assessment Test-Reading (CRT) administered in 2003.

Given instruction using the Sunshine State Standards and the Competency-Based Curriculum, 79% of the standard curriculum students in grade six, seven and eight who scored in the lowest 25% on the 2002 Florida Comprehensive Assessment Test-Reading will improve their reading comprehension skills as evidenced by demonstrating learning gains on the 2003 Florida Comprehensive Assessment Test-Reading (CRT) as defined by the Florida Department of Education.

Given instruction using the Sunshine State Standards and the Competency-Based Curriculum, standard curriculum students in grade six, seven and eight will improve their mathematics performance skills as evidenced by a minimum of 54% of the students scoring at or above Level III on the Florida Comprehensive Assessment Test-Mathematics (CRT) administered in 2003.

Given instruction using the Sunshine State Standards and the Competency-Based Curriculum, students in grade six and seven will improve their writing performance skills as evidenced by an average increase of 5% on the results of a pre and post writing test given at the beginning and end of the school year.

Given increased attention to hands-on science instruction using the Sunshine State Standards, Competency-Based Curriculum and the Comprehensive Math and Science Plan, student participation or exposure to science labs will increase by 5% during the 2002-2003 school year, as compared to the 2001-2002 school year. Baseline data will be established from the total number of labs documented during the 2001-2002 school year.

Given attention to advanced academics, the percent of students enrolled in advanced academics courses who are also enrolled in the English for Speakers of other Languages Program (ESOL), will increase by three percent, as evidenced by the 2003-2004 school master schedule.

Consistent with the mission of Palm Springs Middle School, administrators and faculty are dedicated to promoting the highest possible levels of lifelong learning skills, literacy, and character development. Accordingly, all faculty at Palm Springs Middle will strive to accomplish the mission through the achievement of the goals and objectives.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### 1. ENVIRONMENT

##### 1.1 Pedagogy

*This item explores the teaching process at the school, including programs, services, and delivery systems.*

Palm Springs Middle is a Title I school that provides various educational opportunities based on Sunshine State Standards/ Competency Based Curriculum for grades six through eight. Additionally, the school is a special center for the deaf and hearing impaired. A myriad of student services include counseling, peer mediation, individual student tutoring, Heart Smarts, TRUST, and a full time Community Involvement Specialist. Instruction is provided in a six-period rotating-block schedule and is enhanced through computer-based activities and CRISS strategies in all grade levels. Online Web-based Law Studies (OWLS) is offered to seventh graders. Named as a "top 100 wired school" by FamilyPC Magazine, Palm Springs Middle's extensive website enhances the school-to-home connection.

##### 1.2 Culture

*This item explores the culture of the school, included are the vision, mission, and core values of the school.*

At Palm Springs Middle School, administrators and faculty in cooperation with parents and the community are committed to maximizing the growth of all students by means of learning opportunities that promote senses of value, success, confidence, and creativity. Administrators and faculty at Palm Springs Middle School are dedicated to implementing learning systems and methodologies that promote significant knowledge acquisition, lifelong learning skills, school-to-career experiences, self-discipline, character, and cooperation. In conjunction with parents and the community, students will be challenged to develop linguistic, numerical, visual, and technological literacy.

##### Core Values

The Faculty at Palm Springs Middle School, in cooperation with parents and community believes in the development of individual responsibility, self-esteem, self- management, and integrity for all students.

##### 1.3 Human Resources

*This item describes the people who carry out the work of the school.*

This school employs a total of 168 full-time and 35 part-time staff members. Of this group, five are administrators, 122 are classroom teachers, 15 are exceptional student education teachers, seven are guidance counselors, 15 are classroom paraprofessionals, nine are clerical employees, 18 are cafeteria workers, and 12 are custodial service workers. Of the teaching staff, less than 1 percent are teachers new to this school, with the average length of time teaching in Florida at 13 years and 41 having advanced degrees.

##### 1.4 Building Resources

*This item explores budgetary commitments for facilities, technologies, and equipment.*

Palm Springs Middle School is located on nineteen acres in Northern Miami-Dade County at 1025 West 56 Street. Assigned program capacity for the permanent facility is 1990 while additional capacity is provided through relocatable classrooms. The auditorium, renovated in 1999, has a capacity of 450 and is wired for multimedia presentations. The school, established in 1957 has been retro-wired to provide Internet and Intranet access to 100% of the classrooms. All school personnel communicate via email daily. The newly remodeled media center includes a state of the art closed circuit television and a new technology center.

##### 1.5 Constraints

*This item explores standards, laws, and rules that strongly influence the school to take action.*

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

Board rules. Title I constraints include limits on the use of equipment and personnel in restricted areas. The Bilingual English for Speakers of Other Languages (ESOL) Exceptional Student Education (ESE) Program must meet the requirements of the State Board of Education vs. LULAC (League of United Latin American Citizens) et. al., Consent Decree and the needs of the multicultural/multilingual exceptional student population in the Miami-Dade County Public Schools.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

## 2. RELATIONSHIPS

### 2.1 Student

*This item explores the unique requirements, expectations, and needs of the key student groups.*

Palm Springs Middle School is committed to provide a comprehensive program that meets the diverse needs of students. These needs range from fundamental human necessities to the demand for academic challenges. This school services a student population of 1881, of which 1390 receive free or reduced lunch. Currently, 95% of the students are Hispanic, 1.6% black/non-Hispanic, 2.8% white/non-Hispanic, and .5% Asian. Three hundred thirty of the students are Limited English Proficient (LEP) and are enrolled in the English for Speakers of other languages (ESOL) program. The Exceptional Student Education (ESE) program population includes 5 with varying exceptionalities, 157 Learning Disabled, 44 Emotionally Handicapped 18 Hearing Impaired, and 136 Gifted. There are 149 students in dropout prevention that are enrolled in the Alternative Education program. Many times, these students come from broken or foster homes and find themselves in need of academic and emotional support which the school provides.

### 2.2 Stakeholder

*This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.*

Because Palm Springs Middle School is an open door school, its administrators believe that shared decision-making techniques are the best way to accomplish goals. During the faculty meetings, priorities and our mission are reviewed and discussed. Teachers discuss and brainstorm methods which benefit the students' needs during monthly leadership meetings, regular department meetings, and team meetings. On the second Thursday of every month, the Educational Excellence School Advisory Council (EESAC) meets. The schedule of these meetings let administrators, faculty, school support employees, clerical personnel, parents, students, and business representatives participate and discuss the School Improvement Plan. During the 2001-2002 school year, nine (9) EESAC meetings were held and approximately 45 people attended each meeting. Among those people, the PTSA President, the Band Parents Association President, the Chorus Parents Association President, the EESAC Parent Representative, two people from business/community, and four students were present at these EESAC meetings.

To improve the curriculum, the school administration provides facilities for teacher training in all areas. The school also encourages the teachers to write grants, many of which have been received. Two nights of each week the school opens its doors for parenting classes which are provided from grant monies.

### 2.3 Human Resources

*This item explores the unique requirements, expectations, and needs of the faculty and staff.*

The Union and the School Board negotiate the benefits package for employees. This package includes a comprehensive health component as well as standard insurances and other selected benefits.

The faculty and staff participate in a wide variety of professional development programs. Options exist to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid trainings, conferences, and workshops that are in alignment with the goals of the school. Results of the School Climate Survey indicate that staff morale is high and Palm Springs Middle staff feel like family.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

All Palm Springs Middle School students are assisted by these nonacademic services through different school-wide activities. In addition, students receive support by the Parent Student Teacher Association (PTSA). Support is also received from the Community Involvement Specialist (CIS) who identifies student needs such as food, uniforms, and medical assistance. Students also receive assistance through small group counseling, individualized counseling, and/or peer mediation. Heart Smart provides students tools to handle their problems like anger and stress and teaches them how to improve their communication skills.

The Alternative Education Program has a full-time counselor, and a full-time director who has planned extra classes in math and reading. They have support from Heart Smart Programs, Citrus Health Network, BETA Program, and middle school teams. This program has an excellent parent/teacher/counselor communication network that utilizes the internet and phone to communicate.

Thirty students in the Alternative Education Program at Palm Springs Middle School are selected by their 6th grade teachers to attend the BETA Program, a prevention program geared toward dropout prevention. Students receive three group sessions weekly as well as one individual session per week while they are in the active phase of the program (7th grade). After completing their active phase, they go into a follow-up phase (8th grade) during which they are still monitored.

### 3. COMPETITION

#### **3.1 Position:**

*This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.*

Enrollment at PSMS has increased 15% over the past five years. The school improved from a "C" to a "B" grade according to the Florida Department of Education's A+ plan in 2001-2002 school year. Today, despite the fact that the school is undergoing major construction, the student and faculty morale and attendance are remarkably high. Most days more than 95% of the 1903 students are in attendance. Each school year since 1990 - 1991 the daily attendance has increased. PSMS has been and remains number one in attendance in Region I and is currently in the top five middle schools for all Miami-Dade County. In 1997 - 1998, PSMS was the number one middle school for attendance in the county.

Twenty-three clubs or groups at PSMS have received local, district, national, and international awards. The school is also proud of the distinction of being nationally recognized by the Lucas Foundation for its parent involvement program.

#### **3.2 Competitors**

*This item explores the alternate schools available to students.*

Numerous private schools and charter schools are within or close to the boundaries of Palm Springs Middle School. This has not impacted the enrollment largely due to a stellar reputation within the community the improvement from a "C" to a "B" school in 2002.

#### **3.3 Mode**

*This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.*

Palm Springs Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

The administration is fully supportive of the policies and solutions of the Educational Excellence School Advisory Council. The principal works with the Budget Committee to determine spending. He encourages generous funding for technology. Substitute coverage and release time are provided for any teachers wishing to attend workshops to further their teaching skills. He also urges our faculty and staff to travel to various conventions around the nation and the world, paying registration fees and supplying release time from classes. The administration takes a leadership role by allowing faculty, students and parents to have a strong voice in all of the decision-making processes at Palm Springs Middle School.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

Offering support to the parents and students of Palm Springs Middle School is crucial. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. All of these activities include services for students, services for parents, and interactive parent/student services.

The computer lab is used to train parents in computer skills. During the 2001-2002 school year, several computer classes were offered to parents with over 70 attending. The art room is used in two ways. While parents attend the workshops, conferences, or meetings, their children are working with art supplies supervised by volunteers. During the school year, the school offers training for parents in arts and crafts. These skills are used for fund-raising activities for the PTSA. The media center is used two nights every week to meet with parents for meetings, workshops, holiday celebrations, and family counseling. The auditorium is used for band, chorus, dance, drama, honor roll assemblies, and awards ceremonies. Our educational resources are also used to extend learning opportunities for students. For example, students have tutoring before and after school in reading, computers, ESOL, math, and technology. Many of the school clubs meet and hold activities before and after school. For example, the students use the band room and the school's musical instruments for their practice. Educational resources in our school and the community are used to extend learning opportunities for teachers as well. Palm Springs Middle School offers its facilities for use by teachers needing technology and media resources to prepare their college and/or university work and preparation.

#### **3.4 Dynamics**

*This item explores the changing threats and opportunities to which the school must respond.*

Palm Springs Middle School has developed a reputation for being a sought-after, challenging, and highly successful school organization and learning environment. It is a predominately Hispanic American single-family community. Competitors or boundary changes do not impact this school. Low teacher and administrative/leadership position changes continue to contribute to school stability.

More than a million dollars in grants have supplemented Palm Springs Middle School's budget. This has provided supplementary materials, additional programs, and state-of-the-art technology.

## **4. CHALLENGES**

#### **4.1 Learning**

*This item explores the challenges the school faces in providing educational activities that result in student learning.*

Palm Springs Middle School faces a challenge as it seeks to bring high quality education to its largely Hispanic-American student population. Many Palm Springs students' home language is not English. The School has a student mobility index of 24. The school has been in the top five most highly attended middle school in Miami-Dade County for the last five years. A significant number of students have acquired English as a second language; therefore, reading test scores tend to be below grade level.

#### **4.2 Faculty**

*This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.*

The faculty at Palm Springs Middle School share the overall belief that all students can and will learn if they are actively involved in the learning process. However, based on the challenges described in 4a (learning), this is a challenge for faculty. To overcome these challenges, all teachers need continuous professional growth in the area of instructional delivery. Many new teachers are educated outside of the parameters of South Florida and must acquire many of the skills needed to deliver instruction effectively. In many cases, curriculum requirements and implementation methods are completely new to the teachers. An analysis of the pilot Professional Assessment and Comprehensive Evaluation System (PACES) evaluations for the past three years has indicated that teachers need additional professional growth activities. These activities will enhance their instruction in the area of higher order thinking and questioning strategies.

#### **4.3 Operational and External Forces**

*This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.*

Palm Springs Middle School has identified issues concerning challenges in relationships with internal operations and external forces. Historically, the external forces of community and parents has been hindered by lack of communication and process to produce meaningful school strategies for improvement. A



## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

significant number of parents communicate in their native language and are currently learning the English language. This fact has created a great challenge in communicating necessary information to parents. Because the school is a special center for education, a significant number of students have special needs. Operational procedures during the 2001-2002 school year were free from any audit exceptions.

#### **4.4 Process Improvement**

*This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.*

Palm Springs Middle School has identified issues concerning challenges in the process improvement. Student scores on the Florida Comprehensive Assessment Test (FCAT) in the area of reading are significantly below the state average. Because results in the areas of mathematics and writing were satisfactory, only minor adjustments in process are needed. A refocus in the areas of curriculum, implementation of district programs, use of testing data, and articulation among feeder pattern elementary and high schools is needed.

## 5. IMPROVEMENT

#### **5.1 Education Design and Support Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.*

Palm Springs Middle School faces a challenge as it seeks to bring high quality education to its largely Hispanic-American student population. This fact requires that not only instructional planning take into account English language acquisition, but also must consider adapting traditional curricula to accommodate students for whom English is a second language. The challenge of being relevant while remaining culturally sensitive is inherent in lesson planning and instructional delivery.

Palm Springs Middle School supports and enhances the parenting role by providing educational multi-language materials, parenting skills workshops, and family counseling sessions. Two-way communication between the home and school encompasses home visits, flyers, newspaper announcements, phone contacts, e-mail, parent workshops, conferences, and the internet via the school homepage. The school actively recruits and encourages volunteers. This involves families in the learning process through participation in EESAC, PTSA, and assorted content-based groups.

The processes and methods used to design and support educational programs at Palm Springs Middle School are multifaceted. The Curriculum Committee of our Educational Excellence School Advisory Council (EESAC) meets monthly to review FCAT test scores math, reading, and writing and to discuss school-wide curriculum issues. The committee is comprised of department chairpersons and team leaders as well as other interested faculty members. At the present, issues under discussion involve the infusion of technology into all areas of the curriculum, the teaching of higher order thinking skills, and critical thinking strategies aimed at increased achievement on the FCAT. Additional topics discussed at recent committee meetings are reading and writing across the curriculum and the implementation of a school to career program. Ongoing curriculum renewal will emphasize continuous alignment of our curriculum with Florida's Sunshine State Standards and the district's Competency Based Curriculum.

Technology is available to students in every classroom and most homes. Parents attend computer literacy classes at school in the mornings and evenings. The extensive Palm Springs web site offers the opportunity for communication and information.

#### **5.2 Education Delivery Process**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.*

Roland Barth defines a school that has "a strong context for change" as "a community of learners...a place where all participants - teachers, principals, parents, and students engage in learning and teaching." At Palm Springs Middle School there is no single recipe for students reaching their maximum potential. The faculty shares the overall belief that all students can and will learn if they are actively involved in the learning process. Teachers work to empower students with student owned strategies for learning. Classroom teaching practices are guided by PACES (Professional Assessment and Comprehensive Evaluation System). Palm Springs Middle School was chosen as a pilot site in 1997-1999 because of faculty willingness and dedication to the advancement of teaching and learning. This evaluation instrument focuses on student ownership of learning and on-going observation, discussion, and self-reflection. Teaching practices in every program and class in the school are dictated by the conviction that every student can learn if actively involved.

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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Pursuant to the belief in student-owned learning, all teachers at Palm Springs Middle School have been trained in reciprocal teaching through district presentations and internal modeling. Reciprocal teaching is an interactive strategy which is designed to enhance students' comprehension by integrating the processes of predicting, clarifying, visualizing, questioning, and summarizing during reading. It moves to an automatic conversation between reader and text which encourages rereading and metacognition. This strategy is based on research done by Palinscar and Brown in 1985.

The school is engaged in an on-going plan to train every teacher, paraprofessional, and administrator in Project CRISS (Creative Independence through Student owned Strategies). This plan started in 1997-1998 and will continue through the summer of 2002. CRISS is a nationally validated project. CRISS empowers students to become strategic learners by teaching the process of learning directly through explanation and modeling. Teachers show, tell, model, demonstrate, and explain not only content but process. Gradually responsibility shifts from teacher to student. The faculty is enthusiastic about Project CRISS, utilizing what they have learned to spark interest throughout the school. In June of 1999, our reading leader was trained to be a certified trainer in CRISS. This has accelerated our in-school training.

The principal has continuously fostered professional growth of teachers and staff. It has been through his leadership, encouragement, funding, and release time that the school remains on the cutting edge with practices like reciprocal teaching and Project CRISS.

Palm Springs Middle School is always conscious of the training and actualization needs of its personnel in ensuring their ability to implement effectively the school's curriculum, instructional strategies and to continuously provide professional growth opportunities. Arrangements are made each year to provide training for selected department representatives who in turn train other members of that department.

#### **5.3 Operational and External Forces Processes**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.***

Because Palm Springs Middle School is an open door school, its administrators believe that shared decision-making techniques are the best way to accomplish goals. On the second Thursday of every month, the Educational Excellence School Advisory Council (EESAC) meets. The schedule of these meetings let administrators, faculty, school support employees, clerical personnel, parents, students, and business representatives participate and discuss the School Improvement Plan. During the 2001-2002 school year, nine (9) EESAC meetings were held and approximately 45 people attended each meeting. Among those people, the PTSA President, the Band Parents Association President, the EESAC Parent Representative, two people from business/community, and four students were present at these EESAC meetings.

Two nights of each week the school opens its doors for parenting classes which are provided from grant monies. Grant monies have been acquired because the school encourages teachers to write grants. Palm Springs Middle School offers a variety of events that affect parenting and learning skills. Morning and evening workshops are scheduled to allow working parents to attend. Each year in September, the school holds a General Parent Orientation meeting which is attended by approximately 10% of our parents. This meeting stresses to parents how important their participation is in their child's education and informs them about the different programs our school offers to help the students and their families. Our sixth grade parents' orientation serves to aid parents and students in the elementary to middle school transition process. Approximately 50% of all the 6th graders' parents attend this meeting. The general open house, held the second Thursday of October each year, is attended by approximately 40% of all parents. That night, parents have the opportunity of meeting with the school staff. They ask questions about the curriculum and learn effective methods of helping their child with homework. Parents are invited to become more involved in school activities through the PTSA, the Band Parents Association, the Gifted Parents Association, and other parenting programs which offer parenting classes and family counseling.

Bilingual literature is sent home to encourage parent participation in the learning process, understanding teenagers, and family wellness. The reading leader has prepared booklets and appropriate book lists for each grade level. These lists are disseminated to parents whenever they visit the school.

A monthly calendar is sent to all parents to make them aware of all school activities and to encourage them to participate. A monthly "Parents Make A Difference, Too" and a "Middle Years Newsletter" with helpful hints in teen education issues are sent home to help parents understand their children in this

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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special age. Many of the students have special needs that are addressed with parents in team meetings. One hundred percent of the parents are contacted by phone and/or via report card and progress reports throughout the year. Parents pick up their child's report card, and meet the teachers, counselors, and administrators three times during the school year during special before and after school hours.

Volunteers are an integral part of the Palm Springs Middle School program. Volunteers are drawn from the parent-neighborhood pool, as well as colleges, universities, and high school students working for their community service hours. Approximately 3% of all of our parents work as volunteers.

Community challenges have been remedied through our strong relationship with the Dade Partners group. Pepsi Cola awards the best students with a Winners' Circle. The reading program has many sponsors such as Roadhouse Grill, The Miami Heat, and Pizza Hut. In addition, the PTSA conducts fund-raising activities and rewards our students who meet the reading goals.

The Career Education events are successful thanks to many sponsors such as: Civil Air Patrol, Turner Tech, Naval Sea Cadets, Harvard University, Baker Aviation, fire Cadets, Medical Arts Magnet, TKG Corrections Facility, the county courthouse and police departments, Republic bank, McDonalds, Home Depot, Machado Ford, Miami-Dade Community College, Lipton, local TV Channels 51,23, 4, and 7, Hialeah chamber of Commerce, Big Brothers, Big sisters, Local chapters of Boy Scouts and Girl Scouts, US Army, New World School of the Arts, Palmetto Hospital, Burdines, University of Miami, Florida Job Service, and other local, private professionals such as pediatricians, architects, engineers, attorneys, medical salespersons, veterinarians, meteorologists, educators and politicians.

#### **5.4 Organizational Processes**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.***

Palm Springs Middle School has identified strategies concerning school improvement based on the challenges identified in the organizational processes. Student scores on the Florida Comprehensive Assessment Test (FCAT) in the area of reading are significantly below the state average. Strategies identified to remedy this challenging problem include a school wide focus in persuading students to improve performance awareness and personal responsibility for learning, implementation of required curriculum based on testing data, and through careful implementation of the School Performance Excellence Plan. Use of technology, pre and progress testing, EESAC committee recommendations, a thorough implementation of the district's curriculum, and improved articulation are part of the master plan. The above strategies will result in improved student performance skills and a school performance grade of an "A" based on the state of Florida's A+ Plan.

A School to Career Plan will be implemented by all teachers and lead by the school to career specialist. This plan is designed to motivate students to learn by giving them a purpose for learning. Students will become aware and responsible for their own reading performance level. Strategic opportunities for improvement will be provided to all students. It will be clearly communicated that minimum performance is necessary to graduate from high school. In addition, a middle school certificate of distinction that mirrors high school graduation will be initiated during the 2002-2003 school year. The use of technology will be enhanced and utilized in a more efficient manner. Both hardware and software are plentiful in the school; therefore, it will only be necessary to identify means to utilize the existing programs and computers. For example, the use of Skills Tutor.com and Accelerated Reader will have a direct impact on student reading scores. In addition, these programs will be available to support students seeking to improve on their own as mentioned in the above strategies. A pre and progress FCAT test will be administered at the start and mid point of the school year. Each test will be reviewed with areas in need of improvement clearly identified. Teachers will then refocus instruction into these areas which will result in an increase in student performance in the deficient areas. The Educational Excellence School Advisory Council (EESAC), will continue to meet in committee to establish other strategic plans that will improve reading comprehension. Finally, the district's curriculum will be thoroughly implemented through out the school year.

Course offerings are mandated by the state of Florida and Miami-Dade County School District. Offerings within this context have been chosen to meet the interests, needs, and varying abilities of a diverse and multiethnic student population. There are three major areas of special needs which include English Second Language (ESOL); Exceptional Student Education (ESE), Learning Disabled (LD), Emotionally Handicapped (EH), Hearing Impaired and Deaf Gifted;

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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Alternative Education (AE), self-contained grade 6 and school-within-school grade 7 and 8.

By utilizing strategies, which include reciprocal teaching, cooperative learning, and peer tutoring, each student is able to master the competencies as dictated by the Florida Sunshine Standards and the Miami-Dade County Competency Based Curriculum (CBC) The CBC is a spiral curriculum which facilitates easy transition from one grade to the next.

Articulation among feeder pattern elementary and high schools will be enhanced. Planned meetings will take place prior to the traditional articulation procedures conducted in March and April. Discussions at these meetings will center around the areas of curriculum implementation. Teachers among the three levels of elementary, middle school, and high school will have clear understandings of student achievement from grade to grade and school to school. Additionally, spring articulation for fifth graders will commence, as the counselors and other staff members go to our feeder elementary schools for an introduction to the programs. An articulation breakfast is also hosted at which joint program and scheduling decisions are made with our feeder staffs. Later the sixth graders come to our school for a visitation assembly and tour. In the spring of grade eight, high school articulation begins with feeder high schools presenting fairs and that include performances and representatives who explain course offerings and extra-curricular activities. Palm Springs counselors then go to individual classes reiterating high school information and disseminating subject selection cards and explaining the procedure. Students take the subject selection cards home and work on them with their parents. After the signed cards are returned, the high school counselors peruse and fine tune them to avoid conflicts in the fall.

## School Profile/ Needs Assessment: (continued)

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### Advanced Academics

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(Middle Schools)

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***Enrollment trends in advanced, gifted, and honors classes.***

Enrollment during the past three years has increased at approximately 2% each year.

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***Ethnic breakdown of advanced, gifted, and honors classes' enrollment as compared to the school's total population.***

The ethnic breakdown is equal to the schools general population.

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***Student achievement in advanced, gifted, and honors classes as measured by teacher assigned grades.***

A review of teacher assigned grades indicated positive student achievement based on excellent grades from each teacher in the Advanced Academic program.

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***Recruitment procedures in place to address underrepresented groups of students in advanced, gifted, and honors classes.***

The recruitment system used at Palm Springs Middle is Plan B. Students scoring a 9 stanine with a teachers recommendation are eligible for placement.

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***Support mechanisms in place to assist, under-achieving students in advanced, gifted, and honors classes.***

Support mechanisms include, an after school sports tutorial program, team meetings, counseling and a self contained full academic curriculum program.

## School Profile/ Needs Assessment: (continued)

### MAJOR PROGRAMS

#### Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	6,7,8	Sep. '99
Alternative Education	6,7,8	Sep. '96
Comprehensive Reading Plan	6,7,8	Sep. '96
Soar to Success	6,7,8	Sep. '99
Bridges	6,7,8	Sep. '02
Competency Based Curriculum (CBC)	6,7,8	Sep. '90
Gifted	6,7,8	Sep. '90
Academic Excellence Program (AEP)	6,7,8	Sep. '90
Read 180	6,7,8	Apr. '02

#### Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Alternative Education	6,7,8	Sep. '98
Competency Based Curriculum (CBC)	6,7,8	Sep. '90
Gifted	6,7,8	Sep. '90

#### Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
SECME/SECME RISE	7,8	Sep. '01
Students At Risk Program (SARP)	6,7,8	Sep. '96
Competency Based Curriculum (CBC)	6,7,8	Sep. '90
Gifted	6,7,8	Sep. '90
Academic Excellence Program (AEP)	6,7,8	Sep. '90

#### Science

## School Profile/ Needs Assessment: (continued)

### MAJOR PROGRAMS

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	6,7,8	Sep. '90
SECME/SECME RISE	6,7,8	Sep. '01
Urban Systemic Program (USP)	6,7,8	Sep. '98
Gifted	6,7,8	Sep. '90
Academic Excellence Program (AEP)	6,7,8	Sep. '90

## School Profile/ Needs Assessment: (continued)

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Instructional Reading Strategies Inservice provided by Reader Leader	11	Sep. 07, '01
Creating Independence through Student-Owned Strategies: Reciprocal Teaching	8	Nov. 22, '01
PACES	111	Sep. 02, '01
Accelerated Reader	15	Jan. 17, '02

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Scoring Essay Writing Results	4	Sep. 24, '01
PACES	120	Nov. 12, '01

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Using Power Point Presentations for Math and Science instruction.	11	Apr. 18, '02
Early Articulation with Elementary and Highschools.	12	Oct. 12, '01
PACES	120	Dec. 06, '01

#### Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Using Power Point Presentations	12	Apr. 18, '01
Elementary and Highschool Early Articulation	11	Oct. 12, '01
PACES	121	Jan. 12, '02



**School Profile/ Needs Assessment: (continued)**

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**PROFESSIONAL DEVELOPMENT**

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**Other Professional Development Provided or in Progress**

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<b>TRAINING</b>	<b>NUMBER TRAINED</b>	<b>DATE</b>
Front Page Web Design	10	Oct. 11, '01

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## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

#### ***Budget:***

Meaningful and extended discussions were held regarding the Budget that was distributed by the Principal. These discussions led to prioritization and decisions about specific line items.

#### ***Training:***

A needs assessment was completed that showed as areas of high priority, writing and technology.

#### ***Instructional Materials:***

Based on several discussions among EESAC members, members expresses a need for more motivational, entertaining, and pleasurable reading materials.

#### ***Technology:***

Members assisted in establishing priorities for more computers and televisions at the classroom level.

#### ***Staffing:***

EESAC members recommended hiring additional teachers to reduce class size.

#### ***Student Support Services:***

Members recommended remediation for students who have performed low in reading and math on the SRI and the Florida Comprehensive Assessment Test.

#### ***School Safety and Discipline:***

An extensive set of discussions concerning safety and discipline has occurred among EESAC members, especially in light of fairly recent tragedies in schools in different parts of the country. This has resulted in a higher priority for school wide attempts to work with security and counselors to identify possibly troubled children.

#### ***Other Matters of Resource Allocation:***

EESAC agreed to utilize funds to purchase student agendas/planners that will be used in all classes to promote better communication between parents, teachers, and students. The planners are also used to promote student self-management.

#### ***Benchmarking:***

Members recommended recognition of student improvement on test scores on the FCAT as compared to those of the previous year. Also, members discussed more precise identification of test data in order to target and assist those students showing little or no growth.

## School Profile/ Needs Assessment: (continued)

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### TITLE I ASSESSMENT ISSUES

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#### Parent Involvement

Over 600 parents attended workshops and parenting classes during the 2001-2002 school year. All parents are encouraged to personally pick up their child's report card each nine weeks, at which time teachers and counselors are available to discuss the student's progress. Team meetings are held twice a week and parents are strongly encouraged to attend.

#### Family Literacy

All family programs are offered in English and Spanish for our 95% Hispanic population. Workshops are held in various subjects, including: Math, Computers/Technology, Communication, Self Esteem, Stress Management, Internet, and Drug Awareness. Parents are invited to share with students in events such as: science fairs, book fairs, workshops on self esteem, ESOL classes, and so on.

#### School Climate

Palm Springs Middle school has continued to maintain a climate of high attendance during the each school year, achieving a position in the top 5 schools in attendance for Miami-Dade County Middle Schools for the past five years. Palm Springs is a uniform school, which has greatly contributed to the overall school climate.

#### Health Services

Mental health providers offer weekly counseling to parents with students in our school. Training in Heart Smarts has contributed to the emotional health of our faculty and students. Our BETA program works with students at risk to help them achieve focus in their lives. Counselors refer students in need of medical assistance to the nearest health center after discussing the case with the child's family.

School Data Summary: (compare the last 4 years, if available)

**ACCOUNTABILITY DATA**

**School Performance Grades**

2001-2002	2000-2001	1999-2000	1998-1999
B	C	C	C

**2001-2002 Results**

	Reading	Math	Writing	Grade Points
% Meeting High Standards	42	46	88	176
% Making Learning Gains	66	65		131
Adequate Progress of Lowest 25% in the school?	74			74
Total School Grade Points	182	111	88	381

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

Grade Level: 06

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	596	254	50	18	22	8	3	598	271	54	18	19	7	3
2000-2001	535	255						541	264					

**School Data Summary: (compare the last 4 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

**Grade Level: 07**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	616	271	43	24	21	9	2	616	284	36	25	26	9	4
2000-2001	669	262						665	267					

**Grade Level: 08**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	694	278	38	27	24	10	1	694	293	32	26	30	9	3
2000-2001	631	269	45	29	19	5	2	628	294	31	28	30	8	3
1999-2000	645	276	39	31	22	7	1	641	292	34	23	30	8	4
1998-1999	632	271	44	29	22	5	0	632	276	46	25	22	5	2

School Data Summary: (compare the last 4 years, if available)

**FCAT Writing (all curriculum groups)**

Grade Level: 08

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	696	3.7	3	3	6	4	12	8	34	11	13	3	2
2000-2001	627	3.5	4	1	10	4	23	8	31	6	11	1	0
1999-2000	643	3.4	3	2	6	4	20	18	34	8	4	0	0
1998-1999	623	3	5	5	7	10	32	20	16	3	1	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	343	3.9	2	3	5	3	9	9	38	11	12	4	3
2000-2001	310	3.6	5	1	5	2	19	10	31	6	16	3	1
1999-2000	322	3.5	1	1	5	5	12	19	41	8	5	0	0
1998-1999	313	3.1	4	4	5	9	36	18	17	4	2	0	0

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	353	3.6	4	2	7	5	15	7	31	11	14	1	1
2000-2001	317	3.3	3	1	15	5	26	5	32	6	5	0	0
1999-2000	321	3.3	4	2	6	4	28	17	28	7	3	0	0
1998-1999	310	2.9	5	5	8	12	27	23	14	3	1	0	0

**School Name:** Palm Springs Middle School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  B

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2002 FCAT Reading test indicate that 42 percent of standard curriculum students in grades six, seven and eight met the state required mastery level.(Meeting High Standards)

**Objective**

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, standard curriculum students in grade six, seven and eight will improve their reading comprehension skills as evidenced by a minimum of 54% of the students scoring at or above Level III on the Florida Comprehensive Assessment Test-Reading (CRT)administered in 2003.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 54% of the standard curriculum students score at or above Level III on the Florida Comprehensive Assessment Test-Reading(CRT).

**Evaluation:**

This objective will be evaluated by scores from the 2003 Florida Comprehensive Assessment Test-Reading(CRT). Pre, Progress, and Post tests will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Bonilla, Dr. Allan R	Vitale, Charles	Smith, Linda			
Miranda, John	Diaz-Drago, Cathy	Garcia, Marlen			
Johnson, James	Quintana, Robert	Hernandez, Rita			
Alvarez, Jose	Vitale, Charles	Floyd, Fredonna			

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Implement the School A+ Plan 1. Student Personal Performance Awareness 2. Data Driven Curriculum Implementation 3. SPEP Implementation	Principal, *Assistant Principals, Department Chairs, Team Leaders	The District Comprehensive Reading Plan, The School Reading Plan, Accelerated Reader Computer Program, Classroom Libraries, School Media Center	Sep. '02	Jun. '03
2. The career specialist will implement a plan to inform and inspire students to work hard in school for the purpose of building a foundation for a future career.	Career Specialist	District Career Benchmarks, PACES, Sunshine State Standards.	Sep. '02	Jun. '03
3. All students scoring at level I in FCAT reading will be placed in an annual reading course.	Reading Specialist, Assistant Principal, Counselors	FCAT Results, Master Schedule. Scholastic Reading Inventory, Accelerated Reader Program.	Sep. '02	Jun. '03
4. All reading teachers will use the newly adopted Reading Text to implement a common curriculum.	Reading Leader, Curriculum AP	Reading Text, Scholastic Reading Inventory, Accelerated Reader Program.	Sep. '02	Jun. '03
5. Each teacher will gather all relevant testing data for each child in every class. All instructional strategies will be based on this data using all relevant curriculum.	Curriculum Assistant Principal, Language Arts Department Chair	FCAT results, SRI results, Grade Reports, State and District Curriculum.	Sep. '02	Jun. '03
6. Provide a parent reading inservice to improve student performance in the Sunshine State Standards, improve home learning, improve test taking skills, and encourage reading for pleasure.	Reading Leader, The Curriculum Assistant Principal	Power Point Program, state, district and school web pages, Title I resources.	Sep. '02	Jun. '03
7. Utilize the media center for individual reading, use of the Accelerated Reader Program, and for classroom projects developed by all subject areas.	Media Specialist*, All Teachers, Reading Leader	The Media Center, Accelerated Reader Program, Library books.	Sep. '02	Jun. '03
8. All classes will implement a minimum of 20 minute reading activities each day.	*Curriculum Assistant Principal All Administrators All Department Chairs. All Teachers	Lesson Plans Textbooks	Sep. '02	Jun. '03
9. Distribute Accelerated Reader reading lists in order to assist students in choosing books on level for independent reading.	*Media Specialist	AR reading list.	Sep. '02	Oct. '02



## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
10. Conduct inservice activities to train teachers in CRISS, reciprocal teaching strategies, and secondary reading practice to be used in all disciplines.	*Assistant Principal Curriculum	CRISS Strategies Title I resources	Nov. '02	Dec. '02
11. Utilize software, including STAR, to diagnose and remediate reading comprehension skills.	Technology Specialist	STAR	Sep. '02	Jun. '03
12. Utilize appropriate test-taking practice materials in language arts classes. 1. Pre-Test 2. Progress Test	Assistant Principal Curriculum	Pre-Test Progress Test	Sep. '02	Jan. '03
13. Require a reading course for all 6th grade students.	Assistant Principal Curriculum	District Curriculum	Sep. '02	Jun. '03
14. Continue flexible scheduling to provide longer blocks of learning time which will enable students to read about and explore each subject area.	Principal	The Master Schedule	Sep. '02	Jun. '03
15. Provide staff development in use of CBC and PACES in correlation with Sunshine State Standards and state assessment which will help improve the students' reading achievement.	Principal	Power Point Program Title I Resources District and State Curriculum	Sep. '02	Mar. '03
16. Implement Staff Development in the area of technology with a focus on the use of Power Point Presentations by Microsoft.	*Curriculum Assistant Principal, Technology Specialist	Power Point Presentation	Sep. '02	Apr. '03
17. Provide Substitute coverage for teachers with plans to obtain professional development during school days.	Principal	02 Principal Budget	Sep. '02	Jun. '03
18. Employ a full-time reading leader to work directly with students and teachers.	Principal	Title I Resources	Sep. '02	Jun. '03
19. Continue a35-minute daily independent reading schedule from 9:10 AM to 9:45 AM which will include all students and personnel.	Principal	The Master Schedule	Sep. '02	Jun. '03

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
20 . Continue to enlarge multi-discipline class libraries in every class to provide additional reading resources to students.	Principal	Reading classroom Libraries, Title I Resources	Sep. '02	Jun. '03
21 . Provide an additional Language Arts teacher in the 8th grade to reduce class size in order help teachers with the additional responsibility of additional writing requirements.	Principal	Title I Resources	Sep. '02	Jun. '03
22 . Require a minimum of 18 weeks in an intensive reading course for all students in the lowest 25% in reading FCAT scores.	Assistant Principal Curriculum	Student Performance Plan	Sep. '02	Jun. '03
23 . Provide after school teacher-led reading tutoring.	Principal	Title I Resources	Sep. '02	Jun. '03
24 . Use reciprocal reading strategies in every discipline.	Assistant Principal Curriculum	School Reading Plan	Sep. '02	Jun. '03
25 . Interpret, implement, and monitor the progress of the district mandates in the Pupil Progression Plan.	Assistant Principal Curriculum*, All Assistant Principals, Principal, Department Chairs, Team Leaders, Teachers.	The District Pupil Progression Plan	Sep. '02	Jun. '03
26 . Enhancing advanced academics through SECME	Principal, *SECME Leader, Math Department Chair, Science Department Chair	Title I Resources, SECME Program, The internet, CBC	Sep. '02	Jun. '03
27 . After School Sports Tutorial Program	Assistant Principal	Title I Resources	Sep. '02	Jun. '03
28 . Implement a "School Wide ME Day" where students will identify learning strengths and weaknesses and plan strategies to improve school performance. Students will identify and record official test scores.	Assistant Principal Curriculum, Homeroom Teachers	ME form FCAT Test results	Sep. '02	Nov. '02
29 . Have a school EESAC committee monitor the all strategies listed above and make adjustments when necessary.	EESAC Chairperson	EESAC Personnel	Feb. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Palm Springs Middle School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  B

**School Performance Excellence Goal:** # 2 : Reading

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2002 FCAT Reading test for standard curriculum students in grades six, seven, and eight, indicate that 74 percent, a more than the required 50 percent of students scoring in the lowest 25 percent, have made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards and the Competency-Based Curriculum, 79% of the standard curriculum students in grade six, seven and eight who scored in the lowest 25% on the 2002 Florida Comprehensive Assessment Test-Reading will improve their reading comprehension skills as evidenced by demonstrating learning gains on the 2003 Florida Comprehensive Assessment Test-Reading(CRT)as defined by the Florida Department of Education.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 79% of the standard curriculum students in the lowest 25% in reading demonstrate learning gains. Learning gains according to the Florida Department of Education is defined by an improvement of one level or a years progress within one level on the FCAT.

**Evaluation:**

This objective will be evaluated by scores from the 2003 Florida Comprehensive Assessment Test-Reading(CRT). All students in the lowest 25% will be given a school site Scholastic Reading Inventory (SRI) test each nine weeks to measure progress. Pre, Progress, and Post tests will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Alvarez, Jose	Gonzalez, Olga	Quintana, Robert			
Bonilla, Dr. Allan R	Johnson, James	Smith, Linda			
Diaz-Drago, Cathy	Miranda, John	Vitale, Charles			
Cruz, Albina	Floyd, Fredonna	Ramos, Maria			

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Implement the School A+ Plan 1. Student Personal Performance Awareness 2. Data Driven Curriculum Implementation 3. SPEP Implementation	Principal, *Assistant Principals, Department Chairs, Team Leaders	The District Comprehensive Reading Plan, The School Reading Plan, Accelerated Reader Computer Program, Classroom Libraries, School Media Center	Sep. '02	Jun. '03
2. Identify all students in grades six, seven and eight who scored at the lowest level(Lowest 25%) on the Florida Comprehensive Assessment Test-Reading (Criterion-Referenced Test)	*Reading Leader, Assistant Principal Curriculum	District Statistics	Sep. '02	Jun. '03
3. The reading specialist will develop a program that involves a daily regimen and parental support in improving the reading level of student identified as scoring at the lowest level on the Florida Comprehensive Assessment Test-Reading (Criterion-Referenced Test) The program should include a pre and post test assessment and evaluation.	Assistant Principal, *Reading Specialist	Pre Test Post Test School Curriculum Web Page	Sep. '02	Jun. '03
4. Implement the Accelerated Reader Program in all reading and Language Arts courses.	Reading Specialist, Medi Specialist	Accelerated Reader Program	Sep. '02	Jun. '03
5. Require participation in afterschool performance tutoring for all students in the lowest 25% in reading FCAT scores. Increase the enrollment and quality of the after school reading tutorial programs.	Reading Leader	Title I Resources, Accelerated Reader	Sep. '02	Jun. '03
6. Require a minimum of 18 weeks in an intensive reading course for all students in the lowest 25% in reading FCAT scores.	*Curriculum Assistant Principal, Counselors.	Master Schedule, Title I Resources	Sep. '02	Jun. '03
7. The career specialist will implement a plan to inform and inspire students to work hard in school for the purpose of building a foundation for a future career.	Career Specialist	District Career Benchmarks, PACES, Sunshine State Standards.	Sep. '02	Jun. '03
8. Enhance advanced academics in reading through SECME	Principal, *SECME Leader, Math Department Chair, Science Department Chair	Title I Resources, SECME Program, The internet, CBC	Sep. '02	Jun. '03
9. All reading teachers will use the newly adopted Reading Text to implement a common curriculum.	*Reading Leader, Curriculum AP	Reading Text, Scholastic Reading Inventory, Accelerated Reader Program.	Sep. '02	Jun. '03
10. Each teacher will gather all relevant testing data for each child in every class. All instructional strategies will be based on this data using all relevant curriculum.	Curriculum Assistant Principal, Language Arts Department Chair	FCAT results, SRI results, Grade Reports, State and District Curriculum.	Sep. '02	Jun. '03

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
11 . Provide a parent reading inservice to improve student performance in the Sunshine State Standards, improve home learning, improve test taking skills, and encourage reading for pleasure.	Reading Leader, The Curriculum Assistant Principal	Power Point Program, state, district and school web pages, Title I resources.	Sep. '02	Jun. '03
12 . Utilize the media center for individual reading, use of the Accelerated Reader Program, and for classroom projects developed by all subject areas.	Media Specialist*, All Teachers, Reading Leader	The Media Center, Accelerated Reader Program, Library books.	Sep. '02	Jun. '03
13 . All classes will implement a minimum of 20 minute reading activities each day.	*Curriculum Assistant Principal All Administrators All Department Chairs.	Lesson Plans Textbooks	Sep. '02	Jun. '03
14 . Distribute Accelerated Reader reading lists in order to assist students in choosing books on level for independent reading.	Media Specialist	AR reading list.	Sep. '02	Oct. '02
15 . Utilize software, including STAR, to diagnose and remediate reading comprehension skills.	Technology Specialist	STAR, Accelerated Reader Program	Sep. '02	Jun. '03
16 . Utilize appropriate test-taking practice materials in language arts classes. 1. Pre-Test 2. Progress Test 3. Review Testing Tips.	Assistant Principal Curriculum	Pre-Test Progress Test	Sep. '02	Jun. '03
17 . Require a reading course for all 6th grade students.	Assistant Principal Curriculum	District Curriculum	Sep. '02	Jun. '03
18 . Continue flexible scheduling to provide longer blocks of learning time which will enable students to read about and explore each subject area.	Principal	The Master Schedule	Sep. '02	Jun. '03
19 . Provide staff development in use of CBC and PACES in correlation with Sunshine State Standards and state assessment which will help improve the students' reading achievement.	Principal	Power Point Program Title I Resources District and State Curriculum	Sep. '02	Jun. '03
20 . Implement Staff Development in the area of technology with a focus on the use of Power Point Presentations by Microsoft.	Curriculum Assistant Principal, *Technology Specialist	Power Point Presentation Program	Sep. '02	Apr. '03

## Action Plan

<b>STRATEGIES</b>	<b>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</b>	<b>School Level Resources Allocated</b>	<b>Timeline</b>	
			<b>Start Date</b>	<b>End Date</b>
21 . Employ a full-time reading leader to work directly with students and teachers.	Principal	Title I Resources	Sep. '02	Jun. '03
22 . Continue a 35-minute daily independent reading schedule from 9:10 AM to 9:45 AM which will include all students and personnel.	Principal	The Master Schedule	Sep. '02	Jun. '03
23 . Continue to enlarge multi-discipline class libraries in every class to provide additional reading resources to students.	Principal	Reading classroom Libraries, Title I Resources	Sep. '02	Jun. '03
24 . Provide after school teacher-led reading tutoring.	Principal	Title I Resources	Sep. '02	Jun. '03
25 . Use reciprocal reading strategies in every subject discipline.	Assistant Principal Curriculum	School Reading Plan	Sep. '02	Jun. '03
26 . Conduct inservice activities to train teachers in CRISS, reciprocal teaching strategies, and secondary reading practice to be used in all content areas.	Assistant Principal Curriculum*, Reading Leader	Title I Resources	Sep. '02	Jun. '03
27 . Plan a curriculum scope and sequence professional growth session for all Language Arts teachers.	*Language Arts Department Chair, Principal	Title I Resources	Sep. '02	Jun. '03
28 . Maintain a curriculum web site to keep parents, students, and teachers informed of the latest resources and performance related tasks.	Assistant Principal Curriculum	School Web Site	Sep. '02	Jun. '03
29 . Teachers will use dynamic teaching strategies such as power point presentations to improve student performance.	*Department Chairs, Assistant Principals	Power Point Computer Program	Sep. '02	Jun. '03
30 . Have a school EESAC committee monitor the all strategies listed above and make adjustments when necessary.	EESAC Chairperson	EESAC Personnel	Feb. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Palm Springs Middle School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  B

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2002 FCAT Mathematics test indicate that 46 percent of standard curriculum students in grades six, seven and eight met the state required mastery level.(Meeting High Standards)

**Objective**

Given instruction using the Sunshine State Standards and the Competency-Based Curriculum, standard curriculum students in grade six, seven and eight will improve their mathematics performance skills as evidenced by a minimum of 54% of the students scoring at or above Level III on the Florida Comprehensive Assessment Test-Mathematics(CRT)administered in 2003.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 54% of the standard curriculum students score at or above Level III on the Florida Comprehensive Assessment Test-Mathematics(CRT).

**Evaluation:**

This objective will be evaluated by scores from the 2003 Florida Comprehensive Assessment Test-Mathematics(CRT). Pre, Progress, and Post tests will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Alvarez, Jose	Gonzalez, Olga	Quintana, Robert			
Bonilla, Dr. Allan R	Johnson, James	Smith, Linda			
Diaz-Drago, Cathy	Miranda, John	Lozano, Maria			
Garcia, Marlen	Albuernes, Juliet	Vitale, Charles			

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Implement the School A+ Plan 1. Student Personal Performance Awareness 2. Data Driven Curriculum Implementation 3. SPEP Implementation	Principal, *Assistant Principals, Department Chairs, Team Leaders	The District Comprehensive Math and Science Plan District Statistics The SPEP Plan	Sep. '02	Jun. '03
2. The career specialist will implement a plan to inform and inspire students to work hard in school for the purpose of building a foundation for a future career.	Career Specialist	District Career Benchmarks, PACES, Sunshine State Standards.	Sep. '02	Jun. '03
3. Enhancing advanced academics in mathematics through SECME.	Principal, *SECME Leader, Math Department Chair, Science Department Chair	Title I Resources, SECME Program, The internet, CBC	Sep. '02	Jun. '03
4. Identify and list all students scoring at level one and two on the Florida Comprehensive Assessment Test-Mathematics (Criterion-Referenced Test)	Assistant Principal Curriculum	Test Reports	Sep. '02	Jun. '03
5. Develop a school wide standard in the remediation of students scoring at level one and two on the Florida Comprehensive Assessment Test-Mathematics (Criterion-Referenced Test)	Assistant Principal Curriculum, Math Department Chair	School Personnel	Sep. '02	Nov. '03
6. Continue and expand upon the use of skillstutor.com, FCAT Simulation, and FCAT Explorer.	Math Department Chair, Technology Coordinator	Skillstutor Online Program FCAT Explorer	Sep. '02	Jun. '03
7. Implement a "School Wide ME Day" where students will identify learning strengths and weaknesses and plan strategies to improve school performance. Students will identify and record official test scores.	Assistant Principal Curriculum, Homeroom Teachers	FCAT Test Scores "ME" form	Sep. '02	Oct. '02
8. Offer parents a mathematics inservice which will help the students with homework and increase test taking skills	Parent Outreach Coordinator	Parent Outreach Program	Sep. '02	Jun. '03
9. Utilize appropriate test-taking practice materials in all mathematics classes. 1. Pre-Test 2. Progress Test 3. Review test taking tips.	Mathematics Department Chair	Pre and Progress Test	Sep. '02	Jun. '03
10. Encourage participation in on-going workshops for all mathematics teachers to improve instruction and student achievement.	Mathematics Department Chair	Title I resources, USI funds, School discretionary funds	Sep. '02	Jun. '03



## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
11 . Provide mathematics tutoring sessions for students needing special assistance.	Principal	Title I resources, discretionary funds.	Sep. '02	Jun. '03
12 . Utilize computers and appropriate software, and the Internet, in classrooms and in media center for reinforcement of skills in mathematics computation and applications.	Technology Specialist	All school site technology related resources.	Sep. '02	Jun. '03
13 . Continue flexible scheduling to provide longer blocks of mathematics learning time.	Principal	Master Schedule	Sep. '02	Jun. '03
14 . Provide staff development in use of CBC and PACES in correlation with Sunshine State Standards and state assessment to enhance students' performance in mathematics.	Principal	Title I Resources	Sep. '02	Jun. '03
15 . Offer, as an elective, a remedial mathematics course in grades 6 and 7.	Assistant Principal curriculum	Master Schedule	Sep. '02	Jun. '03
16 . Encourage participation in Math Club (Young Engineers) to stimulate further student interest in mathematics.	Mathematics Department Chair	Classroom and computers	Sep. '02	Jun. '03
17 . Participate in a Math Bowl to provide student enrichment in mathematics.	Mathematics Department Chair	Title I Resources	Nov. '02	Apr. '03
18 . Interpret, implement, and monitor the progress of the district mandates in the Pupil Progression Plan.	Assistant Principal Curriculum*, All Assistant Principals, Principal, Department Chairs, Team Leaders, Teachers.	Pupil Progression Plan, Title I Resources	Sep. '02	Jun. '03
19 . Each teacher will gather all relevant testing data for each child in every class. All instructional strategies will be based on this data using all relevant curriculum.	Curriculum Assistant Principal, Language Arts Department Chair	FCAT results, SRI results, Grade Reports, State and District Curriculum.	Sep. '02	Jun. '03
20 . Plan a curriculum scope and sequence professional growth session for all math teachers.	*Math Department Chair, Principal	Title I Resources	Sep. '02	Jun. '03
21 . Require participation in afterschool performance tutoring for all students who scored at level I in FCAT Mathematics.	Curriculum Assistant Principal, Counselors	Testing Reports	Sep. '02	Jun. '03

## Action Plan

<b>STRATEGIES</b>	<b>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</b>	<b>School Level Resources Allocated</b>	<b>Timeline</b>	
			<b>Start Date</b>	<b>End Date</b>

22 . Have a school EESAC committee monitor the all strategies listed above and make adjustments when necessary.

EESAC Chairperson

EESAC Personnel

Feb. '02

Jun. '03

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Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Palm Springs Middle School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  B

**School Performance Excellence Goal:** # 4 : Writing

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2002 FCAT Writing test indicate that 88 percent of standard curriculum students in grades eight met the state required mastery level.(Meeting High Standards)

In the past, a pre and post test was given to 7th graders to measure progress throughout the school year in preparation for the 8th grade test. A needs assessment has indicated that 6th grade students have not been monitored closely for progress and will benefit from a pre and post test.

**Objective**

Given instruction using the Sunshine State Standards and the Competency-Based Curriculum, students in grade six and seven will improve their writing performance skills as evidenced by an average increase of 5% on the results of a pre and post writing test given at the beginning and end of the school year.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if the average score of 6th and 7th grade students who were given the school developed writing test, improve their writing performance by 5%. Writing scores are based on a score from 1-6 with the highest being 6.

**Evaluation:**

This objective will be evaluated by scores from a school developed writing test. Teacher observations of class assignments throughout the school year will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Alvarez, Jose	Hernandez, Rita	Quintana, Robert			
Floyd, Fredonna	Gonzalez, Olga	Garcia, Norma			
Bonilla, Dr. Allan R	Johnson, James	Miranda, John			
Diaz-Drago, Cathy	Garcia, Marlen	Smith, Linda			

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide school-to-career activities relating to writing using available resources/activities	Career Specialist	e.g., software, Internet, audio-visual materials, printed materials, guest speakers, and field trips.	Sep. '02	Jun. '03
2 . Provide workshops to be held for all teachers on writing across the curriculum.	Assistant Principal Curriculum	Discretionary Funds, Title I Resources	Nov. '02	Jan. '03
3 . Provide workshops held for language arts teachers on techniques of teaching writing to include strategies to achieve Focus, Organization, Support, and Conventions as outlined by the Sunshine State Standards.	The Assistant Principal Curriculum, *Language Arts Department Chair	Discretionary Funds	Jan. '03	Jan. '03
4 . Provide entire faculty with a Writing Standards Handbook along with a workshop to explain its components.	Language Arts Department Chair	Discretionary Funds	Sep. '02	Jun. '03
5 . Provide writing activities to be conducted regularly in all subject areas.	Department Chairs, *Language Arts Department Chair	Workbooks	Sep. '02	Jun. '03
6 . Maintain a curriculum web site to keep parents, students, and teachers informed of the latest resources and performance related tasks.	Curriculum Assistant Principal	School Web Site	Sep. '02	Jun. '03
7 . Use software and the Internet for remedial/tutorial practice to improve student writing.	Technology Specialist	Skills Tutor.com, FCAT Explorer, Microsoft Word, Power Point.	Sep. '02	Jun. '03
8 . Implement Staff Development in the area of technology with a focus on the use of Power Point Presentations by Microsoft.	Curriculum Assistant Principal, *Technology Specialist	Power Point Program	Sep. '02	Jun. '03
9 . Utilize E-mail to improve writing skills.	Technology Specialist	Computers, The internet.	Sep. '02	Jun. '03
10 . Conduct Writing Standards Campaign and provide incentives to promote student writing.	Language Arts Department Chair	Title I Resources	Sep. '02	Jun. '03
11 . Continue flexible scheduling to provide longer blocks of learning time to improve student writing.	Principal	The Master Schedule	Sep. '02	Jun. '03
12 . Request that parents monitor students writing activities regularly which will promote improved student writing.	Language Arts Department Chair	The Curriculum Web Page	Sep. '02	Jun. '03

## Action Plan

<b>STRATEGIES</b>	<b>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</b>	<b>School Level Resources Allocated</b>	<b>Timeline</b>	
			<b>Start Date</b>	<b>End Date</b>
13 . Enhance advanced academics in writing through SECME	Principal, *SECME Leader, Math Department Chair, Science Department Chair	Title I Resources, SECME Program, The internet, CBC	Sep. '02	Jun. '03
14 . Teachers will use dynamic teaching strategies such as power point presentations to improve student performance.	*Department Chairs, Assistant Principals	Power Point Computer Program	Sep. '02	Jun. '03
15 . Develop classroom instructional strategies based on the results of the School Developed Writing Test.	Language Arts Department Chair	School Developed Writing Test	Sep. '02	Jun. '03
16 . Have a school EESAC committee monitor the all strategies listed above and make adjustments when necessary.	EESAC Chairperson	EESAC Personnel	Feb. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Palm Springs Middle School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   B  

**School Performance Excellence Goal:** # 5 : Science

**Aligns with District Goal #:**   1 2 3  

**State Goal #:**           3 4 6 8          

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Create a uniform "hands on" lab standard. Teachers will learn how best to conduct labs and will learn the benefits of a good "hands on" lab.

"Hands on" labs should be defined for clear identification.

Improve lab documentation.

**Objective**

Given increased attention to hands-on science instruction using the Sunshine State Standards, Competency-Based Curriculum and the Comprehensive Math and Science Plan, student participation or exposure to science labs will increase by 5% during the 2002-2003 school year, as compared to the 2001-2002 school year. Baseline data will be established from the total number of labs documented during the 2001-2002 school year.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if student participation and exposure to hands-on science labs increases by 5% during the 2002-2003 school year, as compared to the 2001-2002 school year. A lab activity is defined as an activity in which students are collecting, evaluating, analyzing, interpreting or concluding about data, scientific investigations or experiments. Field trips, science fair presentations, dry labs which include data collection(i.e. plotting hurricanes) are considered lab activities.

**Evaluation:**

This objective will be evaluated through lab logs produced by all science teachers throughout the school year. Lab logs and teacher gradebooks will be assessed at mid point of the school year to determine progress.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Albuernes, Juliet	Gonzalez, Olga	Quintana, Robert			
Alvarez, Jose	Johnson, James	Floyd, Fredonna			
Bonilla, Dr. Allan R	Smith, Linda	Smith, Linda			
Diaz-Drago, Cathy	Copaland, Brandy	Vitale, Charles			

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Using available resources/activities provide school-to-career activities relating to science which will further student interest in science.	Career Specialist	(e.g., software, Internet, audio-visual materials, printed materials, guest speakers, field trips...)	Sep. '02	Jun. '03
2 . Using resources provided by the Bridges to Career Math and Science Initiative, provide on-going professional growth workshops for all science teachers to improve instruction and student achievement in science.	Science Department Chair, Curriculum Assistant Principal*	Bridges to Career Math and Science Initiative	Sep. '02	Jun. '03
3 . Continue flexible scheduling to provide longer blocks of learning time.	Principal	Title I Resources	Sep. '02	Jun. '03
4 . Utilize computer software and the Internet to develop science problem-solving skills.	Technology Coordinator	Skills Tutor.com, and others.	Sep. '02	Jun. '03
5 . Provide professional growth to enhance the implementation of Competency Based Curriculum (CBC) and The Professional Assessment and Comprehensive Evaluation System (PACES) in correlation with the Sunshine State Standards and the Florida Comprehensive Assessment Test (FCAT) to enhance student's performance in science.	Principal	Title I Resources, Discretionary Funds	Sep. '02	Jun. '03
6 . Purchase additional lab materials and equipment which will enhance students' performance in science.	Principal	Title I Resources	Sep. '02	Jun. '03
7 . Enhance advanced academics in science through SECME	Principal, *SECME Leader, Math Department Chair, Science Department Chair	Title I Resources, SECME Program, The internet, CBC	Sep. '02	Jun. '03
8 . Provide a school science fair and invite parents to attend to motivate and reward student achievement in science.	Science Department Chair	Bridges To Career Program	Sep. '02	Jun. '03
9 . Utilize appropriate test-taking practices and materials in science classes.	Science Department Chair	Title I Resources	Sep. '02	Jun. '03

## Action Plan

<b>STRATEGIES</b>	<b>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</b>	<b>School Level Resources Allocated</b>	<b>Timeline</b>	
			<b>Start Date</b>	<b>End Date</b>
10 . Include reading assignments on a regular basis in all science classes.	Science Department Chair	Standard Curriculum	Sep. '02	Jun. '03
11 . A uniform lab standard and documentation system will be developed by the Math & Science Committee. "Hands on" labs will be clearly defined by the new standard and documentation.	Science Department Chair	Labs	Sep. '02	Jun. '03
12 . A workshop will be implemented to train teachers to use the new uniform "hands on" lab standard and documentation standards.	*Curriculum Assistant Principal, Science Department Chair	Discretionary Funds	Sep. '02	Jun. '03
13 . Conduct at least two feeder pattern articulation workshops to improve the scope and sequence of the science curriculum in elementary, middle, and Sr. High schools.	Assistant Principal Curriculum	USI Funds	Sep. '02	Jun. '03
14 . All teachers will implement a minimum of 25 "hands on" labs.	Science Department Chair	Standard Science Lab Policy	Sep. '02	Jun. '03
15 . Teachers will use dynamic teaching strategies such as power point presentations to improve student performance.	*Department Chairs, Assistant Principals	Power Point Computer Program	Sep. '02	Jun. '03
16 . Have a school EESAC committee monitor the all strategies listed above and make adjustments when necessary.	EESAC Chairperson	EESAC Personnel	Feb. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).  
All staff members will participate in the implementation of this plan.



**School Name:** Palm Springs Middle School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  B

**School Performance Excellence Goal:** # 6 : Advanced Academics

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( )

**Needs Assessment**

The 2002-2003 school master schedule indicated that 1,009 basic education students were enrolled in at least one advanced academic class. The percent of these students who were also enrolled in the English for Speakers of other Languages (ESOL) program was 0%.

**Objective**

Given attention to advanced academics, the percent of students enrolled in advanced academics courses who are also enrolled in the English for Speakers of other Languages Program (ESOL), will increase by three percent, as evidenced by the 2003-2004 school master schedule.

**Definition of Adequate Progress:**

Baseline data will be established from the total number of ESOL students enrolled(1,009 on September 1, 2002)in advanced academics during the 2002-2003 school year. The total number of students in advanced acadmeics will be determined by adding the total number of students enrolled in each advanced academic class. Adequate progress will be determined if the total number of ESOL students enrolled in advanced academic courses increases by 3% in the 2003-2004 master schedule (As of July 1, 2003) as compared to the 2002-2003 master schedule. The definition of advanced academics includes all advanced classes and gifted classes.

**Evaluation:**

This objective will be evaluated by reviewing data from the 2003-2004 master schedule(As of July 1, 2003) as compared to the 2002-2003 master schedule (September 1, 2002).

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Bonilla, Dr. Allan R		Albuernes, Juliet		Floyd, Fredonna	
Ramos, Maria		Miranda, John		Cepero, Marlen	
Garcia, Norma		Acevedo, Victor A		Cruz, Albina	
Cruz, Albina		Quintana, Robert		Vega, Maria	

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify the top 25% of high achieving ESOL level I, II, and III students in mathematics and Language Arts.	*Assistant Principal (ESOL), Curriculum Assistant Principal, ESOL Department Chair.	FCAT scores, school grades, Stanines.	Sep. '02	Nov. '03
2 . Provide in-service training to all ESOL math, science, language arts, and social studies teachers in the area of identifying potential advanced academic students.	ESOL Department Chair	Substitute funds	Nov. '02	Dec. '02
3 . Provide before and after school tutorial programs for ESOL students.	ESOL Assistant Principal	District ESOL funds	Sep. '02	Jun. '03
4 . Utilize the ESOL "pullout" teacher to improve performance skills of potential advanced academic ESOL students.	"Pullout Teacher" ESOL Assistant Principal	ESOL Computer Lab	Sep. '02	Jun. '03
5 . Encourage and provide professional development activities for all ESOL teachers to improve teaching and learning.	*ESOL Assistant Principal, ESOL Department Chair	Principals Discretionary Account	Nov. '02	Dec. '02
6 . Notify parents and students of our school's goal of increasing the number of ESOL students participating in advanced academic courses.	ESOL Assistant Principal	Letter	Oct. '02	Nov. '02
7 . Include strategies in the annual articulation process that will improve the process of identifying and placing advanced academic ESOL students.	Assistant Principals (Curriculum and ESOL), Counselors.	Curriculum Bulletin	Feb. '03	Apr. '03
8 . Have a school EESAC committee monitor the all strategies listed above and make adjustments when necessary.	EESAC Chairperson	School Personnel	Nov. '02	May '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

## **Adequate Progress Statement for the entire School Performance Excellence Plan:**

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

## **Mid-Year Review of School Performance Excellence Plan:**

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.  
*(if applicable)*

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.  
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

*(if applicable)*

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

*(if applicable)*

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.



## **SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES**

**This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.**

**The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.**

**Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.**

MIAMI-DADE COUNTY PUBLIC SCHOOLS  
TITLE I BUDGET SYSTEM  
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT  
LOCATION 6681 - 19 PALM SPRINGS MIDDLE SC

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5136 NO DESCRIPTION FOR LOCATI	10	1,000	170	1,170
LINE 0002 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5144 NO DESCRIPTION FOR LOCATI	4	187,144	48,488	235,632
LINE 0004 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5145 NO DESCRIPTION FOR LOCATI	5	93,190	36,470	129,660
LINE 0007 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	1,000	27,000	5,000	32,000
LINE 0013 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	3,000	24,000	3,000	27,000
LINE 0014 LOC 6681 PROG 4179 FUNC 5100				
SUB-TOTAL SALARIES	4,019	332,334	93,128	425,462
OBJECT 5310 NO DESCRIPTION FOR LOCATI		20,000		20,000
LINE 0016 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5331 NO DESCRIPTION FOR LOCATI		5,000		5,000
LINE 0017 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5510 NO DESCRIPTION FOR LOCATI		2,548		2,548
LINE 0022 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5621 NO DESCRIPTION FOR LOCATI		10,000		10,000
LINE 0023 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5622 NO DESCRIPTION FOR LOCATI		5,000		5,000
LINE 0024 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5641 NO DESCRIPTION FOR LOCATI		5,000		5,000
LINE 0025 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5642 NO DESCRIPTION FOR LOCATI		3,000		3,000
LINE 0026 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5643 NO DESCRIPTION FOR LOCATI		10,000		10,000
LINE 0027 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5644 NO DESCRIPTION FOR LOCATI		5,000		5,000
LINE 0028 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5691 NO DESCRIPTION FOR LOCATI		3,000		3,000
LINE 0029 LOC 6681 PROG 4179 FUNC 5100				
OBJECT 5692 NO DESCRIPTION FOR LOCATI		2,000		2,000
LINE 0030 LOC 6681 PROG 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES		70,548		70,548
TOTAL FUNCTION - 5100	4,019	402,882	93,128	496,010
FUNCTION 6100 PUPIL PERSONNEL SV-CONTR				

MIAMI-DADE COUNTY PUBLIC SCHOOLS  
TITLE I BUDGET SYSTEM  
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT  
LOCATION 6681 - 19 PALM SPRINGS MIDDLE SC

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0 OBJECT 5116 NO DESCRIPTION FOR LOCATI LINE 0032 LOC 6681 PROG 4179 FUNC 6100	1	52,093	13,032	65,125
SUB-TOTAL SALARIES	1	52,093	13,032	65,125
TOTAL FUNCTION - 6100	1	52,093	13,032	65,125
FUNCTION 6150 PARENTAL INVOLVEMENT PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0 OBJECT 5145 NO DESCRIPTION FOR LOCATI LINE 0035 LOC 6681 PROG 4179 FUNC 6150	1	18,638	7,294	25,932
SUB-TOTAL SALARIES	1	18,638	7,294	25,932
TOTAL FUNCTION - 6150	1	18,638	7,294	25,932
FUNCTION 7800 PUPIL TRANSPORTATION SERV PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0 OBJECT 5332 NO DESCRIPTION FOR LOCATI LINE 0033 LOC 6681 PROG 4179 FUNC 7800		5,000		5,000
SUB-TOTAL NON-SALARIES		5,000		5,000
TOTAL FUNCTION - 7800		5,000		5,000
19 PALM SPRINGS MIDDLE SC	4,021	478,613	113,454	592,067
TOTAL AVAILABLE REVENUE		592,067	TOTAL BUDGET	592,067
			AMOUNT DIFFERENCE	