

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Palm Springs Middle School (6681)

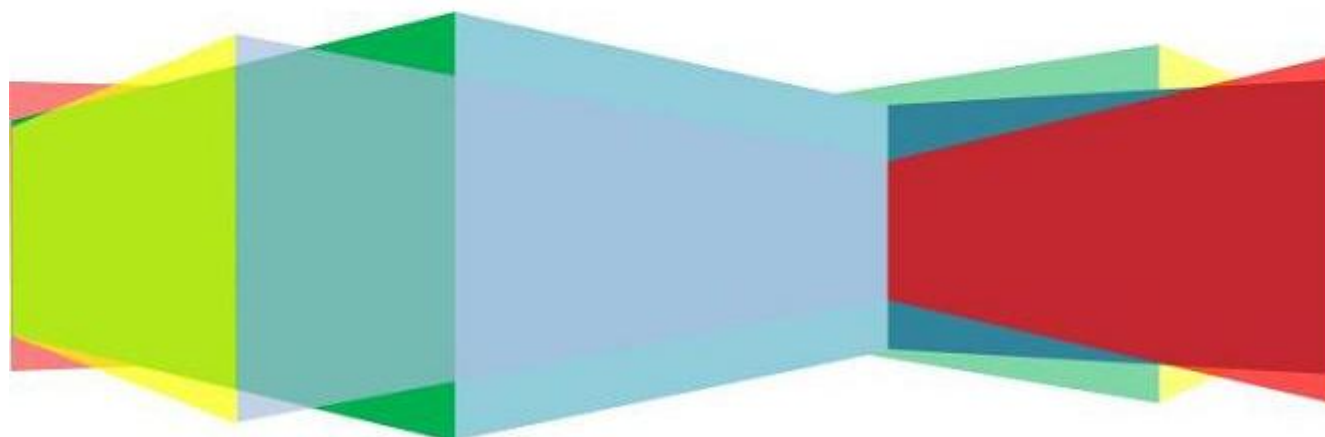
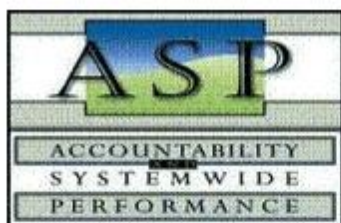
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Melissa Wolin, Ed. S.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Palm Springs Middle School is composed of grades six through eight with a primarily Hispanic student population of approximately 1,400. The school hosts a variety of programs to address the individual and diverse needs of all students. These include a full-time Gifted program, a wide array of advanced and honors level courses, an extensive Special Education (SPED) program servicing students who are learning disabled, deaf and hard of hearing, emotionally handicapped, and autistic, an English Language Learners (ELL) program, and Bilingual Curriculum Content (BCC) courses in each content area. Palm Springs Middle School seeks to prepare students to become productive citizens and lifelong learners.

Taking the needs of the school community into account, the Palm Springs Middle School Educational Excellence School Advisory Council (EESAC) has identified the following objectives as its schoolwide priorities for the 2007-2008 school year:

Given instruction on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in the Hispanic subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in the ED subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in the ELL subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in the SWD subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction on the Sunshine State Standards, students in the Hispanic subgroup in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the ED subgroup in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the ELL subgroup in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the SWD subgroup in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 93 percent or more students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, Palm Springs Middle School will demonstrate an increase of 5 percentage points in the number of parent home contacts made as evidenced by comparing the visitation logs for the 2006-2007 and 2007-2008 school years.

Given the school's focus on positive student behavior, students in grades six through eight will exhibit appropriate school behaviors evidenced by a decrease of at least 5 percentage points in the total number of suspension days during the 2007-2008 school year.

Given increased attention to the importance of technology as an instructional tool, 50 percent of all teachers will categorize themselves as proficient in the use of instructional technology as evidenced by a self-assessment technology survey conducted in May 2008.



School Improvement Plan 2007-2008



Given instruction based on the Sunshine State Standards, students enrolled in physical education will improve their physical fitness as evidenced by 82 percent achieving the 2008 FITNESSGRAM award.

Given a focus on the extension of the curriculum, students participating in the South Florida After-School All-Stars (SFASAS) program will increase their average monthly attendance as evidenced by an increase of one percentage point in the average attendance rate for the 2007-2008 school year.

Given a schoolwide focus on efficiency and effectiveness, Palm Springs Middle School will increase its ranking on the State of Florida ROI index by at least one percentage point.

Throughout the needs assessment process, the Palm Springs Middle School community carefully reviewed a variety of data including, but not limited to: leadership, strategic planning, customer and market focus, measurement, analysis, and knowledge management, human resource focus, process management, and business results. After careful consideration of strengths and opportunities for improvement as they relate to state, district, and school goals, strategic planning and process management are two areas that the school will focus on for improvement during the 2007-2008 school year.

The committee sees strategic planning, one of our weaker areas per survey results, as an integral part of measurement, analysis, and knowledge management, our strongest area per survey results. This link should be explored and developed further, in order to ensure that the analysis of data the school community is conducting is translated into strategic planning for the school. As the school community reviews schoolwide data, increased focus will be placed on ensuring that data review is translated into plans for the future, articulation of that plan amongst stakeholders, and ongoing assessment of the progress of the plan.

Additionally, the committee considers process management to be an area in need of focus for the 2007-2008 school year. The results of the self-assessment ranked this area low, and the committee considers the tasks associated with this indicator important to the overall functioning of the school. The resources and processes in place for conducting the work of the school should be reviewed and modified for improved efficiency and effectiveness, including various stakeholders in the review to ensure that all have control over their work. Additionally, the review should include data on which to base decisions and a process for providing employees a vehicle for assessing the quality of their work.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

6681 - PALM SPRINGS MIDDLE SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

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School Demographics

Facility/Community

Palm Springs Middle School resides on nineteen acres in Hialeah, Florida, and is located at 1025 West 56 Street. The campus opened in 1957. Three portables provide additional classroom space, in addition to a new wing, completed and occupied in September 2002. Currently the facility is undergoing a renovation project to bring restrooms into compliance with the requirements of the Americans with Disabilities Act (ADA). Additionally, the band room and physical education locker rooms are being refurbished, and the entire school is being painted. Eighty-two percent of the students attending the school qualify for free or reduced lunch, thus qualifying the school to receive Title I federal funding.

Student Demographics

Palm Springs Middle School is composed of grades six through eight with a population of 1,466 students. Palm Springs Middle is predominantly a community school, and its student body reflects the community at large. The ethnic makeup of the student body is as follows: 95 percent Hispanic, three percent white (non-Hispanic), two percent black (non-Hispanic) and one percent other. Of the student population, 14 percent are limited English proficient (LEP) and are enrolled in the English for Speakers of Other Languages (ESOL) program. Additionally, 12 percent of the student population is enrolled in the Special Education (SPED) program, including Learning Disabled, Emotionally Handicapped, Autistic, and Deaf and Hard of Hearing. The SPED program also includes a large Gifted program, which includes 10 percent of the student population. The school offers an array of advanced and honors courses. Based on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT), 27 percent of all students scored at Achievement Level 1 and 26 percent scored at Achievement Level 2 in Reading. Additionally, 26 percent scored at Achievement Level 1 and 22 percent scored at Achievement Level 2 in Mathematics; 43 percent scored at Achievement Level 1 and 35 percent scored at Achievement Level 2 in Science. Palm Springs Middle services the following subgroups according to the guidelines of the No Child Left Behind (NCLB) Act: Total, Hispanic, Students with Disabilities (SWD), Economically Disadvantaged (ED), and limited English proficient (LEP). None of these subgroups made Adequate Yearly Progress (AYP) on the 2007 administration of the FCAT and the requirements of NCLB for 2007.

Unique Aspects: STRENGTHS

Palm Springs Middle School has a Positive Behavior Support (PBS) team that functions to proactively redirect student behaviors. Instruction and counseling regarding appropriate school behavior is ongoing, and students are publicly rewarded for demonstrating appropriate behaviors. The program has been successful in increasing positive behaviors school wide and in reducing the suspension rate.

Unique Aspects: AREAS OF CONCERN

The school's grade according to the A++ Plan has experienced a decline based on the 2007 administration of the FCAT. This is a major area of concern for the faculty and staff. An initial review of the data indicate that a decline in students' learning gains in reading have had a major impact on the overall school grade. Further in-depth analysis of student data will be conducted, and innovative instructional strategies will be used to address this concern during the 2007-2008 school year across the curriculum.

Teacher Demographics

The staff of Palm Springs Middle School includes 124 full-time staff members (69 percent) and 55 part-time staff members (31 percent) with the majority consisting of instructional staff. The faculty includes two nationally board certified teachers, and 43 faculty members hold advanced degrees. Six percent of the teachers are new to the school, and the average length of teaching experience is 17 years. The leadership team is comprised of four administrators, the SPED Program Specialist, the Media Specialist, seven department chairpersons, and eleven team leaders. The school staff is comprised of the following ethnicities: 60 Hispanic (48 percent), 46 White, (37 percent), 17 Black non-Hispanic (14 percent), and one Other (one percent). For the 2007-2008 school year, there are no vacancies in the classroom due to vigorous recruitment efforts and the low teacher turnover experienced at the school.

Class Size/ Teacher-to-Student Ratio

In the general education program, the average class size is 21.75, a significant decrease from the 2005-2006 school year in which the average class size was 23.12.

Attendance Rate

Palm Springs Middle School has had one of the highest attendance rates in Regional Center I for the past two years. In the 2006-2007, the attendance rate continued to increase, improving from 96.01 percent in 2005-2006 to 96.25 percent. The school attendance rate is also significantly higher than the average for Regional Center I, 94.98 percent, and significantly higher than the District average of 94.96 percent.

Promotion/ Graduation/ Retention Rates

In the 2005-2006 school year, 4.46 percent of all grade eight students were retained in middle school. This is lower than the regional center rate of 6.8 percent, but higher than the district average of 2.2 percent amongst all middle schools. During the 2006-2007 school year, student services and the grade eight teams worked in small groups to address the needs of potential retainees. As a result, the percent of grade eight students being retained was reduced to 3.75 percent.

Feeder Pattern



School Improvement Plan

2007-2008



Palm Springs Middle School is part of the Hialeah-Miami Lakes Senior High School feeder pattern. Hialeah-Miami Lakes Senior is a ZONE school, and students transition into the school as ninth graders. About half of the students from Palm Springs Middle transition into other high schools in the vicinity: Hialeah Senior High School, Westland Hialeah Senior High School, and Barbara Goleman Senior High School. Additionally, a small percentage of students transition into various schools of choice, with a large portion opting to attend Miami Lakes Education Center for high school.

Special Programs

Palm Springs Middle School hosts a variety of specialized program to address the varying needs of the school population. Palm Springs is a Title I school, a federally funded educational enhancement program that allows the school to provide supplemental educational services to students in the ED subgroup. It also boasts a Gifted Program, a state program that provides academic acceleration and enrichment to students who are identified as Gifted, based on the needs of each student as indicated in their Educational Plan and a Bilingual Curriculum Content (BCC) Program, where students who are identified as ELL and are in their first two years of language instruction are afforded the opportunity to receive instruction in their home language in order to ensure that academic progress in the core content areas continues. Also for ELL students, the Home Language Assistance Program (HLAP) is available. The HLAP teacher provides additional support to ELL students who are enrolled in the general education program for core content instruction. Academic and Career Planning is a state requirement that is being provided to students via the required Civics course in grade seven at Palm Springs Middle. This course will infuse academic and career planning into the Civics curriculum, thusly providing students with support and guidance regarding the selection of majors for high school and future career options.

School Community Relations/ Partners

The Community Involvement Specialist and the Career Specialist work collaboratively with various community businesses to develop partnerships for the school. Multiple businesses provide support for special school projects and allow for student volunteer services throughout the school year.

Grants

Palm Springs Middle School has been awarded two major grants recently. The QZAB grant, awarded by M-DCPS, allowed for increased technology at the school and for the development of 60 SMART classrooms. Teachers are able to infuse technology into the teaching and learning of all students. The YES! Program Grant, awarded by the Art of Living Foundation, provides teachers and students with various stress reduction techniques that can be employed to maximize student achievement on high-stakes tests.

School Foundation

Leadership:

The administration at Palm Springs Middle School continues to be proactive in addressing the needs of the school and in setting job targets that ensure smooth daily operations, increased effectiveness in the classroom, and a positive work environment, as evidenced by an overall score of 4.3 in the leadership category. In particular, the score of 4.6 in the area of knowing the organization's mission demonstrates that it is clearly articulated and supported by the goals of the School Improvement Plan.

District Strategic Planning Alignment:

The organization is somewhat effective in including stakeholders from all faculty and staff groups in planning for the school, as evidenced by a score of 4.0 in the area of strategic planning. Plans for achieving success schoolwide and progress towards success should be monitored and the information shared with all stakeholders.

Stakeholder Engagement:

In the area of customer and market focus, an overall score of 4.4 demonstrates that stakeholders are actively engaged in the school community. Customers are routinely contacted as demonstrated by an average score of 4.6, and given the opportunity to provide feedback regarding the satisfaction with the work of the faculty and staff, as demonstrated by an average score of 4.3. Nevertheless, faculty and staff are desirous of expanding upon the number of parents regularly engaged in their child's education.

Faculty & Staff:

The faculty and staff at Palm Springs Middle School work well as a team, but will work to improve its cohesiveness and efficiency throughout the school year. The area of human resource focus decreased from 4.2 to 4.1, and the faculty and staff feels this is an area in need of further improvement. Employees are empowered in making changes that will improve the work of the school, and feel safe when at work.

Teacher Mentoring Programs: A teacher mentoring program is available for new teachers. Although Palm Springs Middle School experiences a small turnover rate, new teachers are supported by veteran faculty via peer mentoring and the Professional Growth Teams (PGT) process.

Data/Information/Knowledge Management:

An overall score of 4.4 serves as evidence that the faculty and staff frequently measure and analyze information pertinent to assessing the quality of work performed at Palm Springs Middle School. Student performance data, attendance measures, safety-to-life reports, suspension rates, etc., are reviewed periodically, and trends are assessed. Future planning is based on the results of these reviews.

Education Design:

An overall score of 4.1 in the area of process management demonstrates that the school is functioning well but can improve in this area. A variety of functions drive school operations, such as:

Extended Learning Opportunities: Before school, after school, Saturday, and summer enrichment programs are available to all students. Tutoring is available for students identified as ELL as well as for all students. Additionally, the South Florida After-School All Stars (SFASAS) Enrichment Program provides tutoring and enrichment to students during the summer and throughout the school year.

Schoolwide Improvement Model: The Palm Springs Middle School community works collaboratively under the direction of the Continuous Improvement Model, which guides schoolwide decision-making and planning. Teachers determine the instructional focus for their classroom based on the SSS. Ongoing assessments are used to ensure that the needs of all students are being met.

Advanced Courses Initiatives and Post Unitary Commitments: Student performance data such as standardized test scores and grades, along with teacher recommendations, are reviewed on a regular basis to identify students for placement in advanced courses. Additional efforts will continue to identify students for the Gifted program, focus on students identified as ELL and students participating in the free and reduced lunch program.

Performance Results:



School Improvement Plan 2007-2008



The schoolwide focus on data to drive decision-making has expanded beyond standardized test performance. Faculty and staff regularly review suspension rates, attendance rates, lunch and breakfast program participation rates, etc., to determine other opportunities for improvement within the total school environment. Although the overall score in the business results area remained at 4.2, the school community will continue to work to improve the results of the organization, an area in need of improvement.

Schools Graded 'C' or Below

Professional Development:

Professional development available through M-DCPS is accessed by all staff members on an ongoing basis. Additionally, onsite professional development is available for Student Performance Snapshot, Edusoft, YES! Program, Accelerated Reader, Voyager Mathematics, and use of Interim Assessment data for instructional purposes.

Disaggregated Data :

Various indicators will be used to determine the effectiveness of instructional strategies in classrooms throughout the school. A pre-test will be developed and administered in reading, writing, mathematics, and science. This will be used as a baseline to compare quarterly assessment data school wide and by teacher. In-depth data analysis will be conducted with staff members, and instruction will be adjusted, as needed.

Informal and Formal Assessments:

Formal assessments: FCAT SSS, Interim Assessments, Quarterly Writing Progress Assessments

Informal assessments: teacher-made tests, in-class teacher informal assessments such as student responses, student assignments, and student participation in classroom instructional activities.

Alternative Instructional Delivery Methods :

The faculty at Palm Springs Middle School will focus on differentiated instructional techniques to ensure the success of all students in all subgroups: Hispanic, ED, ELL, and SWD. Data will be analyzed on an ongoing basis, and instruction in all classes will be tiered to address the differing needs of students. The required Civics course for all grade seven students will also infuse academic and career planning and preparation techniques for students. This emphasis will continue into the grade eight required US History course.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction
Schools Graded C or Below (Alternative Instructional Delivery Methods)

Responsibility of Teaching Reading for Every Teacher
Goal Reading (Strategies)

Quality Professional Development for Teachers and Leaders
CRP Related Items (Teacher Mentoring)

Small Learning Communities (SLC)
Goal Discipline Plan (Strategies)

Intensive Intervention in Reading and Mathematics
Goal Reading (Strategies); Goal Mathematics (Strategies)

Course Choice Based on Student Goals / Interests / Talent
All students at Palm Springs Middle School are afforded the opportunity to select elective courses based on their own goals, interests, and talents. Student assignment to courses is based on availability and each student's individual academic needs.

Master Schedules Based on Student Needs
All students at Palm Springs Middle School are afforded the opportunity to select elective courses based on their own goals, interests, and talents. The master schedule is in turn based upon student requests for particular courses. Applied and Integrated Courses

Parental Access and Support
Additional Requirements (NCLB Public School Choice); Goal Reading (Strategies)

Applied and Integrated Courses
All students are assigned to a small learning community called a team. Teams are comprised of teachers from all core content areas, and are interdisciplinary in nature. The goal of the team is to ensure that students are exposed to and understand the relationship between discrete subjects and the relevance of various subjects to the real world.

Academic and Career Planning
Schools Graded C or Below (Alternative Instructional Delivery Methods)

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Students at Palm Springs Middle School will increase reading proficiency across the curriculum.

Needs Assessment

An analysis of the 2007 FCAT Reading Test indicates that the percent of students in the accountability group meeting high standards declined by 3 percentage points, and the percentage making learning gains declined by 17 percentage points. Further analysis of the 2007 FCAT Reading Test scores reveals that only 47 percent of the total subgroup, 47 percent of the Hispanic subgroup, 44 percent of the ED subgroup, 19 percent of the ELL subgroup and 18 percent of the SWD subgroup were proficient.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



School Improvement Plan 2007-2008



Measurable Objective

Given instruction on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a minimum of 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in the Hispanic subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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Given instruction on the Sunshine State Standards, students in the ELL subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction on the Sunshine State Standards, students in the SWD subgroup in grades six through eight will improve their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement at least three parenting workshops, one in the fall and one in the spring, including one workshop for the parents of students identified as ELL and one for parents of students identified as SWD, to promote active parental involvement in the student learning process through the Title I Community Involvement Program. Parenting workshops will focus on assisting parents to monitor their child's academic progress, communicate with teachers, and act early on behalf of their child.	Administration, Community Involvement Specialist	8/20/07	6/05/08	Business Process Redesign	1000
Develop and implement an extensive before school (7:20 AM - 8:20 AM), after school (3:45 PM - 4:45 PM), and Saturday (9:00 AM - 12:00 PM) tutorial program that will expand upon strategies being used within the classroom. Students in all curriculum groups, particularly students identified as participating in the Hispanic, ED, ELL and SWD subgroups, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness.	Administration	9/29/07	5/03/08	Academic Enrichment Opportunities	24000
Provide students scoring at FCAT Level 1 and 2, including students in the Hispanic, ED, ELL and SWD subgroups, with direct reading instruction via intensive reading classes. Instructional materials for all students will be aligned to ensure consistency in the delivery of instruction to all students. Additionally, all teachers will assist in the teaching of reading by infusing effective teaching strategies into the daily curriculum, and by following the school wide instructional focus calendar. Progress will be monitored through the use of the FORF, Interim Assessments, Gates-MacGinitie, and other assessments.	Administration, Reading Coach	8/20/07	6/05/08	District-wide Literacy Plan	10000
Enroll students scoring more than three grades below grade level, including students in the Hispanic, ED, and SWD subgroups, in classes focused on phonics instruction of no more than 20 students. These students will attend a daily block of reading and language arts instruction with the same teacher for the duration of the school year. Progress will be monitored through the use of the FORF, Interim Assessments, Gates-MacGinitie, and other assessments.	Administration, Reading Coach	6/4/07	8/31/07	District-wide Literacy Plan	1000
Review and analyze student performance achievement levels with each language arts and reading teacher, including teachers of students identified as ELL and SWD. Identify trends in student performance and plan for teaching and learning activities, in accordance with the M-DCPS Pacing Guide and the K-12 Comprehensive Research-based Reading Plan. Conduct classroom visitations on an ongoing basis to monitor appropriate implementation.	Administration	8/20/07	6/05/08	Continuous Improvement Model	500

Research-Based Programs

- *Youth Empowerment Seminar (YES!) Program
- *Jamestown Fluency Reading
- *Read 180
- *Read XL
- *Soar to Success
- *Reading Basics
- *Curriculum Advantage Classworks
- *SkillsTutor

Professional Development

- *Use of interim assessment data for instructional purposes
- *YES! Program
- *CrISS
- *Student Performance Snapshot
- *Accelerated Reader
- *Curriculum Advantage Classworks



School Improvement Plan 2007-2008



Evaluation

Summative: 2008 FCAT Reading Test

Formative: Interim Assessments, Gates-MacGinitie, FORF, teacher-made tests

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

To create a learning environment that will provide students with the opportunity to achieve proficiency in mathematics skills at each grade level.

Needs Assessment

An analysis of the 2007 FCAT Mathematics Test scores indicates that the percent of all students in the accountability group in grades six through eight making learning gains declined by three percentage points. Further analysis of the FCAT Mathematics Test scores reveal that only 53 percent of the total subgroup, 53 percent of the Hispanic subgroup, 50 percent of the ED subgroup, 31 percent of the ELL subgroup, and 14 percent of the SWD subgroup were proficient. In grade six, students performed well in the geometry and data analysis strands, but need the most improvement in the measurement strand. In grade seven, students performed the best in the number sense and data analysis strands, but need improvement in the measurement strand. In grade eight, students performed highest in the number sense and measurement strands, but need to improve their skills in the algebraic thinking strand. Overall, the school's strongest performance area is number sense, and the strand in need of the greatest improvement is the algebraic thinking strand.

NCLB Subgroup Target

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Given instruction using the Sunshine State Standards, students in the SWD subgroup in grades six through eight will improve their mathematics skills as evidenced by a minimum of 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the M-DCPS Pacing Guide throughout the curriculum, with students in all curriculum groups to ensure delivery of an appropriate curriculum in a timely and consistent manner. The needs of students in the Hispanic, ED, ELL, and SWD subgroups will be addressed throughout. Classroom visitations will be conducted on an ongoing basis to monitor appropriate implementation.	Administration, Mathematics Department Chair	8/20/07	6/5/08	Continuous Improvement Model	0
Integrate the use of a variety of computer programs such as Riverdeep, Curriculum Advantage Classworks, FCAT Explorer and SkillsTutor, into daily classroom instruction for FCAT Level 1 and 2 students, and for Hispanic, ED, ELL and SWD subgroup students.	Administration, Mathematics Department Chair	8/20/07	6/5/08	Secondary School Reform	4000
Review and analyze student performance data from the 2007 administration of the FCAT Mathematics Test and the 2007-2008 Interim Assessment with each mathematics teacher, including teachers of students belonging to the ELL and SWD subgroups. Identify trends in student performance and plan for teaching and learning activities that will increase the skills of students in all AYP subgroups.	Administration	8/20/07	6/5/08	Continuous Improvement Model	500
Enroll all students scoring at Level 1, including students in the Hispanic, ED, ELL, and SWD subgroups, in an intensive mathematics class in addition to the required mathematics class. Specialized instruction will be provided to all students via the Voyager Mathematics intervention. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness.	Administration	6/4/07	8/31/07	Continuous Improvement Model	1000
Develop and implement an extensive before school (7:20 AM - 8:20 AM), after school (3:45 PM - 4:45 PM), and Saturday (9:00 AM - 12:00 PM) tutorial program that will expand upon strategies being used within the classroom. Students in all curriculum groups, particularly students identified as participating in the Hispanic, ED, ELL and SWD subgroups, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness.	Administration	9/29/07	5/3/08	Academic Enrichment Opportunities	24000

Research-Based Programs



School Improvement Plan 2007-2008



- *Prentice Hall Mathematics text Courses 1, 2 and 3
- *Prentice Hall FCAT preparation and practice workbooks
- *Curriculum Advantage Classworks
- *SkillsTutor
- *Voyager Mathematics
- *YES! Program

Professional Development

- *Riverdeep
- *SkillsTutor
- *Voyager Mathematics
- *department chairperson district meetings
- *Use of interim assessment data for instructional purposes

Evaluation

- Summative: 2008 FCAT Mathematics Test
- Formative: Interim Assessments, teacher-made tests

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Students at Palm Springs Middle School will improve their writing skills across the curriculum.

Needs Assessment

Although the mean FCAT Writing+ scale score decreased by four points, the mean essay score by prompt increased for both the expository (from 3.8 to 3.9) and persuasive (from 3.8 to 4.0) writing prompts. Overall, the percent of students meeting high standards in writing increased by seven percentage points, from 85 percent to 92 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 93 percent or more students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing into the daily classroom instruction in all subject areas school wide, for all students. Infuse CrISS strategies to bridge the gap between reading and writing. Incorporate the use of Write Source materials in all language arts, science, and social studies classes.	Administration	8/20/07	6/5/08	District-wide Literacy Plan	35000
Provide targeted assistance to students enrolled in the before and after school enrichment program using the Curriculum Advantage Classworks computer program and the Language Learner Series phonics-based program.	Administration, SFASAS Program Manager	8/28/07	5/23/08	District-wide Literacy Plan	49500
Review and analyze student performance data with each language arts teacher. Identify trends in student performance and plan for teaching and learning activities that will increase the skills of students. Conduct classroom visitations on our ongoing basis to monitor appropriate implementation.	Administration	8/20/07	6/5/08	Continuous Improvement Model	500
Develop and implement an extensive before school (7:20 AM - 8:20 AM), after school (3:45 PM - 4:45 PM), and Saturday (9:00 AM - 12:00 PM) tutorial program that will expand upon strategies being used within the classroom. Students in all curriculum groups, particularly grade eight students, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness.	Administration	9/29/07	5/3/08	Academic Enrichment Opportunities	24000
Provide direct instruction in the writing process to all students, including methods for attacking the prompt, for students in grade eight. Monitor student progress via monthly writing assessments.	Administration, Language Arts Department Chair	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

- *Glencoe McGraw-Hill
- *Writer's Choice Grammar and Composition
- *Write Source

Professional Development

- *Write Source professional development
- *CrISS
- *district-sponsored workshops for language arts teachers
- *in-house workshops on writing across the curriculum
- *district language arts department chairperson's meeting
- *Use of interim assessment data for instructional purposes

Evaluation

Summative: 2008 FCAT Writing+
 Formative: Monthly Progress Writing Assessments, Interim Assessments, teacher-made tests

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Students enrolled at Palm Springs Middle School will improve their science skills.

Needs Assessment

An analysis of the 2007 FCAT Science Test scores indicates that only 27 percent of grade eight students scored at Level 3 or above.

Measurable Objective

Given instruction on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement at least two parenting workshops, one in the fall and one in the spring, to promote active parental involvement in the student learning process through the Title I Community Involvement Program. Parenting workshops will focus on assisting parents to monitor their child's academic progress, communicate with teachers, and act early on behalf of their child.	Administration, Community Involvement Specialist	8/20/07	6/5/08	Business Process Redesign	1000
Develop and implement an extensive before school (7:20 AM - 8:20 AM), after school (3:45 PM - 4:45 PM), and Saturday (9:00 AM - 12:00 PM) tutorial program that will expand upon strategies being used within the classroom. Students in all curriculum groups will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness.	Administration	9/29/07	5/3/08	Academic Enrichment Opportunities	24000
Review and analyze student performance achievement levels with each science teacher. Identify trends in student performance and plan for teaching and learning activities, in accordance with the M-DCPS Pacing Guide and the K-12 Comprehensive Research-based Reading Plan. Conduct classroom visitations on an ongoing basis to monitor appropriate implementation.	Administration	8/20/07	6/5/08	Continuous Improvement Model	500
Conduct hands-on laboratory activities on a weekly basis in every science class throughout the school year. Conduct classroom visitations on an ongoing basis to monitor appropriate implementation.	Administration	8/20/07	6/5/08	Secondary School Reform	0
Encourage all students to enhance their science skills by real-world applications of scientific reasoning like participating in the SECME club and other competitions, and by conducting research via completion of science fair projects.	Administration, Science Department Chairperson	9/17/07	5/30/08	Secondary School Reform	1000
Develop and implement a weekly scientific thinking activity school wide through the homeroom period. Implementation of this curriculum will be monitored via classroom visitations, and program evaluation will result from the ongoing analysis of quarterly progress data.	Administration, Science Department Chairperson	8/28/07	5/20/08	District-wide Literacy Plan	3000

Research-Based Programs

- *Glencoe Florida Science
- *Holt Earth/Space Science and supplemental materials
- *SECME

Professional Development

- *FCAT Science workshops
- *SECME workshops
- *science fair workshops
- *district science department chairperson's meeting
- *Use of interim assessment data for instructional purposes

Evaluation

Summative: 2008 FCAT Science Test
Formative: Quarterly progress assessments, Interim Assessments, teacher-made tests

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Schoolwide parental involvement in a variety of school-sponsored activities, workshops and events will increase.

Needs Assessment

In an effort to achieve our school mission to its fullest extent, the faculty and staff are desirous of increasing parental involvement via the development of school and community contacts. Research shows that parent involvement directly correlates with improved student achievement; therefore, the necessity to expand parent involvement throughout the year is imperative to increasing student achievement. During the 2006-2007 school year, Palm Springs Middle School made home visits to 18% of the student population.

Measurable Objective

Given the school wide emphasis on parental and community involvement, Palm Springs Middle School will demonstrate an increase of 5 percentage points in the number of parent home contacts made as evidenced by comparing the visitation logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide orientation sessions for parents of ELL students and/or students new to the school and multiple opportunities for parent involvement, such as parent conference nights, book fair, etc.	Administration, Community Involvement Specialist	8/20/07	6/5/08	Dual Language	200
Utilize the Community Involvement Specialist to develop and maintain an in-school parent center located in the main office, an infomercial for parents regarding current events at the school, and continue home visits to offer resources and information to parents.	Administration, Community Involvement Specialist	8/20/07	6/5/08	Improve Public Perception	1000
Utilize the school website to improve communication with parents.	Administration	8/20/07	6/5/08	Improve Public Perception	0
Utilize parent/teacher/student conferences for students who are experiencing difficulty to maximize their academic potential. Discuss possible strategies that enable the student to achieve targeted goals during conferences and provide early interventions.	Administration	8/20/07	6/5/08	Secondary School Reform	0
Provide information in English and Spanish when sending letters and information home.	Administration	8/20/07	6/5/08	Dual Language	0

Research-Based Programs

*PTSA

Professional Development

*The Parent Academy

*YES! Program

Evaluation

Palm Springs Middle School will increase the number of hours logged in parental and community contacts by at least 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Student suspensions will be reduced through the continued implementation of the Positive Behavior Support (PBS) Program.

Needs Assessment

During the 2006-2007 school year, 567 days of indoor and/or outdoor suspension were assigned. The school community has determined a need to decrease this number, thereby increasing students' instructional time.

Measurable Objective

Given the school's focus on positive student behavior, students in grades six through eight will exhibit appropriate school behaviors evidenced by a decrease of at least 5 percentage points in the total number of suspension days during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize PBS Minor Infraction Forms to identify and address student behaviors that are not in compliance with school and classroom policies. This will enhance the school's progressive discipline plan and will minimize student suspensions resulting from minor incidences.	Administration, PBS Team Leader	8/20/07	6/5/08	Secondary School Reform	300
Require interdisciplinary teams to identify at-risk students and provide early preventative measures to correct inappropriate behaviors through parent conferences, student conferences, and the re-teaching of appropriate behaviors based on the individualized needs of each student and the individual learning style of the students.	Administration	8/20/07	6/5/08	Continuous Improvement Model	0
Provide student orientations at the beginning of the school year, by small-group teams, to inform students of the mandatory uniform policy and other school wide behavioral expectations.	Administration, Team Leaders	8/20/07	6/5/08	Exchange Meaningful Information	0
Inform parents of the school's policies and expectations by sending PBS contracts home in multiple languages during Open House and by including all policies in the student handbook.	Administration, PBS Team Leader	6/4/07	9/11/07	Exchange Meaningful Information	5000
Conduct multiple and random classroom visits to monitor and ensure student compliance with the standards of the PBS program and reward students for appropriate school behavior.	Administration, PBS Team Leader	8/20/07	6/5/08	Continuous Improvement Model	4500

Research-Based Programs

*Positive Behavior Support (PBS)

Professional Development

*Positive Behavior Support (PBS)

*School Wide Information System (SWIS)

Evaluation

The success of PBS will be measured by a reduction of 50 in the number of suspension days during the 2007-2008 school year as compared to the 2006-2007 school year.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

All school faculty will focus on the use of technology to increase their technological proficiency to facilitate student achievement.

Needs Assessment

There are many requests for assistance in the use of instructional technology from teachers to the Microsystems Technician and the Media Specialist, reflecting a need to increase the level of proficiency amongst teachers in the use of instructional technology.

Measurable Objective

Given increased attention to the importance of technology as an instructional tool, 50 percent of all teachers will categorize themselves as proficient in the use of instructional technology as evidenced by a self-assessment technology survey conducted in May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide continuous hands-on professional development opportunities for teachers in the use of the Student Performance Snapshot and the Edusoft system.	Administration	8/20/07	6/5/08	Continuous Improvement Model	5000
Provide all faculty and staff with a new computer to ensure uninterrupted performance of equipment during instruction.	Administration	6/4/07	8/20/07	Secondary School Reform	83000
Provide each department with two mobile laptop carts with wireless network capacity to provide all classrooms quick and easy access to a computer lab.	Administration	8/20/07	6/5/08	Secondary School Reform	34000
Create a computer training laboratory for use in faculty and staff technology professional development.	Administration	1/7/08	6/5/08	Continuous Improvement Model	3000
Purchase and facilitate teacher use of at least fifty "smart classrooms" with full technological functioning.	Administration	6/4/07	8/20/07	Secondary School Reform	309000

Research-Based Programs

- *Glencoe Textbook Program Technological Ancillary Components
- *Holt Textbook Program Technological Ancillary Components
- *Prentice Hall Textbook Program Technological Ancillary Components

Professional Development

- *Use of multiple and various technology tools
- *hands-on practice in utilizing different technologies
- *technology infusion into daily classroom instruction

Evaluation

A self-assessment technology survey to be completed by all instructional teachers will be implemented in May of 2008. Teachers will be asked to rate their proficiency in the use of instructional technology. At least 50 percent of the teachers completing the survey will categorize themselves as fully proficient via the self-assessment technology survey.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Students enrolled in physical education courses at Palm Springs Middle School will improve their physical fitness as evidenced by an increase in the percent achieving the FITNESSGRAM award.

Needs Assessment

The data indicate that only 81 percent of students enrolled in physical education at Palm Springs Middle School achieved the FITNESSGRAM award last year.

Measurable Objective

Given instruction based on the Sunshine State Standards, students enrolled in physical education will improve their physical fitness as evidenced by 82 percent achieving the 2008 FITNESSGRAM award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize pre-test and post-test data to track individual student progress on each strand of the FITNESSGRAM assessment.	Administration, Physical Education Department Chair	8/20/07	6/5/08	Student Wellness	0
Encourage students to participate in additional athletic activities such as intramural sports, competitive sports, before and after school free play, etc.	Administration, Physical Education Department Chairperson	8/20/07	6/5/08	Student Wellness	8000
Assign hands-on home learning so that students will continue strength and fitness activities throughout the day.	Administration, Physical Education Department Chairperson	8/20/07	6/5/08	Student Wellness	0
Develop a field day schoolwide activity to promote and provide additional opportunities for student involvement in health and physical fitness activities.	Administration, Physical Education Department Chairperson	2/25/08	5/2/08	Student Wellness	300
Enroll 140 students in the Art of Living Foundation's YES! Program, focused on yoga and healthy living techniques.	Administration, TRUST Counselor	8/27/07	12/21/07	Student Wellness	0

Research-Based Programs

*FITNESSGRAM assessment

Professional Development

*adaptive physical education

*district professional development for physical education

Evaluation

This goal will be evaluated by an increase of one percentage point of students achieving the 2007-2008 FITNESSGRAM award as compared to the percent of students achieving the 2006-2007 FITNESSGRAM award.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Students enrolled in the South Florida After-School All-Stars (SFASAS) program will increase attendance.

Needs Assessment

In order to provide students with constructive enrichment and tutorial services before school, after school, and during the summer, Palm Springs Middle School provides the South Florida After-School All-Stars (SFASAS) program. The school community, via parental and teacher concerns regarding student activities during non-school hours, prompted the school to develop its own enrichment program, funded through grant funds, and eventually came under the auspices of the Office of Adult/ Vocation/ Alternative and Community Education and Middle School Enrichment to continue the success of the program. During the 2006-2007 school year, 75 percent of enrolled students regularly attended the SFASAS program.

Measurable Objective

Given a focus on the extension of the curriculum, students participating in the South Florida After-School All-Stars (SFASAS) program will increase their average monthly attendance as evidenced by an increase of one percentage point in the average attendance rate for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute flyers to all parents and students regarding program availability.	Administration, SFASAS Program Manager	8/13/07	9/7/07	Academic Enrichment Opportunities	0
Monitor student progress throughout the school year using progress reports, teacher/parent input and results obtained from Curriculum Advantage Classworks program in order to facilitate learning gains.	Administration, SFASAS Program Manager	8/28/07	5/23/08	Continuous Improvement Model	24000
Include home learning and supplemental reading and mathematics assistance as well as activities that enhance the curriculum in the arts, dance, and physical fitness.	Administration, SFASAS Program Manager	8/28/07	5/23/08	Secondary School Reform	24000
Provide an after-hours activity bus to facilitate student participation in the SFASAS.	Administration, SFASAS Program Manager	8/28/07	5/23/08	Academic Enrichment Opportunities	10000
Work cooperatively with the Office of Adult/ Vocation/ Alternative and Community Education and Middle School Enrichment to coordinate and implement a quality curriculum and tap into resources from outside the school.	Administration, SFASAS Program Manager	6/4/07	5/23/08	Academic Enrichment Opportunities	24000

Research-Based Programs

- *Curriculum Advantage Classworks
- *time on academic task research

Professional Development

- *professional development through the Office of Adult/ Vocation/ Alternative and Community Education and Middle School Enrichment
- *Curriculum Advantage Classworks

Evaluation

Students participating in the South Florida After-School All-Stars (SFASAS) program will increase their average attendance rate as evidenced by an increase of 5 percentage points in the average attendance rate as reflected in the attendance logs for the 2007-2008 school year as compared to the previous year's average attendance rate.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

The Return on Investment (ROI) for Palm Springs Middle School will increase by demonstrating increased utilization of school resources towards achieving positive student learning gains.

Needs Assessment

The Return on Investment provides an indicator of a school's cost effectiveness by combining two key measures of educational programs: program costs and learning gains. The most recent data supplied by the Florida Department of Education (FLDOE) indicate that for the 2004-2005 school year, Palm Springs Middle School ranked in the 57th percentile on the State of Florida ROI index.

Measurable Objective

Given a schoolwide focus on efficiency and effectiveness, Palm Springs Middle School will increase its ranking on the State of Florida ROI index by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/07	6/5/08	Business Process Redesign	0
Collaborate with the district regarding resource allocation.	Administration	8/20/07	6/5/08	Business Process Redesign	0
Review existing resources and explore vehicles for taking advantage of a broader resource base such as private foundations and volunteer networks.	Administration	8/20/07	6/5/08	Business Process Redesign	0
Monitor resource allocations within the school throughout the school year.	Administration	8/20/07	6/5/08	Business Process Redesign	0
Explore opportunities to develop partnerships with parents and community agencies.	Administration	8/20/07	6/5/08	Business Process Redesign	0

Research-Based Programs

- *McDougal-Littell
- *Glencoe
- *Read XL
- *Prentice Hall

Professional Development

- *Student Performance Indicators (SPI)
- *early release activities focused on curriculum development
- *FCAT Science workshops
- *SECME workshops
- *science fair teacher workshops
- *Bridges to Career Math and Science Initiative
- *Curriculum Advantage Classworks
- *Accelerated Reading
- *Riverdeep
- *SkillsTutor
- *use of multiple and various technology tools
- *hands-on practice in utilizing different technologies
- *technology infusion into daily classroom instruction
- *in-house workshops on Writing Across the Curriculum
- *Individual Data Review Meetings
- *district-sponsored professional development
- *workshops to learn about strategies for increasing parental and community involvements
- *The Parent Academy
- *Positive Behavior Support (PBS)
- *School Wide Information System (SWIS)
- *adaptive physical education
- *Money Matters
- *Assistant Principals' Meetings- Introduction to the School Budget and Maintaining the School Budget

Evaluation

During the 2007-2008 school year, Palm Springs Middle School will increase its State of Florida ROI ranking by one percentage point.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommends that EESAC funds be used to ensure students are appropriately prepared for the FCAT and for high school. EESAC will purchase FCAT preparation materials and classroom materials to enhance student learning. All stakeholders will discuss EESAC budgetary issues, as needed.

Training:

The EESAC recommends that new faculty receive training at the school level regarding curriculum development and accessing student performance data via the Student Performance Indicators (SPI) electronic tool and Student Performance Snapshot.

Instructional Materials:

The EESAC recommends that EESAC funds be allocated to purchase materials which will enhance the goals of the SIP. Funding requests for the use of EESAC funds will be reviewed by the EESAC's budget sub committee.

Technology:

The EESAC recommends that the school continue to support the use of research-based instructional programs such as Read 180, FCAT Explorer, Accelerated Reader, and Curriculum Advantage Classworks, to enhance students' skills via continuous feedback.

Staffing:

The EESAC sub committee for staffing assists with the identification and selection of qualified candidates for all available instructional positions at the school.

Student Support Services:

The EESAC recommends that student services and other support staff work collaboratively with teachers, students, and parents, on an ongoing basis, in order to address individual student needs.

Other Matters of Resource Allocation:

The EESAC recommends that all available resources be used to support individual student needs, based on individual student performance.

Benchmarking:

The EESAC recommends continuous assessments of students to allow for the opportunity to identify specific areas of concern in order to provide targeted instruction.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommends that the PBS program continue to be implemented in order to address student socio-emotional needs and reduce the number of incidents occurring schoolwide.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	36500
Mathematics	29500
Writing	109000
Science	29500
Parental Involvement	1200
Discipline & Safety	9800
Technology	434000
Health & Physical Fitness	8300
Electives & Special Areas	82000
Return On Investment	0
Total	739800



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent