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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6681 - Palm Springs Middle School

*FeederPattern:* Hialeah-Miami Lakes Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Melissa Wolin, Ed. S

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Palm Springs Middle School*

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Palm Springs Middle School is composed of grades six through eight with a primarily Hispanic student population of approximately 1,500. The school hosts a variety of programs to address the individual, diverse needs of all students at Palm Springs Middle School. These include a full-time Gifted program, a wide array of advanced and honors level courses, an extensive Exceptional Student Education (ESE) program servicing students who are learning disabled, deaf and hard of hearing, emotionally handicapped, and autistic, an English for Speakers of Other Languages (ESOL) 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 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading comprehension skills as evidenced by a minimum of 44 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the Hispanic AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the economically disadvantaged AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the limited English proficient (LEP) AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in all curriculum groups in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the Hispanic AYP subgroup grades six through eight will improve their mathematics skills as evidence by 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the economically disadvantaged group in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the limited English proficiency AYP subgroup grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) AYP subgroups grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 92 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 272 as documented by the 2006 FCAT Science.

Given the number of school-sponsored activities and events offered at Palm Springs Middle School, the community members, volunteers and parents actively participating will increase as evidenced by having 6,500 accumulated hours in the Title I Parent Outreach Monthly School Report.

Given the school's focus on positive student behavior, students in grades six through eight will exhibit appropriate school behaviors evidenced by a decrease in the suspension rate of five percent during the 2005-2006 the school year.

Given increased attention to the importance and proficiency of teachers' ability to utilize the Student Performance Indicators (SPI) electronic tool to extract student performance data, 75 percent of all instructional teachers will be fully proficient as evidenced by a faculty survey conducted in May 2006.

Given instruction based on the Sunshine State Standards, students enrolled in physical education will improve their physical fitness as evidenced by 91 percent achieving the 2006 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 five percent in the average attendance rate for the 2005-2006 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 publication from the 73rd percentile in 2003 to the 78th percentile on the next publication of the index.

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 2005-2006 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 school wide 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 on-going assessment of the progress of the plan.

Additionally, the committee considers process management to be an area in need of focus for the 2005-2006 school year. The results of the self-assessment ranked this area in the middle, but 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.

# 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.

## **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

### 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.

## *School Demographics*

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Palm Springs Middle School resides on nineteen acres in Hialeah, Florida, and is located at 1025 West 56 Street. The campus opened in 1957. Five portables provide additional classroom space, in addition to a new wing, completed and occupied in September 2002.

Palm Springs Middle School employs 132 full-time staff members and 42 part-time staff members with the majority consisting of instructional staff: 63 general curriculum classroom teachers, 12 exceptional student education teachers, seven instructional support staff, six student services staff, one TRUST Specialist, and 23 classroom paraprofessionals. The support staff includes 11 clerical employees, 16 food service workers, seven security staff, and 18 custodial service workers. Palm Springs Middle School's faculty includes three nationally board certified teachers, and 49 hold advanced degrees. Two percent of the teachers are new to the school, and the average length of teaching experience is 16 years. The school staff is comprised of the following ethnicities: 47 percent Hispanic, 34 percent white, 16 percent black (non-Hispanic), two percent other.

Palm Springs Middle School is composed of grades six through eight with a population of 1,783 students. The student ethnic makeup is as follows: 95 percent Hispanic, three percent white (non-Hispanic), two percent black (non-Hispanic) and one percent other. Of the student population, 15 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 Exceptional Student Education (ESE) program, including Varying Exceptionalities, Learning Disabled, Emotionally Handicapped, Autistic, and Deaf and Hard of Hearing. The ESE program also includes a large Gifted program, which includes 8 percent of the student population. The school offers an array of advanced and honors courses, which includes 792 students (duplicated). More than 85 percent of the students attending the school qualify for free or reduced lunch, thus qualifying the school to receive Title I federal funding.

# *School Foundation*

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## ***Leadership:***

The administration at Palm Springs Middle School is 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 4.2 in the leadership category. In particular, the score of 4.4 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 4.2 demonstrates that stakeholders are actively engaged in the school community. Customers are routinely contacted as demonstrated by an average score of 4.3, 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 4.2. 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. This is an area for improvement, evidenced by an overall score of 4.0. 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 4.3 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 all reviewed periodically, and trends 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 our students. Tutoring is available for students identified as LEP 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.

School-wide 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. On-going assessments are used to ensure that the needs of all students are being met.

Advanced Courses Initiatives & 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, focused on students identified as limited English proficient and students participating in the free or reduced lunch program.

### ***Performance Results:***

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. The school community will work to improve the results of the organization, an area in need of improvement as evidenced by an overall score of 4.0.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

The Palm Springs Middle School community is involved in attracting and retaining high-quality, highly qualified teachers. On an on-going basis, resumes are reviewed in comparison to available positions and future possible openings. Additionally, the EESAC staffing subcommittee and the school administration is actively involved in providing support to new teachers and teachers new to the school, in order to ensure retention of high-quality faculty. The teacher-mentor program, the District's New Educator Newsletter, and in-house professional development opportunities are all part of the support network for new teachers.

## **• Highly Qualified, Certified Administrators:**

The administrative team consists of a principal, Ms. Melissa C. Wolin, and three assistant principals, Mr. Jose Enriquez, Jr., Ms. Niki E. Ruiz, and Dr. John A. Strachan. Ms. Wolin has a Bachelor's Degree in Physical Education, with a minor in Exceptional Student Education from Barry College, a Master's Degree in Educational Leadership from Nova University, and a Specialist's Degree in Computer Education from Barry University. She has spent 29 years as an educator, 13 of which were dedicated to teaching students of different exceptionalities in the ESE program. She has 14 years of experience as an assistant principal and three as a principal dealing with middle school students. As the leader of the administrative team, she helps increase student achievement by presenting an effective leadership style that is both flexible and firm. This provides other members of the administrative team the freedom and trust to handle their responsibilities in an efficient manner.

Mr. Jose Enriquez, Jr., has spent 16 years as an educator at the middle school level, seven of which he spent teaching middle school social studies, and nine years as a middle school assistant principal. Mr. Enriquez has a Bachelor's Degree in Social Studies Education and a Master's Degree in Educational Leadership from Florida International University. He helps improve student performance through the implementation of technology initiatives which steer data-driven instruction. He is responsible for the school's being awarded a major technology grant initiative in the amount of 1.2 million dollars. He works directly with teams of teachers in planning innovative strategies to meet the AYP standards. He collaborates with the media specialist to ensure the effective utilization of the media center in improving teaching and learning schoolwide. He also collaborates with teachers in the ESE program to ensure implementation of a standard curriculum for all students. As a member of the administrative team, he facilitates student achievement through the motivation of faculty, staff and students. The objectives regarding parental involvement, technology, and Return on Investment are his direct responsibility from implementation to achievement.

Ms. Niki E. Ruiz has spent 15 years as an educator at the middle and senior high school levels, six of which were spent teaching secondary language arts, one as a magnet program lead teacher, one as a district supervisor of advanced academic programs, and five as a secondary assistant principal. Ms. Ruiz has a Bachelor's Degree in English from Florida International University, a Master's Degree in Education from Harvard University, and is currently working towards an Ed. D. in Educational Leadership from Florida International University. She is responsible for the proper implementation of the scope and sequence, the Comprehensive Reading Plan, and advanced academics programs. She oversees the articulation process and the development of the master schedule, in order to ensure that all students are appropriately placed and serviced. The objectives regarding reading, mathematics, writing, science, and electives or special areas are her direct responsibility from implementation to achievement.

Dr. John A. Strachan has spent 26 years as an educator at the secondary level, 13 of which were spent teaching Industrial Technology and 13 as a middle school assistant principal. Dr. Strachan has a Bachelor's Degree in Industrial Technology from Tennessee State University, a Master's Degree in Educational Leadership from Nova Southeastern University, and an Ed. D. in

Leadership Development from Nova Southeastern University. He is responsible for the lunch program, the physical plant, the ESOL program, teacher certification, PACES, and the Positive Behavior Support (PBS) program. He regularly ensures appropriate teaching and learning via regular classroom visitations, and assists with the implementation of the Caught Reading program. The objectives regarding Discipline & Safety and Health & Physical Fitness are his direct responsibility from implementation to achievement.

### **• Teacher Mentoring:**

The new teacher and mentor program at Palm Springs Middle School allows seasoned and new teachers an opportunity to work with each other to improve the teaching and learning process. All new teachers are assigned a mentor to assist them with the day-to-day duties of teaching, as well as participating in the Professional Growth Team (PGT). The new and mentor teacher work on curriculum review and pedagogical options, in relation to the PACES domains. New teachers are also provided professional development through the District's Beginning Teacher Orientation Program, early release day professional development activities, and in-house assistance from curriculum specialists such as the media specialist and the reading coach.

### **• School Advisory Council:**

### **• Extended Learning Opportunities**

A four-week summer program was implemented during the 2005 summer session with the assistance of the South Florida After-School All-Stars (SFASAS) program and funded through The Children's Trust Fund. Enrolled students received instruction in mathematics and reading, and participated in socio-emotional developmental activities and activities to enhance and extend the curriculum. This program continues throughout the school year with a two-hour after-school tutorial and enhancement program, and a one-hour before-school tutorial program.

The Title I funded after-school and Saturday tutorial program includes tutoring in mathematics, reading, and writing, targeting the Sunshine State Standards (SSS) assessed by the FCAT.

ESOL students receive directed instruction focused on reading and writing, taught by teachers certified in ESOL. Students in levels three or four of the ESOL program receive home language assistance tutoring on a pull-out basis. Additionally, tutoring services geared for ESE students are offered after-school.

### **• School Wide Improvement Model**

The Palm Springs Middle School community embraces a collaborative model of decision-making and planning. The Eight-Step Continuous Improvement Model (CIM) guides all teachers in providing teaching and learning based on the SSS. Each core content department will follow a common scope and sequence developed either by the District or school site. On-going assessments will be used to drive the necessary changes in teaching in order to meet the needs of all students. Student achievement has improved using this model in past school years by focusing on areas of individual need and school-wide trends in opportunities for improvement. This model will provide for continuous monitoring of performance and will address the achievement gap between all sub groups, while supporting data-driven decision-making.

## GOAL 1: READING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

**GOAL 1 STATEMENT:**

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

**Needs Assessment**

Data analysis based on the 2005 FCAT Reading (SSS) mean scores indicate that students in grades six through eight, in all curriculum areas, fall an average of four points below the district mean scores. Further analysis of 2005 FCAT Reading scores reveal that only 11 percent of LEP students and only eight percent of students with disabilities were proficient.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading comprehension skills as evidenced by a minimum of 44 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the Hispanic AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the economically disadvantaged AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the limited English proficient (LEP) AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) AYP subgroup in grades six through eight will improve their reading skills as evidenced by 44 percent of students scoring at a level three or higher on the 2006 administration of the FCAT Reading.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide students scoring at FCAT Level one and two with targeted reading instruction via intensive reading classes and monitoring through the use of Academic Improvement Plan/Individual Student Success Plan (AIP/ISSP) system.	Administration	8/8/2005	5/24/2006
2. Enroll students scoring more than three grades below grade level on the San Diego Quick Assessment in classes focused on phonics instruction of no more than 20. These students will attend a daily block of reading and language arts instruction with the same teacher.	Administration	7/11/2005	8/1/2005
3. Develop and implement parenting workshops to promote active parental involvement in the student learning process through the Title I Community Involvement Program.	Administration	8/8/2005	5/24/2006
4. Provide extended media center hours before and after school and support in the media center to facilitate student use of the computer lab, as well as a variety of other media resources to enhance student achievement.	Administration, Media Specialist	8/8/2005	5/24/2006

5. Use the Reading Coach as a direct resource for the classroom teacher for the professional development of best practices across the curriculum.	Administration, Reading Coach	8/8/2005	5/24/2006
6. Utilize Student Performance Indicators (SPI) and other assessment data to drive specific areas of focus on a schoolwide basis, and to constantly redefine areas of need.	Administration	8/8/2005	5/24/2006
7. Provide differentiated instruction in all language arts classes focused on the SSS.	Administration, Language Arts Department Chair	8/8/2005	5/24/2006
8. 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 Hispanic, low socio-economic, LEP, and SWD, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine the effectiveness of the program.	Administration	10/31/2005	3/31/2006

### **Research-Based Programs**

The District's Comprehensive Research-based Reading Plan in conjunction with the Literacy Plan for Students with Reading Deficiencies will guide the Palm Springs Middle School strategic plan for improving reading across all grade levels. CRISS, a federally endorsed body of reading and learning strategies, will be used by the majority of the faculty in direct instruction. Read 180, Soar to Success, and Reading Basics will be utilized with FCAT Level one and two students.

### **Professional Development**

Teachers from all departments will be trained to access and analyze Student Performance Indicator (SPI) data to drive instruction. Reading and language arts teachers will be trained to use the Accelerated Reader and SPI programs through in-house workshops. Select teachers, including team and department leaders, have been trained in the use of the Curriculum Advantage Classworks program, which will be utilized in the before and after school tutorial program.

## **Evaluation**

Annual evaluation of this objective will be based on the scores of the 2006 administration of the FCAT Reading (SSS). Students in grades six through eight will improve their reading comprehension skills as evidenced by a minimum of 44 percent of the students scoring at a level three or higher, 44 percent of students in the Hispanic AYP subgroup scoring at a level three or higher, 44 percent of students in the economically disadvantaged AYP subgroup scoring at a level three or higher, 44 percent of students in the limited English proficient (LEP) AYP subgroup scoring at a level three or higher, and 44 percent of students with disabilities (SWD) AYP subgroup scoring at a level three or higher.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 2 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**

Data analysis based on the 2005 FCAT Mathematics (SSS) scores indicates that 49 percent of the standard curriculum students in grades six through eight scored below grade level. Students in grade six demonstrated low proficiency in the algebraic thinking strand while excelling in the geometry strand. Students in grade seven demonstrated low proficiency in the measurement strand while excelling in the geometry strand. Students in grade eight demonstrated a need for improvement in the geometry strand while excelling in the strands of number sense and data analysis. In addition, three percent of the economically disadvantaged students, 77 percent of limited English proficient students, one percent of the Hispanic students and 90 percent of students with disabilities did not meet the standards of the NCLB Act. Strategies will be developed that will focus on these needs in order to improve teaching and learning that will ultimately provide students with the opportunities to develop the mathematics skills.

#### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction using the Sunshine State Standards, students in all curriculum groups in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the Hispanic AYP subgroup grades six through eight will improve their mathematics skills as evidence by 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the economically disadvantaged group in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the limited English proficiency AYP subgroup grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) AYP subgroups grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level three or higher on the 2006 administration of the FCAT Mathematics.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a scope and sequence with all our groups to ensure delivery of an appropriate curriculum in a timely manner.	Administration, Math Department Chair	8/8/2005	5/24/2006
2. Use a variety of computer programs such as Riverdeep, Curriculum Advantage Classworks, FCAT Explorer and SkillsTutor to enhance classroom instruction.	Administration, Math Department Chair	8/8/2005	5/24/2006
3. Provide extended media center hours before and after school and support to facilitate student use of the computer lab, as well as a variety of other media resources to enhance student achievement.	Administration, Media Specialist	8/8/2005	5/24/2006
4. Assess all students in January using the Interim Assessment in Mathematics to identify progress. Based on assessment data, curriculum and pedagogy will be modified to focus on areas of need.	Administration, Math Department Chair	8/8/2005	5/24/2006
5. Provide students scoring at FCAT Level one and two with mathematics instruction via math classes. Monitor student progress through the	Administration	8/8/2005	5/24/2006

Academic Improvement Plan/Individual Student Success Plan (AIP/ISSP) system.			
6. Enroll standard curriculum students scoring at Level one in an intensive mathematics class, in addition to the required mathematics class.	Administration	7/11/2005	8/26/2005
7. Utilize FCAT data by using the Student Performance Indicators (SPI) to continuously identify classroom and schoolwide trends. The scope and sequence will emphasize additional instruction on the weakest strands in each grade level.	Administration	8/8/2005	5/24/2006
8. 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 Hispanic, low socio-economic, LEP, and SWD, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine the effectiveness of the program.	Administration	10/10/2005	3/31/2006

### **Research-Based Programs**

Mathematics teachers will be using the state-adopted Prentice Hall Mathematics text Courses 1, 2 and 3 along with the Prentice Hall FCAT preparation and practice workbooks. Additionally, students will use a variety of programs including Riverdeep, FCAT Explorer, and Curriculum Advantage Classworks and on an ongoing basis.

## **Professional Development**

Curriculum Advantage provides a one-day workshop to prepare for implementation of the Classworks program. Teachers will be trained on using the Riverdeep and Skills Tutor programs as an additional instructional tool. Teachers within the department will meet weekly to discuss the progress on meeting timelines for the scope and sequence in relation to student learning. Additionally, teachers will attend mathematics workshops provided by the district on implementing effective research-based strategies. The department chairperson will regularly attend district meetings to keep abreast of state and district mandates as well as network with district personnel and other school site department chairpersons. District funds will be used to provide teachers with professional development opportunities during and after school hours. Teachers will be provided with hourly pay and/or full day substitutes in order to participate in workshops to enhance teaching methods including technology, instructional delivery and student motivation.

## **Evaluation**

Annual evaluation of this objective will be based on the scores of the 2006 administration of the FCAT Mathematics (SSS). Students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at a level three or higher, 50 percent of students in the Hispanic AYP subgroup scoring at a level three or higher, 50 percent of students in the economically disadvantaged AYP subgroup scoring at a level three or higher, 50 percent of students in the limited English proficient (LEP) AYP subgroup scoring at a level three or higher, and 50 percent of students with disabilities (SWD) AYP subgroup scoring at a level three or higher.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 3 STATEMENT:**

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

### **Needs Assessment**

Although students increased their mean score in writing from 2004 to 2005, the mean score of students responding to a persuasive writing prompt was 0.2 below the mean score of students responding to expository writing. Despite the fact that the percent of students scoring between 1.0 and 2.0 was reduced, this improvement was offset by a decrease in the percent of students scoring between 5.0 and 6.0. All of the unscorable papers on the 2005 FCAT Writing were generated by students within the LEP and ESE programs; therefore, these two populations will be targeted for intensive writing instruction.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 92 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Incorporate writing requirements into the daily instruction of the required curriculum schoolwide.	Administration	8/8/2005	5/24/2006
2. Provide targeted assistance to students enrolled in the after school enrichment program using the Curriculum Advantage Classworks computer program and the Language Learner Series phonics-based program.	Administration, SFASAS Program Manager	8/8/2005	5/24/2006
3. Use quarterly writing assessments to develop lesson plans that include differentiated teaching based on individual student performance data.	Administration, Language Arts Department Chair	8/8/2005	5/24/2006
4. Conduct large group student workshops with eighth grade students.	Administration, Language Arts Department Chair, Media Specialist	11/30/2005	2/10/2006
5. 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 the effectiveness of the program.	Administration	11/30/2005	2/10/2006
6. Model the writing process, including attacking the prompt and the six traits of writing with students in grade eight.	Administration, Language Arts Department Chair, Media Specialist	11/7/2005	2/10/2006

### Research-Based Programs

Classroom teachers will use the Glencoe McGraw-Hill, Writer's Choice Grammar and Composition textbook and supplemental materials.

## **Professional Development**

The following professional development opportunities will be available to all language arts teachers: large-group student workshops, which will serve as a modeling opportunity, district-sponsored workshops which disseminate vital district and statewide guidelines and best practices, in-house workshop on the six traits of writing, and attendance at the district language arts department chairperson's meeting.

## **Evaluation**

Students will respond to a prompt to establish a baseline score in the first two weeks of school. Writing strengths and weaknesses will be determined individually and recurring problems will drive small group instruction. Subsequent quarterly writing assessments will redefine areas in need of further instruction as documented in each student's AIP/ISSP. Evaluation of this objective will be determined by 92 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 4 STATEMENT:***

The district science scope and sequence will be utilized to improve students' science skills.

### ***Needs Assessment***

Students at Palm Springs Middle School scored an average of five points below the district average on the mean scale score on the 2005 FCAT Science (SSS).

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 272 as documented by the 2006 FCAT Science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide extended media center hours before and after school and support in the media center to facilitate student use of the computer lab, as well as a variety of other media resources to enhance student achievement.	Administration, Media Specialist	8/8/2005	5/24/2006
2. Utilize the reading coach as a direct resource for the classroom teacher for the professional development of best practices across the curriculum.	Administration, Reading Specialist	8/8/2005	5/24/2006
3. Utilize Student Performance Indicators (SPI) and other assessment data to drive specific areas of focus on a schoolwide basis and to constantly redefine areas of need.	Administration	8/8/2005	5/24/2006
4. Develop and implement parenting workshops to promote active parental involvement in the student learning process through the Title I Community Involvement Program.	Administration	8/8/2005	5/24/2006
5. Encourage students to enhance their science skills by participating in SECME club and competitions.	Administration, SECME Club Sponsor	8/8/2005	5/24/2006
6. Utilize computer software and the Internet (Riverdeep, FCAT Explorer, Science NetLinks, SkillsTutor, and Curriculum Advantage Classworks) to develop science problem-solving skills and improve student performance and achievement.	Administration, Science Department Chair	8/8/2005	5/24/2006
7. Conduct a minimum of 25 hands-on laboratory activities in every science class during the school year as documented by teacher developed lab logs.	Administration	8/8/2005	5/24/2006
8. 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.	Administration	11/7/2005	3/20/2006



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 the effectiveness of the program.	
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## **Research-Based Programs**

The state and district adopted textbook, Glencoe Science Voyages and supplemental materials, FCAT (SSS) assessments, videos and CDs will be used to improved student performance. SECME Science Club and the SECME Saturday engineering workshops are offered to all students. Riverdeep, Science NetLinks and FCAT Explorer are available to all teachers to use online with their students, via use of the mobile computer lab. Bridges to Careers, the district's comprehensive science plan, will continue to be implemented.

## **Professional Development**

Information and materials provided from the district office will be disseminated at science department meetings. Additionally, teachers will have the opportunity to share strategies and laboratory activities. District workshops are available to all science teachers, including FCAT Science workshops. SECME teacher workshops are provided during the year and during the summer. Schoolwide professional development on analyzing SPI data will be provided for all teachers. Resources provided by the Bridges to Career Math and Science Initiative will provide on-going professional growth for all science teachers to improve instruction and student achievement. The science department chairperson will attend district meetings and network with science teachers from across the district. Science teachers that attend district workshops will share their information at weekly department meetings.

## **Evaluation**

Evaluation of this objective will be determined by the mean scale score of grade eight students on the 2006 administration of the FCAT Science.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input 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 type="checkbox"/>

### ***GOAL 5 STATEMENT:***

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

### ***Needs Assessment***

Parental involvement and attendance at schoolwide events such as assemblies, parent orientations, workshops, and open house activities can improve. During the 2004-2005 school year, 6,266 hours were logged on the Title I Parent Outreach Monthly School Report. Increased parental involvement is still desired by school faculty and staff. Research shows that parental involvement directly correlates with improved student achievement; therefore the necessity to expand parental involvement throughout the year is imperative to increasing student achievement.

## Measurable Objective

Given the number of school-sponsored activities and events offered at Palm Springs Middle School, the community members, volunteers and parents actively participating will increase as evidenced by having 6,500 accumulated hours in the Title I Parent Outreach Monthly School Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide an orientation session for parents of LEP students and/or students new to the school.	Administration, Student Services Department Chair	9/30/2005	10/31/2005
2. Provide workshops using the PEERS communication model to help families develop improved communication skills.	Administration, Student Services Department Chair	8/8/2005	5/24/2006
3. Utilize the community involvement specialist to develop an in-school parent center located in the media center and continue home visits to offer resources and information to parents.	Administration	8/8/2005	5/24/2006
4. Utilize the school website to improve communication with parents.	Administration	8/8/2005	5/24/2006
5. 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.	Administration	8/8/2005	5/24/2006
6. Require the school-site volunteer liaison to monitor the number of hours spent in volunteer service and promote a school-wide awareness campaign to increase volunteer service/parental involvement in the school.	Administration	8/8/2005	5/24/2006
7. Provide information in English and Spanish when sending letters and information home.	Administration	8/8/2005	5/24/2006
8. Develop multiple opportunities for parental involvement, such as report card distribution, science fair, book fair, meetings for parents.	Administration	8/8/2005	5/24/2006

## **Research-Based Programs**

The following programs are implemented at Palm Springs Middle School: the Practical Exercises Enriching Relationship Skills (PEERS) program provides a structured environment for improving parent-student communication, the Parent-Teacher-Student Association (PTSA) operates as the backbone of parental involvement, and the SFASAS Program gives students time in a safe space for students to complete homework assignments that they may not be able to complete at home, and to receive additional instruction in areas of weakness.

## **Professional Development**

School staff will attend available workshops to learn about strategies for increasing parental and community involvement in the school.

## **Evaluation**

Palm Springs Middle School will monitor and evaluate school volunteer hours via a volunteer/parent participation log that will be used schoolwide in documenting all hours accumulated by volunteers, parents and community members.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<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 type="checkbox"/>

### ***GOAL 6 STATEMENT:***

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

### ***Needs Assessment***

Over 400 students have been assigned to indoor and/or outdoor suspension, a suspension rate of 29 percent. The school community has determined a need to decrease this number, thereby increasing students' instructional time. The Positive Behavior Support (PBS) program is being put in place. The school is one of four initial pilot sites throughout the district, and works to address student behavior on school grounds by providing positive reinforcement for appropriate behaviors.

## 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 in the suspension rate of five percent during the 2005-2006 the school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize PBS Minor Infraction Forms to identify student behaviors that are not in compliance with school and classroom policies.	Administration, PBS Team Leader	8/8/2005	5/24/2006
2. Require interdisciplinary teams to identify students and provide early preventative measures to correct inappropriate behaviors through parent conferences, student conferences, and the re-teaching appropriate behaviors.	Administration	8/8/2005	5/24/2006
3. Provide student orientations by teams to inform students of the mandatory uniform policy and other behavioral expectations.	Administration	8/8/2005	5/24/2006
4. Inform parents of the school's policies and expectations by sending PBS contracts home in multiple languages.	Administration, PBS Team Leader	8/8/2005	5/24/2006
5. Conduct multiple 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	8/8/2005	5/24/2006
6. Monitor the number of students not in compliance with the mandatory uniform policy to assess the success of schoolwide strategies.	Administration, PBS Team Leader	8/8/2005	5/24/2006
7. Monitor school attendance daily.	Administration	8/8/2005	5/24/2006
8. Conduct monthly meetings of the PBS Committee to assess program and make necessary changes to ensure continued progress.	Administration, PBS Team Leader	8/8/2005	5/24/2006

## Research-Based Programs

The Positive Behavior Support (PBS) program is a nationally recognized incentive program that rewards positive student behavior on a regular basis. Palm Springs Middle School is participating for the second year in this pilot program in Miami-Dade County Public Schools.

## **Professional Development**

Five teachers received training on the implementation of the Positive Behavior Support (PBS) program and four teachers were trained to use the School Wide Information System (SWIS) software program, a component of the PBS program that records, sorts, and analyzes data regarding schoolwide discipline incidents. Additionally, since program implementation, four more teachers/staff members have been trained to use the SWIS program.

## **Evaluation**

The success of PBS will be measured by a reduction in the suspension rate by five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 7 STATEMENT:***

A schoolwide focus on the use of data-driven decision-making will make use of technological tools to extract data, thereby increasing the technological proficiency skills of instructional staff.

### ***Needs Assessment***

A survey conducted in September 2005 revealed that only ten percent of all instructional teachers are fully proficient in the use of the Student Performance Indicators (SPI) electronic tool for extracting and analyzing student performance data.



## Measurable Objective

Given increased attention to the importance and proficiency of teachers' ability to utilize the Student Performance Indicators (SPI) electronic tool to extract student performance data, 75 percent of all instructional teachers will be fully proficient as evidenced by a faculty survey conducted in May 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Produce a school-site SPI manual based on the district web site's information and distribute it to each teacher.	Administration	8/8/2005	11/30/2005
2. Provide continuous hands-on professional development opportunities for teachers in the use of the SPI electronic tool.	Administration	8/8/2005	5/24/2006
3. Provide teachers with information regarding relevancy and possible uses of the SPI electronic tool.	Administration	8/8/2005	5/24/2006
4. Develop and implement a system to monitor the use of SPI data among all teachers.	Administration	8/8/2005	12/16/2005
5. Provide all teachers with the district training CD, titled the Student Performance Indicators (SPI) and the Academic Improvement Plan (AIP).	Administration	8/29/2005	11/30/2005

### Research-Based Programs

Research indicates that data-driven classrooms are more effective in addressing the needs of individual students. The data provided through the district-developed Student Performance Indicators (SPI) electronic tool can assist teachers in developing opportunities for targeted instruction for students within the whole class environment. The use of SPI is a crucial element to providing instruction based on individual and whole class performance data.

### Professional Development

Teacher's technology skills will be enhanced via small-group professional development opportunities focused on the use of SPI. The professional development will provide teachers with instructions and a hands-on practice in accessing SPI, followed by an in-depth discussion of the possible uses of the data.

## **Evaluation**

A survey to be completed by all instructional teachers will be implemented in May of 2006. Teachers will be asked to rate their proficiency in the use of the SPI data system. At least 75 percent of the teachers completing the survey will indicate that they are fully proficient.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 8 STATEMENT:***

It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Therefore, 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 86 percent of students enrolled in physical education at Palm Springs Middle School achieved the FITNESSGRAM award.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students enrolled in physical education will improve their physical fitness as evidenced by 91 percent achieving the 2006 FITNESSGRAM award.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize pre-test and post-test data to track individual student progress on each strand of the FITNESSGRAM assessment.	Administration, Physical Education Department Chair	8/8/2005	5/24/2006
2. 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 Chair	8/8/2005	5/24/2006
3. Assign hands-on home learning so that students will continue strength and fitness activities throughout the day.	Administration, Physical Education Department Chair	8/8/2005	5/24/2006
4. 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 Chair	8/8/2005	5/24/2006
5. Announce the outcome of all school sports team competitions, providing recognition to individual student athletes.	Administration, Physical Education Department Chair	8/8/2005	5/24/2006

### Research-Based Programs

The FITNESSGRAM assessment is a research-based program that assists students in monitoring their own physical fitness levels from year to year. The program addresses all of the necessary components to ensuring a physically fit individual, from nutrition to actual performance.

### Professional Development

An adaptive physical education component has been added to the curriculum to address the health and physical fitness needs of all students. Teachers involved in this program will do the following: avail themselves of all available professional development opportunities, participate in the development of healthy students via the schoolwide Field Day activity, and work collaboratively to develop and implement homeroom activities emphasizing the need for good physical fitness.

## **Evaluation**

This goal will be evaluated by an increase of five percent of students achieving the 2005-2006 FITNESSGRAM award as compared to the percent of students achieving the 2004-2005 FITNESSGRAM award.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 9 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 in order to improve academic performance, 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 2004-2005 school year, 58 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 five percent in the average attendance rate for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Distribute flyers to all parents and students regarding program availability.	Administration, SFASAS Program Manager	8/8/2005	9/30/2005
2. 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	8/8/2005	5/24/2006
3. 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	8/8/2005	5/24/2006
4. Provide an after-hours activity bus to facilitate student participation in the SFASAS.	Administration, SFASAS Program Manager	8/8/2005	5/24/2006
5. 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	8/8/2005	5/24/2006

### Research-Based Programs

Using after-school hours to support learning through alternative methods is supported by data on the needs from parents, as well as data on students' needs for time on task. There is abundant literature that supports the theory that time on task matters, and that attendance is closely linked to achievement. In fact, 93 percent of students involved in the SFASAS program during the 2004-2005 school year demonstrated learning gains on the 2005 FCAT. Therefore, the SFASAS program positively supports student achievement efforts at Palm Springs Middle School.

## **Professional Development**

Teachers involved in the SFASAS program receive professional development through the Office of Adult/ Vocation/ Alternative and Community Education and Middle School Enrichment. Additionally, all faculty are provided access to Curriculum Advantage Classworks program, along with the necessary professional development for its successful implementation schoolwide.

## **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 five percent in the average attendance rate for the 2005-2006 school year as compared to the previous year's average attendance rate.



## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

***GOAL 10 STATEMENT:***

The Return on Investment (ROI) for Palm Springs Middle School will increase, 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: cost and learning gains. The most recent data supplied by the FLDOE indicate that in 2003, Palm Springs Middle School ranked at the 73rd 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 publication from the 73rd percentile in 2003 to the 78th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
2. Collaborate with the district regarding resource allocation.	Administration	8/8/2005	5/24/2006
3. Review existing resources and explore vehicles for taking advantage of a broader resource base such as private foundations and volunteer networks.	Administration	8/8/2005	5/24/2006
4. Explore opportunities to share use of facilities and partnerships with community agencies.	Administration	8/8/2005	5/24/2006
5. Monitor resource allocations within the school throughout the school year.	Administration	8/8/2005	5/24/2006

## Research-Based Programs

An analysis of the ROI index will be conducted to monitor the relationship between cost and program effectiveness. The use of the following state-adopted textbooks is expected to assist in ensuring an increase in the ROI index: McDougal-Littell and Glencoe series for language arts, Read XL for intensive reading courses, Glencoe and Prentice Hall for mathematics, Glencoe series for science, and Glencoe series for social studies. All of these materials are research-based and are designed to ensure the implementation of grade-level appropriate curriculum.

## **Professional Development**

School staff will attend introductory level training on how to include the ROI index requirements in the SIP. This training will emphasize examining data provided by the state on the School Report Card ROI indicators. Additionally, staff will participate in the following professional development components: Student Performance Indicators (SPI) training, early release activities focused on questioning strategies, Curriculum Advantage Classworks software program, school-site professional development on a variety of topics impacting teaching and learning practices, and district-sponsored professional development on a variety of topics impacting teaching and learning practices. These activities serve to further support schoolwide efforts to ensure increased student achievement that use all available resources to their maximum potential.

## **Evaluation**

On the next State of Florida ROI index publication, Palm Springs Middle School will show progress toward reaching the 78th percentile rank.

## *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 increase our after-school tutoring program and purchase FCAT preparation materials. All stakeholders will discuss EESAC budgetary issues, as needed.

### ***Training:***

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

### ***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 on-going 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 that continuous assessments of students allow for the opportunity to identify specific areas of concern in order to provide targeted instruction.

***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.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*