
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Palm Springs Middle School

Palm Springs Middle School is composed of grades six through eight with a primarily Hispanic student population of approximately 1,450. 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 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 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a minimum of 59 percent of the students scoring at a Level 3 or higher on the 2007 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 51 percent of students scoring at a Level 3 or higher on the 2007 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 51 percent of students scoring at a Level 3 or higher on the 2007 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 59 percent of the students scoring at a Level 3 or higher on the 2007 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 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in the limited English proficiency (LEP) AYP subgroup in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) AYP subgroup in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at a Level 3 or higher on the 2007 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 86 percent of the students achieving high standards on the 2007 administration of the FCAT-Writing Plus.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by a minimum of 47 percent of student scoring at a proficient level on the 2007 administration for the FCAT-Science.

Given the number need to increase parental and community involvement at Palm Springs Middle School, the community members and parents volunteering at the school will increase by ten percent as evidenced in the Volunteers 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 total suspension rate of one percentage point during the 2006-2007 the school year.

Given increased attention to the importance of technology as an instructional tool, 75 percent of all teachers will be fully proficient in the use of instructional technology as evidenced by a faculty survey conducted in May 2007.

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 2007 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 2006-2007 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 to the 58th percentile during the 2006-2007 school year.

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 2006-2007 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

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Integrity

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School Demographics

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 131 full-time staff members and 68 part-time staff members with the majority consisting of instructional staff: 63 general curriculum classroom teachers, 12 exceptional student education teachers, six instructional support staff, five student services staff, one TRUST Specialist, and 12 classroom paraprofessionals. The support staff includes 13 clerical employees, 15 food service workers, nine security staff, and 17 custodial service workers. Palm Springs Middle School's faculty includes four nationally board certified teachers, and 43 hold advanced degrees. Six percent of the teachers are new to the school, and the average length of teaching experience is 17 years. The school staff is comprised of the following ethnicities: 48 percent Hispanic, 37 percent white, 14 percent black (non-Hispanic), one percent other.

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 Varying Exceptionalities, Learning Disabled, Emotionally Handicapped, Autistic, and Deaf and Hard of Hearing. The ESE 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. 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.

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 4.4 in the leadership category, an increase from 4.2 last year. In particular, the score of 4.7 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 4.2 in the area of strategic planning, an increase from 4.0 last year. 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 reflects an increase from 4.2 last year, and demonstrates that stakeholders are actively engaged in the school community. Customers are routinely contacted as demonstrated by an average score of 4.5, 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. Although the area of human resource focus increased from 4.0 to 4.2, the faculty and staff feel 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 4.5, an increase from 4.3 last year, 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 4.3 in the area of process management, an increase from 4.1 last year, 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 limited English proficient (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 LEP and students participating in the free and 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. Although the overall score in the business results area increased from 4.0 to 4.2, the school community will continue to work to improve the results of the organization, an area in need of improvement.

Additional Requirements

Only for schools under state sanction

• 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, Ms. Cortnye S. Arce, 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 four 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.

Ms. Cortnye S. Arce has spent 13 years as an educator at the middle school level which she spent teaching middle school science. This is Ms. Arce's first year as a middle school assistant principal. Ms. Arce has a Bachelor's Degree in Elementary Education from Florida International University and a Master's Degree in Elementary Education from Nova Southeastern University. She also holds certification in Educational Leadership. She helps improve student performance through the implementation of technology initiatives which steer data-driven instruction. She works directly with teams of teachers in planning innovative strategies to meet the AYP standards and the goals of the Positive Behavior Support (PBS) program. She collaborates with the media specialist to ensure the effective utilization of the media center in improving teaching and learning schoolwide. She also collaborates with teachers in the SPED and ESOL programs to ensure implementation of a standard curriculum for all students. As a member of the administrative team, she facilitates student achievement through the motivation of faculty, staff and students. The objectives regarding parental involvement, technology, and Return on Investment are her direct responsibility from implementation to achievement.

Ms. Niki E. Ruiz has spent 16 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 six 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 at Florida International University. She is responsible for the proper implementation of the scope and sequence, the Comprehensive Reading Plan, advanced academics programs, and the Gifted program. She oversees the articulation process and the development of the master schedule, in order to ensure that all students are appropriately placed and serviced. She also facilitates professional development for all faculty and staff, and regularly analyzes student performance data for use in instruction. 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 27 years as an educator at the secondary level, 13 of which were spent teaching Industrial Technology and 14 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, teacher certification, and PACES. He regularly ensures appropriate teaching and learning via 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 teachers 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:

The Palm Springs Middle School Educational Excellence School Advisory Council (EESAC) meets, at a minimum, on a monthly basis. The school community is heavily involved in the EESAC, as evidenced by an average attendance of forty individuals at each meeting. The EESAC provides support to school site initiatives, and offers a forum for the generation of ideas for furthering school improvement.

• Extended Learning Opportunities

A four-week summer program was implemented during the 2006 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 via Curriculum Advantage Classworks 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 program offers academic tutoring via the following research-based programs: Curriculum Advantage Classworks, FCAT Explorer, and homework assistance with all research-based textbooks used throughout the school day.

School-funded after-school and Saturday tutorial program includes tutoring in mathematics, reading, and writing, targeting the Sunshine State Standards (SSS) assessed by the FCAT. Holt Elements of Literature, Holt Reading Solutions by Kylene Beers, and Holt Middle School Math, all research-based programs, are used as the primary curriculum of the tutoring program.

SFASAS and school-funded tutoring are monitored via the FCAT and teacher-made assessments.

As a Title I school not making AYP, students are entitled to Supplemental Educational Services (SES) provided by private tutoring companies. Parental choice is a key component in selecting a tutoring company. All companies, as part of the approval process for becoming a qualified tutorial service, must demonstrate use of a research-based curriculum in providing services to students. Students availing themselves of SES tutoring are monitored via monthly progress reports provided to the school by the myriad SES providers.

• **School Wide Improvement Model**

1. Disaggregate Data: Analyze school grade data, student achievement data, and individual teacher data. School grade data will be reviewed with the entire faculty, and teachers will meet individually to review their student performance data. Teachers will also meet by subject area to review individual student performance data.
2. Develop a Calendar: Implement the M-DCPS Pacing Guides, available in language arts and reading, mathematics, and science, and the M-DCPS Scope and Sequence in social studies.
3. Deliver Instruction: Ensure that a high-quality, rigorous curriculum that addresses student needs based on data analysis is being implemented.
4. Assess Frequently: Student progress will be monitored via the FCAT, Interim Assessments, Gates-MacGinitie, MAZE, and teacher-made tests.
5. Provide Tutorial Services: Students will be provided with tutorial services in reading, mathematics, and science. Parents will also be provided with information regarding the availability of SES Providers.
6. Enrichment Opportunities: Enrichment opportunities will be available to all students via the South Florida After-School All-Stars program, summer services (as available), and school-funded before-school, after-school, and Saturday tutorial services.
7. Monitor: Monitor the implementation of data analysis, quality instruction, fidelity to the Pacing Guides, frequent assessments, and tutorial and enrichment programs.
8. Evaluate: Review results to determine program effectiveness, and adjust calendar, instruction, and tutorials services, as needed.

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

An analysis of the 2006 FCAT-Reading mean scores indicate that students in grades six through eight, in all curriculum areas, fall an average of three points below the district mean scores. Further analysis of 2006 FCAT-Reading scores reveal that only 19 percent of LEP students and only 13 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 skills as evidenced by a minimum of 59 percent of the students scoring at a Level 3 or higher on the 2007 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 51 percent of students scoring at a Level 3 or higher on the 2007 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 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement at least two parenting workshops, including one workshop for the parents of students identified as LEP, 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.	Administration, Community Involvement Specialist	8/14/06	5/30/07	Community Partnerships	\$1000.00
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 LEP and SWD AYP subgroups, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness.	Administration	9/25/06	5/18/07	District Strategic Plan	\$24000.00
Provide students scoring at FCAT Level one and two, including students in the LEP and SWD AYP subgroup, with direct reading instruction via intensive reading classes. Progress will be monitored through the use of the MAZE, interim assessments, Gates-MacGinite, and other assessments.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Enroll students scoring more than three	Administration, Reading Coach	6/4/06	8/14/06	District-wide	\$0.00

<p>grades below grade level, including students in the SWD AYP subgroup, 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 MAZE, interim assessments, Gates-MacGinitie, and other assessments.</p>				literacy plan	
<p>Review and analyze student performance achievement levels with each language arts and reading teacher, including teachers of students identified as LEP 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.</p>	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$500.00

Research-Based Programs

- *M-DCPS Comprehensive Research-based Reading Plan
- *Literacy Plan for Students with Reading Deficiencies
- *CRISS
- *Read 180
- *Read XL
- *Soar to Success
- *Reading Basics
- *Curriculum Advantage Classworks

Professional Development

- *Student Performance Indicator (SPI)
- *Accelerated Reader
- *Curriculum Advantage Classworks
- *Individual Data Review Meetings

Evaluation

Summative: 2007 FCAT-Reading

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

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 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

An analysis of the 2006 FCAT Mathematics (SSS) assessment scores indicates that 42 percent of the standard curriculum students in grades six through eight scored below grade level. In addition, three percent of the economically disadvantaged students, 74 percent of limited English proficient (LEP) students and 91 percent of students with disabilities (SWD) did not meet the standards of the NCLB Act.

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 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

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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 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in the limited English proficiency (LEP) AYP subgroup in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) AYP subgroup in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the M-DCPS Pacing Guide throughout the curriculum, with all groups to ensure delivery of an appropriate curriculum in a timely manner. The needs of students in the low socio-economic, LEP, and SWD AYP subgroups will be addressed throughout.	Administration, Math Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
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 one and two students, and for low socio-economic, LEP and SWD students.	Administration, Math Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Review and analyze student performance achievement levels with each mathematics teacher, including teachers of students belonging to the low socio-economic, LEP and SWD AYP subgroups. Identify trends in student performance and plan for teaching and learning activities that will increase the skills of students in the White, low socio-economic, LEP and SWD AYP subgroups.	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$500.00
Enroll standard curriculum students scoring at	Administration	6/4/06	8/14/06	District Strategic	\$0.00

level one, including students in the low socio-economic AYP subgroup in an intensive mathematics class, in addition to the required mathematics class.				Plan	
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 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	9/25/06	5/18/07	District Strategic Plan	\$24000.00

Research-Based Programs

- *Prentice Hall Mathematics text Courses 1, 2 and 3
- *Prentice Hall FCAT preparation and practice workbooks
- *Riverdeep
- *FCAT Explorer
- *Curriculum Advantage Classworks
- *SkillsTutor

Professional Development

- *Riverdeep
- *SkillsTutor
- *department chairperson district meetings
- *Individual Data Review Meetings

Evaluation

Summative: 2007 FCAT-Mathematics

Formative: Interim Assessments, teacher-made tests

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

GOAL 3 STATEMENT:

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

Needs Assessment

Although students increased their mean score in writing from 3.7 to 3.8 from 2005 to 2006, the mean score of students responding to a expository writing prompt remained the same. Despite the fact that the percent of students scoring between 5.0 and above increased by four percentage points, this improvement was offset by an increase in the percent of students scoring between 1.0 and 3.0.

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 86 percent of the students achieving high standards on the 2007 administration of the FCAT-Writing Plus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate writing into the daily classroom instruction in all subject areas schoolwide, for all students. Infuse CRISS strategies to bridge the gap between reading and writing.	Administration	8/14/06	5/30/07	District Strategic Plan	\$500.00
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	8/21/06	5/18/07	District Strategic Plan	\$49500.00
Review and analyze student performance achievement levels with each language arts teacher. Identify trends in student performance and plan for teaching and learning activities that will increase the skills of students.	Administration	8/14/06	5/30/07	District Strategic Plan	\$500.00
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	8/14/06	5/30/07	District Strategic Plan	\$24000.00
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 quarterly writing assessments.	Administration, Language Arts Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

- *district-sponsored workshops for language arts teachers
- *in-house workshops on writing across the curriculum
- *district language arts department chairperson's meeting
- *Individual Data Review Meetings

Evaluation

Summative: 2007 FCAT-Writing Plus

Formative: Progress Writing Assessments, Interim Assessments, teacher-made tests

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.)

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

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

GOAL 4 STATEMENT:

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

Needs Assessment

An analysis of the 2006 FCAT-Science content cluster scores indicate that in two content clusters, physical and chemical science and scientific thinking, the percent of correct responses decreased by ten percentage points. Additionally, only 22 percent of grade eight students scored at or above a proficient level.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by a minimum of 47 percent of student scoring at a proficient level on the 2007 administration for the FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement at least two parenting workshops to promote active parental involvement in the student learning process through the Title I Community Involvement Program.	Administration, Community Involvement Specialist	8/14/06	5/30/07	Community Partnerships	\$1000.00
Review and analyze student performance achievement levels with each science teacher. Identify trends in student performance and plan for teaching and learning activities that will increase the skills of students.	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$500.00
Conduct hands-on laboratory activities on a weekly basis in every science class throughout the school year.	Administration, Science Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$3000.00
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	9/25/06	5/18/07	District Strategic Plan	\$24000.00
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	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

- *FCAT Science workshops
- *SECME workshops
- *science fair teacher workshops
- *Bridges to Career Math and Science Initiative
- *district science department chairperson's meeting
- *Individual Data Review Meetings

Evaluation

Summative: 2007 FCAT-Science

Formative: Progress Assessments, teacher-made tests

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.)

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

District Strategic Plan

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

GOAL 5 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 volunteers. 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. During the 2005-2006 school year, Palm Springs Middle School had 158 school volunteers.

Measurable Objective

Given the number need to increase parental and community involvement at Palm Springs Middle School, the community members and parents volunteering at the school will increase by ten percent as evidenced in the Volunteers Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide orientation sessions for parents of LEP students and/or students new to the school and multiple opportunities for parent involvement, such as report card distribution, book fair, etc.	Administration, Community Involvement Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the community involvement specialist to develop an in-school parent center located in the main office and continue home visits to offer resources and information to parents.	Administration, Community Involvement Specialist	7/6/06	9/6/06	Community Partnerships	\$0.00
Utilize the school website to improve communication with parents.	Administration	8/14/06	5/30/07	Community Partnerships	\$0.00
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	8/14/06	5/30/06	Community Partnerships	\$0.00
Provide information in English and Spanish when sending letters and information home.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

*Practical Exercises Enriching Relationship Skills (PEERS)

*Title I

Professional Development

*workshops to learn about strategies for increasing parental and community involvement

*The Parent Academy

Evaluation

Palm Springs Middle School will increase the number of school volunteers schoolwide by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

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.)

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"/>

GOAL 6 STATEMENT:

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

Needs Assessment

Over 600 students have been assigned to indoor and/or outdoor suspension, a suspension rate of 42 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 integrated into daily school operations. 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 total suspension rate of one percentage point during the 2006-2007 the school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize PBS Minor Infraction Forms to identify and address student behaviors that are not in compliance with school and classroom policies. This will augment the school's progressive discipline plan and will minimize student suspensions resulting from minor incidences.	Administration, PBS Team Leader	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Require interdisciplinary teams to identify students and provide early preventative measures to correct inappropriate behaviors through parent conferences, student conferences, and the re-teaching of appropriate behaviors.	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide student orientations at the beginning of the school year by team to inform students of the mandatory uniform policy and other behavioral expectations.	Administration, Team Leaders	8/14/06	9/29/06	Transition and Articulation Programs	\$100.00
Inform parents of the school's policies and expectations by sending PBS contracts home in multiple languages during Open House.	Administration, PBS Team Leader	8/14/06	5/30/07	Community Partnerships	\$100.00
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	8/14/06	5/30/07	Continuous Improvement Model	\$3000.00

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 in the suspension rate by one percentage point during the 2006-2007 school year as compared to the 2005-2006 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.)

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"/>

GOAL 7 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, 75 percent of all teachers will be fully proficient in the use of instructional technology as evidenced by a faculty survey conducted in May 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide continuous hands-on professional development opportunities for teachers in the use of the SPI electronic tool.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide all faculty and staff with a new computer to ensure uninterrupted performance of equipment during instruction.	Administration	8/14/06	5/30/07	District Strategic Plan	\$83000.00
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	8/14/06	5/30/07	District Strategic Plan	\$34000.00
Create a computer training laboratory for use in faculty and staff technology professional development.	Administration	8/14/06	9/22/06	District Strategic Plan	\$31000.00
Purchase and facilitate teacher use of at least fifty "smart classrooms" with full technological functioning.	Administration	8/14/06	5/30/07	District Strategic Plan	\$309000.00

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 survey to be completed by all instructional teachers will be implemented in May of 2007. Teachers will be asked to rate their proficiency in the use of instructional technology. 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.)

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"/>

GOAL 8 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 2007 FITNESSGRAM award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize pre-test and post-test data to track individual student progress on each strand of the FITNESSGRAM assessment.	Administration, Physical Education Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
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	8/14/06	5/30/07	District Strategic Plan	\$0.00
Assign hands-on home learning so that students will continue strength and fitness activities throughout the day.	Administration, Physical Education Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
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	2/26/07	4/20/07	District Strategic Plan	\$300.00
Enroll all grade six students in a physical education course.	Administration, Physical Education Department Chairperson	6/4/06	8/14/06	District Strategic Plan	\$0.00

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 2006-2007 FITNESSGRAM award as compared to the percent of students achieving the 2005-2006 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.)

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"/>

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, 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 2005-2006 school year, 65 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 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Distribute flyers to all parents and students regarding program availability.	Administration, SFASAS Program Manager	8/14/06	9/8/06	District Strategic Plan	\$500.00
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	8/21/06	5/21/07	District Strategic Plan	\$24000.00
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	8/21/06	5/21/07	District Strategic Plan	\$24000.00
Provide an after-hours activity bus to facilitate student participation in the SFASAS.	Administration, SFASAS Program Manager	8/21/06	5/21/07	District Strategic Plan	\$10000.00
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	8/21/06	5/21/07	District Strategic Plan	\$24000.00

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 one percentage point in the average attendance rate for the 2006-2007 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 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"/>

GOAL 10 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 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 to the 58th percentile during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the district regarding resource allocation.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Review existing resources and explore vehicles for taking advantage of a broader resource base such as private foundations and volunteer networks.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor resource allocations within the school throughout the school year.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Explore opportunities to develop partnerships with parents and community agencies.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

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 2006-2007 school year, Palm Springs Middle School will increase its State of Florida ROI ranking to the 58th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC recommends that EESAC funds be used to increase our after-school and Saturday 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 curriculum development 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 continuous assessments of students to 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$25,500.00
Goal 2: Mathematics	\$24,500.00
Goal 3: Writing	\$74,500.00
Goal 4: Science	\$28,500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$3,200.00
Goal 7: Technology	\$457,000.00
Goal 8: Health & Physical Fitness	\$300.00
Goal 9: Electives & Special Areas	\$82,500.00
Goal 10: Return On Investment	\$0.00
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Total:	\$696,000.00

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:

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