

Miami-Dade County Public Schools

Palm Springs Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Palm Springs Middle School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Sanchez, Heriberto	Principal	The principal is responsible for the vision, planning, organizing, administering, and directing all activities and functions essential for an effective, efficient, and safe instructional environment to provide maximum opportunities for a student's growth potential. Additionally, the principal monitors and discusses data from assessments with stakeholders.
Solano, Yvette	Reading Coach	The Reading Coach assists ELA teacher to enhance classroom learning by helping to develop curriculum-based lesson plans, distributing resources, and analyzing/sharing student literacy and achievement data.
Cuba, Rosalyn	Teacher, K-12	The teacher is responsible to plan and deliver lessons, administer assessments, analyze data to provide differentiated instruction and adjust lesson plans as needed.
Perez, Oria	Teacher, K-12	The teacher is responsible to plan and deliver lessons, administer assessments, analyze data to provide differentiated instruction and adjust lesson plans as needed.
	Assistant Principal	Nidia Garcia: Assists the principal in planning, administering, and directing all activities and functions which are essential for an effective, efficient, and safe instructional environment to provide maximum opportunities for a student's growth potential. Additionally, the assistant principal monitors and discusses data from assessments with stakeholders.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Immediately after Synergy, the leadership team met to collect data and develop a draft of the SIP. This was shared with the faculty during the opening-of-school meeting. Faculty and staff had the opportunity to contribute comments and suggestions regarding revisions of the SIP. Once our SIP is finalized for Phase I, the leadership team will share the updated findings and plans of action with Department Chairs and their members. After finishing touches, the SIP will be shared with our EESAC committee members and visitors, including students, teachers, parents, and community/business partners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will regularly monitor the effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards through:

- 1) Data analysis after departmental baseline assessments within the Science and ELA departments, between administration and faculty, and between teachers and students through data chats.
- 2) Data analysis after the PM1 FAST Reading and Math Assessment within the Math and ELA departments, between administration and faculty, and between teachers and students through data chats.
- 3) Data analysis after the iReady Reading and Math Diagnostic Assessments within departments, between administration and faculty, and between teachers and students through data chats.
- 4) Updates with faculty and staff in faculty meetings with time for faculty and staff to share recommendations (strategies and Best Practices) within departments as a means of debriefing.
- 5) Informal and formal walk-throughs in classrooms as well as follow-up discussions with faculty whose classes are visited.
- 6) Completion of SIP timeline requirements:
 - a) Create a plan in Phase I (July 10, 2023 - 8/12/23) after reviewing all pertinent data;
 - b) Adhere to deadlines of each Action Step in Phase II, which includes EESAC approval (8/14/23 - 9/29/23);
 - c) Conduct a Beginning-of-Year Review and Reflect in Phase III and revise as needed (10/2/23 - 10/13/23);
 - d) Conduct an Impact Review and revise as needed (10/2/23 -10/30/23);
 - e) Monitor a Mid-Year Implementation (10/16/233 - 1/19/24);
 - f) Conduct a Mid-Year Review and Reflect in Phase V, which includes EESAC approval and revise as needed (1/22/24 - 1/31/24);
 - g) Conduct an Impact Review and revise as needed (2/1/24 - 2/29/24);
 - h) Monitor End-of-Year Implementation in Phase VI (2/1/24 - 5/24/24);
 - i) Conduct an End-of-Year Review and Reflect in Phase VII (5/27/24 - 6/7/24)

Demographic Data	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	1	15	20	36
One or more suspensions	0	0	0	0	0	0	25	33	31	89
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	16	6	6	28
Course failure in Math	0	0	0	0	0	0	38	4	3	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	116	133	324
Level 1 on statewide Math assessment	0	0	0	0	0	0	67	77	105	249
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	101	170	209	480

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	64	73	105	242

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days							54	50	48	152
One or more suspensions									1	1
Course failure in ELA							21	2	9	32
Course failure in Math							38	2	5	45
Level 1 on statewide ELA assessment							64	82	79	225
Level 1 on statewide Math assessment								85	105	272
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								69	82	224
								0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	69	82	73	224

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	2	3	5	10

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	54	50	48	152
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	21	2	9	32
Course failure in Math	0	0	0	0	0	0	38	2	5	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	82	79	225
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	85	105	190
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	69	82	151
	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	69	82	73	224

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	2	3	5	10

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47			42			47		
ELA Learning Gains	51			44			54		
ELA Lowest 25th Percentile	35			32			39		
Math Achievement*	40			32			47		
Math Learning Gains	58			25			52		
Math Lowest 25th Percentile	66			29			47		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44			44			44		
Social Studies Achievement*	66			58			75		
Middle School Acceleration	82			46			82		
Graduation Rate									
College and Career Acceleration									
ELP Progress	59			44			58		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	46			
AMI				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ASN				
BLK	41			
HSP	55			
MUL				
PAC				
WHT				
FRL	54			

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	51	35	40	58	66	44	66	82			59
SWD	40	49	31	40	56	58	39	55	85			
ELL	34	44	27	31	52	60	28	60	69			59
AMI												
ASN												
BLK	28	53		22	60							
HSP	47	51	34	40	57	66	44	68	82			60
MUL												
PAC												
WHT												
FRL	46	50	36	39	57	66	42	65	82			58

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	42	44	32	32	25	29	44	58	46			44
SWD	39	45	32	40	36	27	47	47	41			29

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
ELL	37	45	32	30	23	29	38	53	45			44
AMI												
ASN												
BLK	38	33		23	25							
HSP	42	45	34	33	25	28	43	59	46			45
MUL												
PAC												
WHT	18			10								
FRL	39	42	32	30	24	27	38	57	45			43

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	47	54	39	47	52	47	44	75	82			58
SWD	43	53	35	48	60	46	35	65				24
ELL	38	52	41	40	53	48	28	69	69			58
AMI												
ASN												
BLK	42	35		42	46	60	40					
HSP	47	54	39	47	52	46	43	75	81			58
MUL												
PAC												
WHT	46	62		54	62							
FRL	45	53	40	47	52	47	42	75	80			57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance component was Grade 8 Science at 37% proficiency. The contributing factors included an influx of 116 ELL students (grade 8) which changed the dynamics in classes. Additionally, the continual challenge of students without technology hindered collaborative assignments.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 8 Science scores indicated that 63% of students were not proficient. At 37% proficient, the school's scores were seven percent below the state average. In addition to factors listed above, the retirement of a veteran Science teacher created the need to reassign Grade 8 Science classes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 8 Science scores had the greatest gap when compared to the state average. The school's 37% proficiency is 7% below state average. The factors presented above contributed to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

The F.A.S.T. Math scores showed the most improvement at 45% proficient. After every topic assessment, the math team met to discuss topic assessment results as well as shared best practices. Students needing intervention were identified early and provided differentiated instruction as well as tutoring before, during, and after school. Additionally, CSS support was strategic and specific during school visits.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student absences is a potential area of concern as there is a direct correlation between attendance and academic achievement. Absences in core classes are especially concerning.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The strategies the school will implement during the 2023-2024 school year will include opportunities for common planning, an increase in scheduled data chats (between administration and faculty and between teachers with students), the increased use of technology within instructional units, and intentional incorporation of differentiated instruction. An overarching priority in the upcoming school year will be the development of adaptive Curriculum Focus Calendars and increase of student accessibility to technology. In addition to a concerted push for parents/guardians to secure laptops privately as well as from the school and public libraries through flyers and Open House meetings, our school will be adding two more computer labs for use by students during class sessions no later than January 2024, bringing the total number of labs to ten. The number of students who do not have technology during class sessions will be significantly reduced.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Grade 8 Science Assessment, 37% of test takers were proficient. Accordingly, the scores were seven percent below state average. Based on these findings, our school will focus on Science instruction, lesson delivery, thorough analysis of informal/formal assessments, and creating/implementing specific intervention strategies to ensure student standards-based academic growth. Additionally, we are developing a plan to help newcomers (Level 1 ELL students) adjust within the curriculum of the Miami-Dade County Public Schools framework.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the diligent utilization of the FCAT Standards, "drilled-down" data analysis of assessments and identification of deficiencies in skill sets, and creation and implementation of strategies that target areas of need, an additional 5% of our 8th grade population will score at grade level or above in the area of Science.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will oversee that collaborative planning takes place with diligence. The Science department will meet twice monthly to examine and analyze data patterns and their implications, determine specific strategies to address deficiencies as well as share the results of best practices. Progress of standards-based lessons will be monitored through the use of informal and formal assessments.

Person responsible for monitoring outcome:

Phyllis Morris (dpabc@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Science, our school will focus on the evidence-based strategy of benchmark-aligned instruction with a focus on intervention through collaborative planning. The primary purpose is to understand the interconnectedness among data analysis, lesson-planning, and intervention strategies as a means to improve instructional effectiveness and student achievement. Also, currently, there are two full-time teachers who are working with the "Hello Series" Curriculum (which includes Differentiated Intervention strategies). The target audience is newly arrived Level 1 ELL students. Bringing teachers together within a collaborative setting to share constructive feedback about data and standards-based lesson development will lead to improvements in lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based Collaborative Planning will ensure all teachers are using data to drive their instruction. Using data as a means to determine areas of deficiencies and the creation of strategies to remediate and enrich instruction will effectively impact student learning and academic growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14/23 - In the first collaborative planning session, the Department Chairperson will facilitate a discussion during which members will analyze 2022-2023 assessment data and develop strategies to address deficiencies as well as progress monitoring tools.

Person Responsible: Phyllis Morris (dpabc@dadeschools.net)

By When: A cohesive plan of action and tools/strategies will be in place no later than 8/28/23.

8/14/23 - 9/29/23 - Science teachers will determine patterns of deficiencies after they administer, score, and analyze data from baseline/interim/mini Science assessments. Our school also has a fulltime HLEP (ELL) Paraprofessional who will be working with Level 1 ELL students with their coursework in core classes. Department members will meet in two collaborative planning sessions to review their findings, discuss the effectiveness of intervention strategies, and update list of progress monitoring tools.

Person Responsible: Phyllis Morris (dpabc@dadeschools.net)

By When: Science teachers will monitor effectiveness of intervention strategies (and make changes as needed) through 9/29.

8/14/23 - 9/29/23 - Science teachers will use the collaborative planning sessions to share best practices (including progress monitoring tools) and create standards-aligned lessons. The Bilingual Department selected our school to receive assistance from weekly visits with a Curriculum Support Specialist. The individual's role will be to help teachers with planning and delivery as well as to work with Level 1 ELL students individually or in small groups.

Person Responsible: Phyllis Morris (dpabc@dadeschools.net)

By When: The objective for these bi-weekly meetings is to monitor students through 9/29 who require additional remediation and assess the effectiveness of intervention strategies, making changes as needed.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the ELA FAST PM 3 Assessment, 40% of test takers were proficient; however, there was a 7% decline in scores from 2022 ELA FSA scores. Based on these findings, our school will focus on English Language Arts/Reading instruction, lesson delivery, thorough analysis of informal/formal assessments, and creating/implementing specific intervention strategies to ensure student standards-based academic growth.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the diligent utilization of the B.E.S.T. Standards, "drilled-down" data analysis of assessments and identification of deficiencies in skill sets, and creation and implementation of strategies that target areas of need, an additional 5% of the student population will score at grade level or above in the area of ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will oversee that collaborative planning takes place with diligence. The English Language Arts department will meet twice monthly to examine and analyze data patterns and their implications, determine specific strategies to address deficiencies as well as share the results of best practices. Progress of standards-based lessons will be monitored through the use of informal and formal assessments.

Person responsible for monitoring outcome:

Heriberto Sanchez (181421@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of English Language Arts, our school will focus on the evidence-based strategy of benchmark-aligned instruction with a focus on intervention through collaborative planning. The primary purpose is to understand the interconnectedness among data analysis, lesson-planning, and intervention strategies as a means to improve instructional effectiveness and student achievement. Bringing teachers together within a collaborative setting to share constructive feedback about data and standards-based lesson development will lead to improvements in lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based Collaborative Planning will ensure all teachers are using data to drive their instruction. Using data as a means to determine areas of deficiencies as well as create strategies to remediate and enrich instruction will effectively impact student learning and academic growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14/23 - In the first collaborative planning session, Department Chairperson will facilitate a discussion during which members will analyze 2022-2023 assessment data and develop strategies to address deficiencies as well as progress monitoring tools.

Person Responsible: Rosalyn Cuba (170272@dadeschools.net)

By When: A cohesive plan of action and tools/strategies will be in place no later than 8/28/23.

8/14/23 - 9/29/23 - ELA teachers will determine patterns of deficiencies after they administer, score, and analyze data from baseline ELA assessments (PM1 and Savvas' Beginning-of-the-Year Assessment). Department members will meet in two collaborative planning sessions to review their findings, discuss the effectiveness of intervention strategies, and update list of progress monitoring tools.

Person Responsible: Rosalyn Cuba (170272@dadeschools.net)

By When: ELA teachers will monitor effectiveness of intervention strategies (and make changes as needed) through 9/29.

8/14/23 - 9/29/23 - ELA teachers will use the collaborative planning sessions to share best practices (including progress monitoring tools) and create standards-aligned lessons.

Person Responsible: Rosalyn Cuba (170272@dadeschools.net)

By When: The objective for these bi-weekly meetings is to monitor students through 9/29 who require additional remediation and assess the effectiveness of intervention strategies, making changes as needed.

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The PD survey indicated that faculty members ranked additional professional development and instructional strategies in data analysis/progress monitoring using technology platforms and conducting data chats effectively as top priorities. We selected Instructional Coaching/Professional Learning because this will promote a unified approach to address deficiencies in skill sets as well as adapt instruction to meet the needs of diverse learners.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers participate in on-site and off-site professional development opportunities regarding the access to and dissemination of data analysis throughout the 2023-2024 school year, their focus in the 2024 PD survey will be directed towards other areas of concern. More importantly, addressing learners' needs is a priority and intentional data analysis will promote effective lesson planning and intervention.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will provide in-house workshops as well as post district-sponsored professional development opportunities and encourage individuals to participate in them throughout the school year. Additionally, department chairs will facilitate coaching sessions within department meetings where faculty will present what they learned in PDs.

Person responsible for monitoring outcome:

Heriberto Sanchez (181421@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Instructional Coaching/Professional Learning, our school will focus on providing professional learning sessions through on-site opportunities, including in service workshops and collaborative planning sessions which will include conducting effective data chats. Additionally, individuals will be selected to attend district-sponsored PDs. Upon their return, faculty members will share information with department members.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Giving teachers various opportunities to understand and use tools about data collection, analysis, reflection, and dissemination will empower them to identify deficiencies in skill sets and develop intervention strategies to drive their instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14/23 - 8/16/23 - Faculty will receive hands-on instruction at the beginning of the school year which will focus on the effective use of Power Bi.

Person Responsible: Heriberto Sanchez (181421@dadeschools.net)

By When: A cohesive overview of how to access data will be completed by 8/16/23. Those in attendance will document their students' FAST results and review their analysis in department meetings.

Additional professional development will be provided to review access of data on i-Ready and Performance Matters platforms through department meetings.

Person Responsible: Heriberto Sanchez (181421@dadeschools.net)

By When: A cohesive review of learning platforms (with an emphasis of collection of data) and data analysis will be completed by 9/29/23.

8/14/23 - 9/29/23 - Faculty will apply what they learned through ongoing professional development sessions and collaborative meetings. This includes identifying intervention strategies and progress monitoring tools. Department Chairs will monitor the progress as well as debrief administration.

Person Responsible: Heriberto Sanchez (181421@dadeschools.net)

By When: Teacher efficacy with data analysis to create standards-based instruction should be in effect by 9/29/23.

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 PD survey, faculty identified Social/Emotional Learning as the top preference and recommendation to understand and implement in the 2023-2024 school year. Additionally, on the School Climate Survey, 49% of students indicated that they, " like coming to school." We selected the extensive realm of Student Engagement as a focal point to enhance a Positive Culture and Environment because effectively understanding the social/emotional needs of students will help reinforce a positive Culture and Environment where all students are engaged in a growth mindset and and embrace learning with vigor.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our school will focus on implementing the concepts of the Mental and Emotional Health course with fidelity within both the teaching and student community; consequently, faculty will effectively address student perceptions and attitudes which will lead to fewer behavior issues and improved student engagement in the learning process. We will be administering a quarterly questionnaire to the student body to assess our progress as well as to adjust strategies as needed. We anticipate a 5% increase in the 2024 School Climate Survey for the statement, " I like coming to my school."

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student engagement will be monitored through participation in the individualized component of the Mental and Emotional Health course, class discussions focused on student-shared perceptions, and teacher feedback. Additionally, the transfer of skills mastered through the Mental and Emotional Health course to curriculum and mastery of material on informal and formal assessments of texts (such as student-generated reflection sheets about the message in a text/finished product) will also be monitored. Lastly, the Leadership Team will monitor the rate of students referred to the office for behavioral issues.

Person responsible for monitoring outcome:

Heriberto Sanchez (181421@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of student engagement, our school will focus on the evidence-based strategy of Staff-Student networks. School-wide programs including Do the Right Thing, Values Matters, anti-bullying (both in person and through social media), and health issues (such as vaping) to promote self-affirming relationships, inclusivity, and growth mindset will be monitored on a monthly basis. Also, the counseling department will hold monthly sessions for different sets of targeted students to "touch base" and provide coping tools; teachers will be provided with rosters (when applicable) and tools presented in each session. Additionally, the school's Mental Health Coordinator has created an Executive Functions support group for students who have been identified as displaying impulsive decision-making tendencies and she will be meeting with them in scheduled sessions throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student engagement is enhanced when students (and faculty) embrace growth mindset and acceptance as behavior norms.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14/23 - 9/29/23 - Teachers will review the format and projected schedule of the Mental and Emotional Health course for both faculty and students. Faculty will be provided with resources to use and share with students.

Person Responsible: Heriberto Sanchez (181421@dadeschools.net)

By When: A cohesive plan of action and tools/resources will be in place no later than 9/29/23.

8/14/23 on - Varying groups of targeted students will be provided with on-site training sessions on Mental and Emotional Health on a monthly basis in order to apply coping skills. Teachers will be provided with the monthly rosters (when applicable) and tools which will contribute to classroom lessons that reflect activities in understanding, developing, and using growth mindset skills as part of the learning process. As a result, teachers will have appropriate resources and activities that reflect student engagement. Additionally, a Miami-Dade Police officer has been assigned to visit the school for three weeks (schedule to be determined) as part of the Students Against Negative Decisions (S.T.A.N.D.) program.

Person Responsible: Heriberto Sanchez (181421@dadeschools.net)

By When: Teachers will monitor effectiveness of activities that reflect student engagement (and make changes as needed) through 9/29/23 (as well as throughout the school year).

8/14/23 on - Bi-weekly collaborative planning will be conducted within department meetings to provide teachers with opportunities to share best practices, reflect on resources/strategies to promote growth mindset, and make changes as needed. These strategies will be implemented in the classrooms and improved student engagement will be evident.

Person Responsible: Heriberto Sanchez (181421@dadeschools.net)

By When: Teachers will monitor effectiveness of activities that reflect student engagement (and make changes as needed) throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dissemination of the SIP will take place during EESAC meetings as well as parent meetings. Additionally, copies of the SIP will be available for perusal for all stakeholders.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Palm Springs Middle School welcomes parents to visit the school site as well as request conferences with their child's teachers and/or student services personnel. Additionally, the school is initiating parent academies as well as creating a schedule of workshops specifically for parents/guardians. The objective is to build and maintain strong bonds of communication with parents and other stakeholders.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

Palm Springs Middle School plans to strengthen the academic program as well as increase the amount and quality of learning time through data-driven lesson plans. All faculty will receive departmental instructional focus calendars and revisit and update them as assessments reveal student needs. Core departments will use meetings to collaborate: discuss data and its implications, review and apply state standards to lesson plans, and share best practices with each other. Additionally, the school offers tutoring before and after school. Lastly, the school offers one-on-one mental health services when students are unable to focus on their studies.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In addition to Title I tutoring programs, the school also offers Title III tutoring. The school also participates in Project Up-Start.