

Miami-Dade County Public Schools

PALM SPRINGS MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 7

 D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup..... 15

 E. Grade Level Data Review 18

III. Planning for Improvement..... 19

IV. Positive Learning Environment 27

V. Title I Requirements (optional)..... 30

VI. ATSI, TSI and CSI Resource Review 34

VII. Budget to Support Areas of Focus 35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 assist all students to reach their maximum potential through the development of individual responsibility, self-esteem, self-management and integrity.

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Heriberto Sanchez

hsanchez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Michelle Judge

MJudge@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal 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.

Leadership Team Member #3

Employee's Name

Jacqueline C. Mendez

Position Title

Reading Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Monica Puyo

mpuyo@dadeschools.net

Position Title

ELA Department Chair

Job Duties and Responsibilities

The ELA Department Chair leads and assists ELA teachers to enhance classroom learning by helping to develop curriculum-based lesson plans, distributing resources, and analyzing student achievement data.

Leadership Team Member #5

Employee's Name

Elvia M. Hernandez

288462@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher is responsible to plan and deliver lessons, administer assessments, analyze data to provide differentiated instruction and adjust lesson plans as needed.

Leadership Team Member #6

Employee's Name

Gabriel Cabrera

gcabrera@dadeschools.net

Position Title

SCSI Teacher/Dean of Discipline

Job Duties and Responsibilities

The teacher is responsible to provide intervention for students' disciplinary issues, develop and support district and school-wide appropriate programs to promote positive behavior and student responsibility, develop and implement school-wide discipline plan, monitor students' attendance and truancy issues, communicate disciplinary concerns to parents and staff and ensure the overall safety of the school premises.

Leadership Team Member #7

Employee's Name

Phyllis Morris

DPABC@dadeschools.net

Position Title

Science Department Chair

Job Duties and Responsibilities

The Science Department Chair leads and assists Science teachers to enhance classroom learning by helping to develop curriculum-based lesson plans, distributing resources, and analyzing student achievement data.

Leadership Team Member #8

Employee's Name

Maribel Carvajal

maribelcarvajal@dadeschools.net

Position Title

Math Department Chair

Job Duties and Responsibilities

The Math Department Chair leads and assists Math teachers to enhance classroom learning by helping to develop curriculum-based lesson plans, distributing resources, and analyzing student achievement data.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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 (7/7/25 - 8/8/25) after reviewing all pertinent data; b) Adhere to deadlines of each Action Step in Phase II, which includes EESAC approval (8/11/25 - 9/26/25); c) Conduct a Beginning-of-Year Review and Reflect in Phase III and revise as needed (9/29/25 - 10/10/25); d) Conduct an Impact Review and revise as needed (9/02/25-9/26/25); e) Monitor a Mid-Year Implementation (10/13/25 - 1/16/26); f) Conduct a Mid-Year Review and Reflect in Phase V, which includes EESAC approval and revise as needed (1/20/26 - 1/30/26); g) Conduct an Impact Review and revise as needed (2/2/26 - 2/27/26); h) Monitor End-of Year Implementation in Phase VI (2/02/26 - 5/22/26); i) Conduct an End-of-Year Review and Reflect in Phase VII (5/26/26 - 6/5/26).

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	0	0	0	0	0	0	249	244	281	774
Absent 10% or more school days	0	0	0	0	0	0	18	16	26	60
One or more suspensions	0	0	0	0	0	0	1	12	14	27
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	5	5	18
Course failure in Math	0	0	0	0	0	0	25	14	1	40
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	71	105	232
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	65	58	156
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	114	147	101	362
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2025-26

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	70	90	115	275

Current Year 2025-26

Using the table above, complete the table below with the number of students 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	3	3	8
Students retained two or more times	0	0	0	0	0	0	2	0	0	2

Prior Year (2024-25) As Last 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 school days							19	18	26	63
One or more suspensions							2	13	13	28
Course failure in English Language Arts (ELA)							9	6	2	17
Course failure in Math							24	13	3	40
Level 1 on statewide ELA assessment							79	84	117	280
Level 1 on statewide Math assessment							57	92	88	237
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							88	111	137	336

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								2		2
Students retained two or more times							1			1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	64	58	45	61	53	46	56	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	57	63	59	48	60	56			
ELA Lowest 25th Percentile	62	55	52	43	51	50			
Math Achievement*	49	67	63	42	64	60	45	60	56
Math Learning Gains	54	64	62	51	63	62			
Math Lowest 25th Percentile	54	60	57	51	62	60			
Science Achievement	49	59	54	55	56	51	46	55	49
Social Studies Achievement*	69	77	73	72	75	70	64	72	68
Graduation Rate									
Middle School Acceleration	93	78	77	74	73	74	81	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	62	53	50	58	49	40	50	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	592
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	53%	55%	55%	40%		55%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	55%	No		
English Language Learners	54%	No		
Black/African American Students	42%	No		
Hispanic Students	60%	No		
Economically Disadvantaged Students	57%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS														
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS	
All Students	44%		57%	62%	49%	54%	54%	49%	69%	93%			61%	
Students With Disabilities	46%		57%	58%	46%	50%	35%	40%	66%	100%			56%	
English Language Learners	31%		54%	62%	41%	54%	56%	33%	60%	86%			61%	
Black/African American Students	33%		60%		33%	40%								
Hispanic Students	45%		57%	62%	50%	55%	55%	50%	71%	94%			61%	
Economically Disadvantaged Students	41%		54%	57%	46%	51%	51%	47%	70%	89%			62%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		48%	43%	42%	51%	51%	55%	72%	74%			50%
Students With Disabilities	25%		37%	45%	27%	48%	47%	41%	55%	47%			25%
English Language Learners	33%		46%	44%	35%	49%	51%	36%	57%	60%			50%
Black/African American Students	15%		15%		15%	54%							
Hispanic Students	46%		49%	43%	43%	50%	51%	55%	73%	74%			50%
Economically Disadvantaged Students	44%		47%	44%	40%	53%	51%	53%	69%	78%			55%

Page 16 of 36

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	46%				45%			46%	64%	81%			40%
Students With Disabilities	41%				43%			38%	59%				14%
English Language Learners	30%				34%			22%	53%	55%			48%
Black/African American Students	28%				17%								
Hispanic Students	46%				45%			46%	64%	82%			48%
Economically Disadvantaged Students	45%				44%			44%	64%	78%			38%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	40%	62%	-22%	60%	-20%
ELA	7	30%	62%	-32%	57%	-27%
ELA	8	28%	60%	-32%	55%	-27%
Math	6	31%	64%	-33%	60%	-29%
Math	7	26%	54%	-28%	50%	-24%
Math	8	39%	60%	-21%	57%	-18%
Science	8	31%	46%	-15%	49%	-18%
Civics		58%	74%	-16%	71%	-13%
Biology		100%	74%	26%	71%	29%
Algebra		98%	59%	39%	54%	44%
Geometry		86%	58%	28%	54%	32%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

According to the 2024-2025 F.A.S.T. Assessment data, ELA Lowest 25% Learning Gains showed the most improvement. The scores increased from 43% to 62%. The new actions our school implemented were professional development, data chats incorporating all stakeholders, building teacher capacity and effective ongoing implementation of differentiation instruction during the 8th period Research class.

Lowest Performance

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

The data component that showed the lowest performance was meeting proficiency. ELA, Math and Science were all below proficiency levels. The contributing factors to last year's low performance was inconsistent application of rigor and differentiated instruction in the classroom.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was math proficiency dropping by 7% points. Contributing factors to this decline were excessive class sizes in Math Foundations and inconsistent intervention strategies tracking and enriching bubble students.

Greatest Gap

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.

The data component that had the greatest gap compared to the state average was math. The factor that contributed to this gap was the excessive class size in Math Foundations and the student grade level and sub group configuration.

EWS Areas of Concern

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

Reflecting on the EWS data from Part 1, one potential area of concern is substantial reading deficiency in current 7th and 8th grade students.

Highest Priorities

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

1. Proficiency in ELA, Math and Science 2. Identifying and tracking bubble students early, often and moving them to proficiency through appropriate interventions. 3. Strategic configuration of student class placements based on F.A.S.T. and sub group data specifically in Math Foundations and Science. 4. Improvement of the 8th Period Research class intervention framework. 5. Becoming an Apple Distinguished school to systematize gains and elevate teaching to the next level.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 ELA F.A.S.T. Assessment, schoolwide proficiency was at 44%. Based on these findings, our school will focus on rigor of English Language Arts/Reading instruction, lesson delivery, thorough analysis of informal/formal assessments, and strategic focus on continued proficiency growth of bubble students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the data from last school year's F.A.S.T. ELA Assessment, overall proficiency dropped 1 percentage point from 45% to 44%. Our school aims to increase ELA proficiency to 49% by the end of the 2025-2026 school year, as measured by the ELA F.A.S.T. Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Reading Coach will collaborate with the ELA Department Chair to lead and oversee collaborative department planning. During the ELA/Reading department common planning sessions, teachers will examine and analyze data patterns and their implications. Additionally, teachers will develop data-driven lesson plans to target standards for differentiated instruction and intervention. Lastly, teachers will determine specific strategies to address deficiencies as well as share the results of best practices. The monitoring tools will be agendas and checklists. Progress of standards-based lessons will be monitored through the use of informal and formal assessments.

Person responsible for monitoring outcome

Jacqueline Mendez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

Rationale:

Standards-based collaborative/department common 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 students' learning and academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Department Data Chats

Person Monitoring:

Michelle Judge

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Administration, Reading Coach and ELA reading and ESOL teachers will meet to conduct data chats to desegregate and analyze data and plan for effective instruction and remediation.

Action Step #2

Department Common Planning

Person Monitoring:

Jacqueline Mendez

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Monthly department common planning will be implemented in conjunction with weekly common planning sessions to build teacher capacity in planning and making data-driven decisions for the ninety-minute block. During this phase, common planning protocols, initial data disaggregation, and professional development on aligning data with appropriate instructional strategies will begin in order to implement common planning throughout the year.

Action Step #3

Individualized Student Goal Setting

Person Monitoring:

Jacqueline Mendez

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Based on 2024-2025 prior year F.A.S.T. data and F.A.S.T. PM1 data, ELA and Reading teachers will implement the use of the district's Secondary English Language Arts/Reading Student Data Chat & Goal Setting chart and strategies to clearly define and reflect on quarterly goals targeting proficiency gains through individualized student data chats.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 8th-Grade Science Assessment, proficiency was at 49%. Based on these findings, our school will focus on rigor of Science instruction, thorough analysis of informal/formal assessments, and strategic focus on continued proficiency growth of all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school aims to increase 8th-Grade Science proficiency from 49% in 2024-2025 to 54% by the end of the 2025-2026 school year, as measured by the statewide Science assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team in conjunction with the Science Department Chair will lead and oversee collaborative department planning. During the Science department common planning sessions, teachers will examine and analyze data patterns and their implications. Additionally, teachers will develop data-driven lesson plans to target standards for differentiated instruction and intervention. Lastly, teachers will determine specific strategies to address deficiencies as well as share the results of best practices. The monitoring tools will be agendas and checklists. Progress of standards-based lessons will be monitored through the use of informal and formal assessments.

Person responsible for monitoring outcome

Phyllis Morris

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

Rationale:

Standards-based collaborative/department common 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 students' learning and academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Department Common Planning

Person Monitoring:

Phyllis Morris

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Monthly department common planning will be implemented in conjunction to the weekly common planning sessions to build teacher capacity in planning and making data-driven decisions for the ninety-minute block. During this phase, Common Planning protocols, initial data disaggregation and professional development on aligning data with appropriate instructional strategies will begin in order to implement common planning throughout the year.

Action Step #2

Collaborative Department Data Chats

Person Monitoring:

Michelle Judge

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: The Administration Team and Science teachers will meet to conduct data chats to desegregate and analyze data and plan for effective instruction and remediation.

Action Step #3

Individualized Student Goal Setting

Person Monitoring:

Jacqueline Mendez

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Based on 2025-2026 Science Baseline data, 8th-grade Science teachers will implement the district's Science Data Tracker chart and strategies to clearly define and reflect quarterly goals targeting proficiency gains through individualized student data chats.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 Math F.A.S.T. Assessment, schoolwide proficiency was at 49%. Based on these findings, our school will focus on rigorous targeted Math instruction, thorough analysis of informal/formal assessments, and strategic focus on continued proficiency growth of all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the data from last school year's F.A.S.T. Math Assessment, overall proficiency increased by 7 percentage points. Therefore, our goal is to continue to increase students' proficiency to 54% by the end of the 2025-2026 school year, as measured by the Math F.A.S.T. Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team in conjunction with the Math Department Chair will lead and oversee collaborative department planning. During the Math department common planning sessions, teachers will examine and analyze data patterns and their implications. Additionally, teachers will develop data-driven lesson plans to target standards for differentiated instruction and intervention. Lastly, teachers will determine specific strategies to address deficiencies as well as share the results of best practices. The monitoring tools will be agendas and checklist of progress of standards-based lessons will be monitored through the use of informal and formal assessments.

Person responsible for monitoring outcome

Maribel Carvajal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

Rationale:

Standards-based collaborative/department common 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 students' learning and academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Department Data Chats

Person Monitoring:

Michelle Judge

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/11/25 through 9/26/25: Administration and Math teachers will meet to conduct data chats to desegregate and analyze data and plan for effective instruction and remediation.

Action Step #2

Department Common Planning

Person Monitoring:

Jacqueline Mendez

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Monthly department common planning will be implemented in conjunction to the weekly common planning sessions to build teacher capacity in planning and making data driven decisions for the ninety minutes block. During this phase, Common Planning protocols, initial data disaggregation and professional development on aligning data with appropriate instructional strategies will begin in order to implement common planning throughout the year.

Action Step #3

New Classrooms: Teach to One Roadmaps Initiative

Person Monitoring:

Maribel Carvajal

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Based on 2024-2025 prior year F.A.S.T. data performance, our school was selected to participate in the use of the New Classrooms: Teach to One Roadmaps Initiative; an instructional software program with support from the district's Math department to aid in student achievement for low performing students enrolled in the Math Foundations courses.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although we have improved by twenty percentage points, based on the 2024-2025 School Climate Survey, 50% of students disagreed that most students follow school rules. This data point correlates to student learning and positive mental health. Addressing this issue is crucial because it will enhance students' performance on state and district-wide assessments as well as maintaining a productive school-wide environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the data from last school year's School Climate Survey 50% of students indicated that they strongly disagreed that most students follow school rules. Our school aims to decrease to 30% by the end of the 2025-2026 school year, as measured by the School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration and Dean of Discipline will monitor school-wide student behavior with the Intervention 4 Schools program which tracks the student infractions.

Person responsible for monitoring outcome

Gabriel Cabrera

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Rationale:

The Positive Support (PBS) will be used as it focuses on preventing problem behaviors and teaching new, appropriate skills in order to promote long-term change, prevention of over reaction, and to discover and build on individual students strengths. Moreover, PBS focuses on positive reinforcement which results in students improving behavior and application to improve independence and social inclusion.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Schoolwide Discipline Plan

Person Monitoring:

Gabriel Cabrera

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Administration and the Dean of Discipline will develop, implement, and monitor a schoolwide discipline plan. Students and teachers will participate in grade-level orientations outlining student expectations of the schoolwide discipline plan. The discipline plan will be monitored with the Intervention 4 Schools program which tracks the student infractions.

Action Step #2

Do the Right Thing

Person Monitoring:

Michelle Judge

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Teachers will nominate students who meet the "Do The Right Thing" criteria. On a monthly basis, students will be recognized and rewarded for their exemplarity behavior, accomplishments, or good deeds.

Action Step #3

Student Incentives

Person Monitoring:

Gabriel Cabrera

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

08/11/25 through 09/26/25: Students meeting the expectations of the schoolwide discipline plan will be rewarded with dress down days, dances, fieldtrips, club participation, raffles, and/or ice cream parties. Before each reward activity, a list of students who do not meet criteria for participation will be developed by ordering a suspension report and requesting a list of students who are earning a D or F in conduct from teachers.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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. The SIP is made publicly available on the school's webpage at <https://palmspringsmiddleschool.net/parents/>.

Positive Relationships With Parents, Families and other Community 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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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. The SIP is made publicly available on the school's webpage at <https://palmspringsmiddleschool.net/parents/>.

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

In addition to Title I tutoring programs, the school also offers Title III tutoring. The school also participates in Project Up-Start. Palm Springs Middle School teachers and support personnel plans to strengthen the academic programs in the school through building capacity in teachers in the area of Differentiated Instruction and data analysis in collaboration with key stakeholders such as the Reading Coach, Department Chairpersons, and designated district Curriculum Support Specialists in the areas of Language Arts/Reading, Math, Science, Social Studies and Autism Spectrum Disorder. Furthermore, all students are enrolled in an 8th period Research class where strategic intervention based on students needs will be addressed to include all state tested subject areas. This includes providing enrichment for students within the F.A.S.T. level 3-5.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

All plans to increase student achievement are discussed and collaboration sessions are held through bi-weekly school leadership team meetings, monthly department chairpersons and team leaders meetings, ESSAC meetings and debrief/advisory meetings held with designated district Curriculum Support Specialists. All available district and community resources are considered and made available to all students to address their individual needs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The Palm Springs Middle School Student Services Team including the counselors and Mental Health Coordinator ensure that all state and district programs and policies associated are made available to all students. Students with specific individual needs are met through parent communication, individual and group counseling sessions, and intervention plans. Additionally, school-wide and district initiatives to support and enrich students mental health are also developed and carried out by all school and support staff including but not limited to our School Resource Officer, security guards, office staff, cafeteria staff, custodial staff and paraprofessionals. District approved community partnerships and services are made available to all students and families via individual as need basis and through family engagement activities held at the school and within the community.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Palm Springs Middle School provides high school level courses in Algebra 1, Geometry, Physical Science, Biology, Spanish and Italian. Additionally, AP Spanish courses and Summer Dual Enrollment through Miami Dade College. The 8th grade class participates in partnerships with feeder pattern high schools to share insights and opportunities for the high school level and post secondary.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Through the school-wide discipline plan in conjunction with the district code of student conduct students will be provided services as needed. Additionally, the implementation of the school -wide Zones of Regulation through the 8th period Research class awareness and coping skills will be taught

and carried out through all classes and implemented by students. Students needing additional services will be provided services and monitored by the student services team including the mental health coordinator. Through the student service team community services will be offered to students and families as needed along with the support of Title 1.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers will participate in ongoing Professional Development specific to the VILS and district professional development sessions that will build capacity in teachers in the area of instructional practice. Furthermore, the Tier 1 Support from the English Language Arts, ESOL, Mathematics, Science, Social Studies and Autism by assigned Curriculum Support Specialists will provide professional development sessions to departments and individual teachers as needed to aid in achieving student success.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00