



CALIFORNIA SCHOOL TO WATCH VISITOR'S GUIDE



Desert Spring Middle School



2017 School Statistics

(Sources: 2009 API Growth Report; 2010 AYP Report)

Community: Size/characteristics

Enrollment: 980

Grade Levels: 6-8

School Schedule: Six period day with six grade two-hour content blocked

Student Demographics

- 83% Hispanic
- 9% White
- 7% African American
- 96% Free/Reduced Lunch
- 36% English Learners

2009 Base: 659

2013 Growth: 716 (up 57 points since 2009)

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

Designated in 2017

Desert Springs Middle School • Palm Springs Unified School District • Riverside County • Dr. Kiela Snider, Principal • 66755 Two Bunch Palms Trail, Desert Hot Springs, CA 92240

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School Characteristics and Replicable Practices

Academic Excellence

- Learning targets are posted and referred to at the beginning, middle, and close of every class to make learning visible to students.
- Staff training in close reading and thinking maps has encouraged shared strategies for literacy in all subject areas.
- Honors classes are offered in all core subjects and fluent Spanish speakers can access high school Spanish classes.
- Every student has access to an individual technology device. Currently all 6th graders are participating in a 24/7 program with hotspots as needed.
- Academic yearly planners are provided to all students and are used daily in classes to organize homework, objectives and activities.
- Parent/StudentVue System, Remind101, Peachjar, Google Classroom and automated telephone calls allow teachers and staff to communicate with parents through all or one of the following venues: text, email, computer applications or phone calls.

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Developmental Responsiveness

- Students are explicitly taught to work collaboratively with peers using visuals; oral and written sentence frames, and group roles. All content area teachers incorporate play-acting and art into their lessons.
- An afterschool program is offered everyday until 6pm. During this afterschool program students can participate in tutoring, enrichment, clubs, and sports.
- Students have the opportunity to access the library before and after school and during lunch to work on projects, share books and/or socialize through games.
- Counselor deliver guidance lessons to all grade levels which include lessons on Bullying Prevention, Cyber Bullying, Conflict Resolution and Coping Skills.
- Our electives include ASB, Spanish, Spanish for Spanish Speakers, Academic Pentathlon, Video Production, 6th Grade Leadership, Music, Accelerated Math, English and Math Interventions, Art and 6th Grade Exploratory Wheel.

Social Equity

- Positive behavior supports and consequence matrix in place
- Interventions are provided for struggling students through differentiation of instruction, co-teaching, all day intervention classes and pull-out intervention.
- Students are encouraged to celebrate their heritage and culture through a number of cultural events throughout the year.
- Variety of clubs are offered to ensure all students have the opportunity to connect with the school. Clubs are instigated by student interest with over 19 clubs on campus. Examples of our clubs: GSA, ASB, Black Student Union, Skateboard Club, Anime, etc.
- Students participate in volunteering programs in the community.
- Incentives, such as Scorpion Tickets and Front of the Line Passes, are utilized both inside and outside the classroom to inspire positive behaviors.
- Support staff is trained and an integral piece of our Positive Behavior Support Systems.

Organizational Support

- Teachers are supported by two instructional coaches and one curriculum coach who observe teachers, co-teach, plan lessons, mentor new teachers, and provide support to all teachers.
- The school's professional development model assures monthly staff development where promising practices are shared and followed up by discussion of results after implementation.
- Support staff analyzes school wide data and strategically places students in appropriate courses based on their individual behavior and academic needs.