Palm Springs North Elementary School

2015-16 School Improvement Plan

Palm Springs North Elementary School

17615 NW 82ND AVE, Hialeah, FL 33015

http://psn.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals.

Provide the school's vision statement

Palm Springs North Elementary School aims to prepare students for the 21st century by providing a positive, productive, and safe learning environment that focuses on individual differences, while infusing the daily use of technology, rigor, higher order thinking, collaboration and real world problem solving. In order to create this comprehensive, student centered learning environment, students, staff, parents, and the community must continuously collaborate to meet the needs of all stakeholders. This environment will in turn produce life-long learners and productive citizens, who will reach their maximum potential and make positive contributions to society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Palm Springs North Elementary believes that all students can become lifelong and participatory members in a global society. P.S.N. enriches the student body through the provision of outstanding educational experiences and services to our students, faculty and staff. We consistently meet the needs of the students by embracing success and achievement through cultural diversity and community partnerships. Teachers maintain effective parent communication in order to satisfy the students' individual needs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Palm Springs North, our school leaders implement a continuous improvement process for improving student learning and the conditions that support learning. School personnel maintain a profile with data on student relations. The profile contains data used to identify goals for the improvement of student interactions with faculty, staff and fellow peers that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives and strategies for achieving improvement goals. The faculty and staff ensure that each student is treated accordingly in and outside the classroom. Our school's community program provides students with diverse classes and programs that are targeted to improve student safety and interactions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Palm Springs North Elementary has created a philosophy that provides a rigorous, relevant curriculum for students in an environment of positive relationships among staff, students and their families. With the implementation of a well-established disciplinary system and academic programs, PSN has provided equitable and challenging learning experiences that ensure all students have

sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. At PSN, discipline is monitored and adjusted systematically in response to data from multiple faculty and staff members. Teachers minimize distractions by engaging students in their learning through instructional strategies and the use of differentiated instruction effectively, such as self-selected readings, active-reading strategies and a variety of methods to check for understanding. The principal conducts frequent walk-throughs of PSN classrooms providing understanding into teachers' practice and student learning. Formal teacher observations done by the principal and assistant principal hold teachers accountable for their implementation of effective discipline strategies. Post observation conferences following principal and peer observations provide for collaborative examination of teacher practice.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Palm Springs North Elementary relies on qualified professionals and support staff to fulfill the roles and responsibilities necessary to support the school's social-emotional needs of our students. Our school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students. It also provides support services to meet the physical, social and emotional needs of the student population being served such as counseling, assessment, referral, educational and career planning needs of all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school's Early Warning System includes the following indicators: attendance below 90 percent, one or more suspensions, course failure in ELA/Mathematics, and a Level 1 score on the statewide standardized assessments in ELA/Mathematics.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	5	10	1	9	17	42
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	3	1	2	3	9
Level 1 on statewide assessment	9	14	0	8	28	59

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	9	14	1	10	28	62

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies employed by the school will be to provide students with a reward system for outstanding citizenship and attendance through "Do The Right Thing " project. Our school has also implemented an attendance monitoring system in which parents will receive a written notification and a phone call every time a student accumulates 3 or more unexcused absences.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our school's mission and vision is to create a comprehensive student centered learning environment by collaboratively working alongside all stakeholders (including students, staff, parents and community members). This environment will in turn produce life-long learners and productive citizens, who will reach their maximum potential and make positive contributions to society.
We understand that parent engagement is directly associated to student achievement. In monitoring parental involvement, our school will increase parent activities by offering parent meetings to provide information about course curriculum and activities at times that are more convenient for parents.Our goal for the 2015-2016 school year is to increase parental involvement in Parent Workshops offered at the school by (1) percentage point, from 5% to 6%. We will offer meetings after school at times convenient to parents to facilitate their involvement in the workshops, in addition to also hosting more school functions during weekends that enable parental involvement. On an on-going basis, the Administrative Team will review attendance rosters on a quarterly basis in order to determine parent participation.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school builds and sustains partnerships with local community by opening the building after school hours for meetings that community agencies might need like PSN Homeowners Association, Boys and Girls Scouts troops, and local government agencies. These agencies help our students become well rounded students through the exposure that the students get through their activities and programs being offered in the PSN community. Through their partnership with our PTA, the PSN Homeowners Association helps facilitate school needs as well as operational aspects of our school like local traffic during the students arrival and dismissal. The local IHOP also contributes by collaborating with school activities that promote parental and community involvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Dotres, Maribel	Principal
Ravelo, Christina	Assistant Principal
Gonzalez, Emma	Assistant Principal
Molliner, Eduardo	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The PSN Leadership Team works collaboratively with Reading/Language Arts Subject Area Representatives, Mathematics Subject Area Representatives, Science Subject Area Representatives, and Grade Level/Department Chairpersons through a process of problem-solving as issues and concerns arise through an on-going, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
Therefore, the Leadership Team will:
1. Ensure commitment and allocate resources;
2. Share the common goal of improving instruction for all students; and
3. Work to build staff support, internal capacity, and sustainability over time.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Multi-Tiered System of Support (MTSS)/Response to Instruction/Intervention (RtI) Leadership Team will adhere to the following steps to address the use of the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring:
1. Monitor academic and behavior data evaluating progress by ensuring the following:
• Curriculum based on state standards are being implemented in the classroom and small groups with fidelity.
• Common assessments such as Grade-level and district Interim tests are analyzed and use to drive instruction/interventions.
• RtI problem- solving process and monitoring progress of interventions
• Enrichment opportunities for high achieving students
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate daily instruction and specific interventions.
6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lissette Faedo	Teacher
Maribel Dotres	Principal
Patricia Barry	Teacher
Odalys Perez	Teacher
Yessennia Diaz-Prieto	Teacher
Dina Laiken	Teacher
Evelyn Rogers	Education Support Employee
Gisela Rodriguez	Education Support Employee
Denise Torres	Parent
Rosa Garcia	Parent
Alexander Garcia	Parent
Oscar Amuz	Parent
Irving Torres	Parent
Luis Faedo	Parent
Jennifer Marichal	Parent
Pedro Lopez	Business/Community
Jean Beltran	Business/Community
Llennery Peña	Teacher
Ricardo Fong	Parent
Joshua Ramos	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The purpose of the Palm Springs North Elementary School Educational Excellence School Advisory Council (EESAC) is to work together to ensure the improvement of student achievement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan (SIP) as required by the Florida Department of Education Bureau of School Improvement.
Council members are expected to:
1. Attend all regular and special meetings where the School Improvement Plan is continuously reviewed.
2. Communicate with constituents to collect data and opinions for decision making.
4. Report to constituents the actions taken by the Council.
5. Consider the needs of all students when making decisions.

Development of this school improvement plan

As per our current By-Laws (which were last modified on September 17, 2014), the members of The Palm Springs North Elementary School Educational Excellence School Advisory Council (EESAC) are expected to attend all regular and special meetings, communicate with constituents to collect data and opinions for problem-solving, report to constituents the actions taken by the Council, and consider the needs of all students when making decisions. An essential aspect of these roles, as the

sole body responsible for the decision-making in regard to the School Improvement Plan and accountability, is to analyze school performance data to assist in the development, continuous review, and revision of the the School Improvement Plan throughout the 2015-2016 school year. Pursuant to the Department of Education's guidelines, the EESAC will assist in the preparation of the school's annual budget and, as detailed below in Part I B-4, a portion of funds provided in the annual General Appropriations Act will be used by the EESAC to implement the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC Advisory meets as needed to review school's needs in order to improve student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Up to $2,999 of school improvement funds will be allocated towards student incentives and may include supplemental educational enhancement materials:
• Miscellaneous Funds ($1,000.00)
Supplemental Educational Enhancement Materials, including books, workbooks, pencils, consumable classroom supplies such as toner, paper certificates, awards, ribbons, trophies, hardware, as well as consumable classroom supplies such as toners, paper, transparencies, binding materials.
• School Technology ($1,000.00)
CDS and software, audio/video supplies, projectors and projector screens, Smart Board and Promethean Board equipment and accessories.
• Student Incentives Activities ($999.00)
Field Trips, entrance fees, food items drinks and snacks

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dotres, Maribel	Principal
Gonzalez, Emma	Assistant Principal
Faedo, Lissette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT's major initiatives for the 2015-2016 school year will be to continue providing teachers with support in the analysis of assessment results to drive instruction, also assisting teachers with the Language Arts Florida Standards Assessments by developing higher order questioning techniques, providing support for differentiating instruction in Reading/Language Arts and Mathematics, and ensuring the use of hands-on activities in Mathematics and Science.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In order to promote positive working relationships amongst teachers, we allocate adequate common planning time within the master schedule in order to ensure that subject area teachers are able to share, collaborate new ideas, and interact with one another. Additionally, throughout the school year, we host special activities where team-building skills are encouraged.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school will offer community-based services and enrichment activities to retain high-quality staff. The Principal and Assistant Principal for Community Education will be responsible for implementing and monitoring teacher recruitment and retention strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor:
Mentee:
Rationale for Pairings: Experienced teacher who yields high level of student achievement.
Planned Mentoring Activities: Collaborative Planning, Modeling, Observations & Discussions, Professional Development in Language Arts Florida Standards.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

In order to ensure that core instructional programs and materials are aligned to Florida's standards, Administrators conduct weekly classroom walkthroughs. Teachers are also encouraged to attend Professional Development sessions regularly as a means to be continuously informed of the Florida Standards. These opportunities will offer professional growth that will enrich teacher lessons and strategies. Additionally, District-provided resources and materials are readily available for daily implementation in alignment with the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administrators conduct school-wide Data Chats with teachers and students in order to identify and target strengths and weaknesses. Instruction is data-driven and differentiated instruction is implemented with fidelity according to individual student needs. On-going classroom assessments serve as a guide for teachers to monitor student progress and growth, make modifications as necessary, and provide additional support to help students attain the proficient or advanced level on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,320

Students in the ELL Sub-Group (Grades 2nd-5th) will be given the opportunity to receive free after-school Instruction in Core Academic Subjects. Classes will be held on-campus, before or after school for one hour each day (two hours weekly) for a total of 1,320 additional minutes.

Strategy Rationale

A total of 62% of the ELL population scored below grade level on the 2014-2015 I-Ready Diagnostic Assessment. The rationale used to target the ELL Sub-Group (Grade 2nd-5th) was based on the 2014-2015 Reading I-Ready Diagnostic Assessment results.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gonzalez, Emma, egonzalez44@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitoring will take place through the Reading I-Ready Diagnostic Assessment results.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To assist students in the transition from pre-school to elementary, we collaborate with local pre-schools to encourage registration. Additionally, we administer assessments such as the Florida Kindergarten Readiness Screener (FLKRS) to test students for readiness and collect data on a child's development in emergent literacy as well as the Comprehensive English Language Learning Assessment (CELLA) to measure the English proficiency progress of English Language Learners (ELLs). Also, prior to the first day of school, we host a school-wide Meet and Greet event for parents/guardians, and present an Open House for parents/guardians within the first few weeks of the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
.

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Our school has identified limited integration of technology enhanced learning and technology application software, limited implementation of rigor and differentiated instruction, and minimal evidence of the use of higher-order levels of Webb's Depth of Knowledge as the top areas of need.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our school has identified limited professional development in the target areas and limited implementation of effective planning as the root causes for the areas of need identified in the data.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

`1` = Problem Solving Step 🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction across all content areas. 1a

G070705

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	80.0
AMO Reading - SWD	56.0
AMO Math - White	92.0
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	46.0

Resources Available to Support the Goal 2

- Literacy Resources: The use of Promethean Boards, Smart Boards, Computer and Multi-Media Labs (also available Tuesday from 5:00pm-8:00pm), computers and laptops in each classroom, grade level common planning, subject area weekly meetings, Reading Leader, Subject area Representatives, Media Specialist, Mc-Graw Hill Reading Series, In-House Professional Development, Professional Development Needs Survey, Access to Student Technology Survey, Think Central, Keyboarding Program, iReady, MyOnReader, FSA Portal, Easy CBM, WonderWorks and Parental Involvement.

- Writing Resources: The use of Promethean Boards, Smart Boards, Computer and Multi-Media Labs (also available Tuesday from 5:00pm-8:00pm), computers and laptops in each classroom, grade level common planning, subject area weekly meetings, Reading Leader, Subject area Representatives, Media Specialist, Mc-Graw Hill Reading Series, In-House Professional Development, Professional Development Needs Survey, Access to Student Technology Survey, Think Central, Keyboarding Program, iReady, MyOnReader, FSA Portal, Easy CBM, WonderWorks and Parental Involvement.

- Math Resources: The use of Promethean Boards, Smart Boards, Computer and Multi-Media Labs (also available Tuesday evenings from 5:00pm-8:00pm), computers and laptops in each classroom, grade level common planning, subject area weekly meetings, Subject Area Representatives, Media Specialist, Go Math Series, In-House Professional Development, Professional Development Needs Survey, Access to Student Technology Survey, iReady, Reflex Math, Think Central and Parental Involvement.

- Science Resources: The use of Promethean Boards, Smart Boards, Computer and Multi-Media Labs (also available Tuesday evenings from 5:00pm-8:00pm), computers and laptops in each classroom, grade level common planning, subject area weekly meetings, Subject Area Representatives, Media Specialist, Scott Foresman Series, In-House Professional Development, Professional Development Needs Survey, Access to Student Technology Survey, and Parental Involvement.

Targeted Barriers to Achieving the Goal 3

- Limited integration of effective technology enhanced learning and technology application software in all content areas.

Plan to Monitor Progress Toward G1. `8`

I-Ready Diagnostic Assessment Results/Student portfolios

Person Responsible
Maribel Dotres

Schedule
Triannually, from 9/21/2015 to 5/31/2016

Evidence of Completion
Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments

Plan to Monitor Progress Toward G1. `8`

I-Ready Diagnostic Assessment Results/Student portfolios

Person Responsible
Christina Ravelo

Schedule
Triannually, from 9/21/2015 to 5/31/2016

Evidence of Completion
Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments

Plan to Monitor Progress Toward G1. `8`

I-Ready Diagnostic Assessment Results/Student portfolios

Person Responsible
Emma Gonzalez

Schedule
Triannually, from 9/21/2015 to 5/31/2016

Evidence of Completion
Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase student achievement by improving core instruction across all content areas. `1`

🔑 G070705

G1.B1 Limited integration of effective technology enhanced learning and technology application software in all content areas. `2`

🔑 B184256

G1.B1.S1 Implement technology enhanced learning and technology application software across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by developing higher order thinking skills and problem solving techniques. `4`

🔑 S195803

Strategy Rationale

Technology enhanced learning and application software will support student achievement in developing critical thinking skills and problem solving techniques.

Action Step 1 `5`

Teachers will participate in professional development on the effective implementation of technology enhanced learning and technology application software across all content areas.

Person Responsible

Christina Ravelo

Schedule

On 10/30/2015

Evidence of Completion

Professional development agenda/rosters/handouts

Action Step 2 `5`

Teachers across all content areas will implement technology enhanced learning and technology application software during classroom instruction. Students will use the OneDrive feature in the student portal to access these applications and store assignments.

Person Responsible

Maribel Dotres

Schedule

Daily, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative walkthroughs, lesson plans, student data, data chats/student portfolios

Action Step 3 `5`

Provide additional support on the effective implementation of technology enhanced learning and technology application software across all content areas during common planning.

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Lesson plans, administrative observations, data chats

Action Step 4 `5`

Technology facilitator will provide effective lessons and tutorials on the use of technology application software (e.g. Microsoft Word, Excel, and Powerpoint) during computer lab instruction for students to use in the development of projects and class assignments, as well as how to use the student portal to access different resources.

Person Responsible

Christina Ravelo

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Student portfolios, work samples, student engagement during differentiated instruction

Action Step 5 `5`

Teachers will participate in walkthroughs and observe model lessons from colleagues implementing effective instructional practices that include the integration of technology application software.

Person Responsible

Maribel Dotres

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will attend professional development sessions, collaborate during common planning time and monitor fidelity through weekly walkthroughs.

Person Responsible

Maribel Dotres

Schedule

Biweekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative walkthroughs, lesson plans, student portfolios

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will attend professional development sessions, collaborate during common planning time and monitor fidelity through weekly walkthroughs.

Person Responsible

Christina Ravelo

Schedule

Biweekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative walkthroughs, lesson plans, student portfolios

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will attend professional development sessions, collaborate during common planning time and monitor fidelity through weekly walkthroughs.

Person Responsible

Emma Gonzalez

Schedule

Biweekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative walkthroughs, lesson plans, student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During common planning, administrators will observe teacher interaction to ensure the implementation of technology enhanced learning and technology application software. During instructional time, administrators will observe student engagement and collaboration in technology projects and classroom assignments developed through the use of technology application software.

Person Responsible

Maribel Dotres

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During common planning, administrators will observe teacher interaction to ensure the implementation of technology enhanced learning and technology application software. During instructional time, administrators will observe student engagement and collaboration in technology projects and classroom assignments developed through the use of technology application software.

Person Responsible

Christina Ravelo

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During common planning, administrators will observe teacher interaction to ensure the implementation of technology enhanced learning and technology application software. During instructional time, administrators will observe student engagement and collaboration in technology projects and classroom assignments developed through the use of technology application software.

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples

G1.B1.S2 Teachers will engage in collaborative research targeting the area of focus which will serve as a foundation to facilitate the implementation of technology enhanced learning and technology application software across the curriculum. 4

S195804

Strategy Rationale

Teacher engagement and collaboration is a critical indicator that assists in promoting student academic success by enabling teachers to find the proper tools and strategies to help implement best practices and utilize the necessary resources that will promote academic growth.

Action Step 1 5

During professional development sessions, teachers will collaborate and research best practices that incorporate the use of technology application software to help create projects and promote student engagement and collaboration.

Person Responsible

Christina Ravelo

Schedule

On 2/16/2017

Evidence of Completion

PD agenda/rosters/handouts

Action Step 2 5

During common planning, teachers will utilize pacing guides, item specifications and teacher manuals to collaborate and create activities that infuse the use of technology application software and promote higher order thinking skills.

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Lesson plans/student portfolios/administrative observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Administrative walkthroughs during common planning and instructional time.

Person Responsible

Maribel Dotres

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Lesson plans, administrative observations, student portfolios, formative assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Administrative walkthroughs during common planning and instructional time.

Person Responsible

Christina Ravelo

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Lesson plans, administrative observations, student portfolios, formative assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Administrative walkthroughs during common planning and instructional time.

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Lesson plans, administrative observations, student portfolios, formative assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administrative walkthroughs during common planning and instructional time.

Person Responsible

Maribel Dotres

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative observations, lesson plans, formative assessments, student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administrative walkthroughs during common planning and instructional time.

Person Responsible

Christina Ravelo

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative observations, lesson plans, formative assessments, student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administrative walkthroughs during common planning and instructional time.

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative observations, lesson plans, formative assessments, student portfolios

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in professional development on the effective implementation of technology enhanced learning and technology application software across all content areas.	Ravelo, Christina	10/30/2015	Professional development agenda/ rosters/handouts	10/30/2015 one-time
G1.B1.S2.A1	During professional development sessions, teachers will collaborate and research best practices that incorporate the use of technology application software to help create projects and promote student engagement and collaboration.	Ravelo, Christina	2/16/2016	PD agenda/rosters/handouts	2/16/2017 one-time
G1.B1.S1.A2	Teachers across all content areas will implement technology enhanced learning and technology application software during classroom instruction. Students will use the OneDrive feature in the student portal to access these applications and store assignments.	Dotres, Maribel	9/21/2015	Administrative walkthroughs, lesson plans, student data, data chats/student portfolios	5/31/2016 daily
G1.B1.S2.A2	During common planning, teachers will utilize pacing guides, item specifications and teacher manuals to collaborate and create activities that infuse the use of technology application software and promote higher order thinking skills.	Gonzalez, Emma	9/23/2015	Lesson plans/student portfolios/ administrative observations	5/25/2016 weekly
G1.B1.S1.A3	Provide additional support on the effective implementation of technology enhanced learning and technology application software across all content areas during common planning.	Gonzalez, Emma	9/23/2015	Lesson plans, administrative observations, data chats	5/25/2016 weekly
G1.B1.S1.A4	Technology facilitator will provide effective lessons and tutorials on the use of technology application software (e.g. Microsoft Word, Excel, and Powerpoint) during computer lab instruction for students to use in the development of projects and class assignments, as well as how to use the student portal to access different resources.	Ravelo, Christina	9/21/2015	Student portfolios, work samples, student engagement during differentiated instruction	5/31/2016 weekly
G1.B1.S1.A5	Teachers will participate in walkthroughs and observe model lessons from colleagues implementing effective instructional practices that include the integration of technology application software.	Dotres, Maribel	9/21/2015		5/31/2016 monthly
G1.MA1	I-Ready Diagnostic Assessment Results/Student portfolios	Dotres, Maribel	9/21/2015	Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments	5/31/2016 triannually
G1.MA2	I-Ready Diagnostic Assessment Results/Student portfolios	Ravelo, Christina	9/21/2015	Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments	5/31/2016 triannually
G1.MA3	I-Ready Diagnostic Assessment Results/Student portfolios	Gonzalez, Emma	9/21/2015	Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments	5/31/2016 triannually
G1.B1.S1.MA1	During common planning, administrators will observe teacher interaction to ensure the implementation of technology enhanced learning and technology application software. During instructional time, administrators will observe student engagement and collaboration in technology projects and	Dotres, Maribel	9/21/2015	Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classroom assignments developed through the use of technology application software.				
G1.B1.S1.MA5	During common planning, administrators will observe teacher interaction to ensure the implementation of technology enhanced learning and technology application software. During instructional time, administrators will observe student engagement and collaboration in technology projects and classroom assignments developed through the use of technology application software.	Ravelo, Christina	9/21/2015	Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples	5/31/2016 weekly
G1.B1.S1.MA6	During common planning, administrators will observe teacher interaction to ensure the implementation of technology enhanced learning and technology application software. During instructional time, administrators will observe student engagement and collaboration in technology projects and classroom assignments developed through the use of technology application software.	Gonzalez, Emma	9/21/2015	Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples	5/31/2016 weekly
G1.B1.S1.MA1	Administrators will attend professional development sessions, collaborate during common planning time and monitor fidelity through weekly walkthroughs.	Dotres, Maribel	9/21/2015	Administrative walkthroughs, lesson plans, student portfolios	5/31/2016 biweekly
G1.B1.S1.MA3	Administrators will attend professional development sessions, collaborate during common planning time and monitor fidelity through weekly walkthroughs.	Ravelo, Christina	9/21/2015	Administrative walkthroughs, lesson plans, student portfolios	5/31/2016 biweekly
G1.B1.S1.MA4	Administrators will attend professional development sessions, collaborate during common planning time and monitor fidelity through weekly walkthroughs.	Gonzalez, Emma	9/21/2015	Administrative walkthroughs, lesson plans, student portfolios	5/31/2016 biweekly
G1.B1.S2.MA1	Administrative walkthroughs during common planning and instructional time.	Dotres, Maribel	9/21/2015	Administrative observations, lesson plans, formative assessments, student portfolios	5/31/2016 weekly
G1.B1.S2.MA5	Administrative walkthroughs during common planning and instructional time.	Ravelo, Christina	9/21/2015	Administrative observations, lesson plans, formative assessments, student portfolios	5/31/2016 weekly
G1.B1.S2.MA6	Administrative walkthroughs during common planning and instructional time.	Gonzalez, Emma	9/21/2015	Administrative observations, lesson plans, formative assessments, student portfolios	5/31/2016 weekly
G1.B1.S2.MA1	Administrative walkthroughs during common planning and instructional time.	Dotres, Maribel	9/21/2015	Lesson plans, administrative observations, student portfolios, formative assessments	5/31/2016 weekly
G1.B1.S2.MA3	Administrative walkthroughs during common planning and instructional time.	Ravelo, Christina	9/21/2015	Lesson plans, administrative observations, student portfolios, formative assessments	5/31/2016 weekly
G1.B1.S2.MA4	Administrative walkthroughs during common planning and instructional time.	Gonzalez, Emma	9/21/2015	Lesson plans, administrative observations, student portfolios, formative assessments	5/31/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction across all content areas.

G1.B1 Limited integration of effective technology enhanced learning and technology application software in all content areas.

G1.B1.S1 Implement technology enhanced learning and technology application software across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by developing higher order thinking skills and problem solving techniques.

PD Opportunity 1

Teachers will participate in professional development on the effective implementation of technology enhanced learning and technology application software across all content areas.

Facilitator

Llennery Pena/PD Liaison

Participants

Instructional staff

Schedule

On 10/30/2015

G1.B1.S2 Teachers will engage in collaborative research targeting the area of focus which will serve as a foundation to facilitate the implementation of technology enhanced learning and technology application software across the curriculum.

PD Opportunity 1

During professional development sessions, teachers will collaborate and research best practices that incorporate the use of technology application software to help create projects and promote student engagement and collaboration.

Facilitator

Llennery Pena

Participants

Instructional staff

Schedule

On 2/16/2017

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will participate in professional development on the effective implementation of technology enhanced learning and technology application software across all content areas.	$0.00
2	G1.B1.S1.A2	Teachers across all content areas will implement technology enhanced learning and technology application software during classroom instruction. Students will use the OneDrive feature in the student portal to access these applications and store assignments.	$0.00
3	G1.B1.S1.A3	Provide additional support on the effective implementation of technology enhanced learning and technology application software across all content areas during common planning.	$0.00
4	G1.B1.S1.A4	Technology facilitator will provide effective lessons and tutorials on the use of technology application software (e.g. Microsoft Word, Excel, and Powerpoint) during computer lab instruction for students to use in the development of projects and class assignments, as well as how to use the student portal to access different resources.	$0.00
5	G1.B1.S1.A5	Teachers will participate in walkthroughs and observe model lessons from colleagues implementing effective instructional practices that include the integration of technology application software.	$0.00
6	G1.B1.S2.A1	During professional development sessions, teachers will collaborate and research best practices that incorporate the use of technology application software to help create projects and promote student engagement and collaboration.	$0.00
7	G1.B1.S2.A2	During common planning, teachers will utilize pacing guides, item specifications and teacher manuals to collaborate and create activities that infuse the use of technology application software and promote higher order thinking skills.	$0.00
		Total:	$0.00