

Miami-Dade County Public Schools

# Palm Springs Elementary School



2015-16 School Improvement Plan

## Palm Springs Elementary School

6304 E 1ST AVE, Hialeah, FL 33013

<http://palmsprings.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	Yes	88%

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

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>25</b>
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	29
<b>Appendix 1: Implementation Timeline</b>	<b>33</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>35</b>
Professional Development Opportunities	36
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

It is Palm Springs Elementary School's mission to provide high quality education that addresses the individual needs of students and fosters a lifelong desire for learning. To spark curiosity, programs such as Science Technology Engineering and Mathematics (STEM) and Kids and the Power of Work (KAPOW) are in place to afford students an opportunity to engage in learning and collaborate with scientists working on cutting edge technology. To encourage academic excellence, a nurturing and safe environment is provided in which highly qualified teachers are devoted to ensuring success for all students with the Florida Standards. Technology is used as an instructional tool and high expectations are set for all. To empower students to reach their full potential, Palm Springs Elementary offers Gifted and Extended Foreign Language programs, academic camps in the areas of Mathematics and Science, and boasts five computer labs - two in resource rooms and three mobile laptop labs on carts. In order to provide a high quality education, we exceed our stakeholders' expectations for student achievement through a continuous cycle of analyzing students' academic needs, making data-driven decisions and collaborating with parents and the community.

##### Provide the school's vision statement

It is Palm Springs Elementary School's vision to spark curiosity, encourage academic excellence, and empower students to reach their full potential as contributing, productive global thinkers.

#### School Environment

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

Palm Springs Elementary School faculty and staff takes the time to get to know their students and their respective families. Teachers and administrators go above and beyond the call of duty to participate in various school events with their students, throughout the school year. During these events, academic or otherwise, teachers and administrators also get to know students' family members. Events, such as Field Day, create opportunities for students and their teachers to work together and support one another for a common goal. These are just a few ways that an environment of care and understanding is created at the school.

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

The school welcomes students in the morning with care and enthusiasm. Administrators and school security guards warmly greet students as they enter the school, while standing at each of the two school entry points to ensure student safety. Additional staff is present at 7:45 a.m. to supervise students, both in the cafeteria during breakfast and in the morning lineup area before school. Because the school is a closed-campus due to the Jessica Lunsford Act, visitors are filtered through the main office throughout the day and must have clearance and authorization to be present in the building. In the hours after dismissal, the afterschool program cares for Palm Springs Elementary students in a very safe and structured environment. During school, students learn many safety precautions. Students are kept informed of school proceedings by administrators, teachers and other staff. Just as importantly, teachings about respect are not only modeled by teachers but also evident in teacher-student relations. This helps students



value themselves and others.

In addition, the district and school staff are working collaboratively to create and maintain a positive and safe environment in our school through implementation of the superintendent's Values Matter curriculum. By teaching and discussing the fundamentals of the Code of Student Conduct along with the nine core values, it will promote a safe environment, free of disruptions which interfere with teaching and learning.

**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**

During the first few weeks of school, parents and students are familiarized with the Code of Student Conduct and the School-wide Discipline Plan. The Code of Student Conduct describes the rules of acceptable behavior. The School-wide Discipline Plan describes the 6-step discipline (consequence) protocol that is implemented for lack of compliance to the Code of Student Conduct. A school-developed "Got Caught" program is implemented year round to promote and reward model behavior monthly. Likewise, in the rare instances it may be necessary, the Learning Discipline packet system from Discipline Advantage is used to provide students with alternative ways to respond to altercations.

In addition, our District superintendent is leading all schools in a Values Matter curriculum, which goes hand-in-hand with the Code of Student Conduct. It involves a series of activities, videos and lessons which emphasize nine core values (citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect,, responsibility) and positive behavior. These values are important to living a good life, being a model student, and having a positive impact on others. This curriculum seeks to deliver the message to students that they have the power to make good choices, demonstrate positive behaviors, and make values matter. The school counselor also promotes these values, throughout the year, through school-wide announcements, lessons in classrooms and her individual interactions with students, to increase positive behavior.

These systems function together to minimize distractions and keep students engaged during instructional time.

**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 Elementary has various programs to ensure the healthy upbringing of its students. The "Healthy Me" program, brought to the school in partnership with Citrus Health Network, addresses many social-emotional needs of students and their families through a series of mini-lessons on good character values. Weekly psycho-educational groups are conducted, which provides referrals to families. Counseling and mentoring services are also offered on and off campus. The school counselor actively engages students in activities that foster social-emotional growth. The school counselor also implements the District Superintendent's Values Matter initiative school-wide. Values are taught and modeled through public address system announcements, videos, educational materials, classroom presentations and various school-developed motivational activities, in order to ensure intended learning outcomes demonstrated by model student behavior which positively impacts the common social-emotional needs of others.

### 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**

**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
	K	1	2	3	4	5	
Attendance below 90 percent	13	10	5	12	5	7	52
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	4	3	6	6	6	26
Level 1 on statewide assessment	2	19	20	0	11	69	121

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	15	15	1	12	41	85

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

**Attendance**

We will monitor individual student attendance closely to identify students developing a pattern of five or more absences or tardies, intervene immediately and implement an attendance action plan. In order to accomplish this, we will:

- monitor attendance/tardies daily by running attendance reports in the main office and documenting students who have developed a pattern of five or more absences or tardies on a SCAM form.
- conduct an attendance intervention meeting with parents of students who have accumulated 5 or more absences or tardies to explain the correlation between attendance and student achievement and develop an attendance intervention plan.
- explain to students the importance of being in school and being on time.
- maintain a weekly attendance bulletin board in the main hallway for all key stakeholders to see.
- provide motivation for students to attend school everyday and arrive on time.
- recognize and reward individual students with perfect attendance at quarterly assemblies and at end-of-year awards ceremonies.
- recognize and reward top classes per grade level monthly.

**Behavior/Discipline/Suspensions**

We will implement the Code of Student conduct, monitor student behavior, teach students character values and appropriate methods for resolving conflict and identify and recognize students who demonstrate good citizenship or good character values.

In order to accomplish this, we will:

- familiarize students and parents with the Code of Student Conduct (rules of acceptable behavior) and Schoolwide Discipline Plan (consequence protocol for lack of compliance to the Code of Student Conduct), during the first few weeks of school.
- personalize the learning environment, as possible
- provide an alternative setting within the school for students to complete classwork assignments when they must be removed from the classroom (level 6 discipline protocol).
- utilize the Learning Discipline packet system from Discipline Advantage to provide students with alternative ways to respond to altercations.
- promote and reward good behavior monthly through the school-developed "Got Caught" program, which encourages positive character values.
- provide students with mini-lessons on character values through the Healthy Me program, in

conjunction with the local Citrus Health Organization.

- offer students counseling in school to promote good behavior.
- monitor the nominations and records of student recognition for the school-developed “Got Caught” program, which encourages positive character values.
- monitor the schedule of classroom mini-lessons on character values with the Healthy Me program and conduct walkthroughs
- review the log of students counseled.
- review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct.
- monitor student compliance with the Code of Student Conduct, including review of office discipline referrals.
- review records from the Learning Discipline packet system from Discipline Advantage.
- observe, record and note patterns of misbehavior for incidents in which requests for assistance are being sought from the counselor or administrator. Analyze the data to determine which character values may need continued reinforcement.
- review the parent conference log stemming from enforcement of the Code of Student Conduct/ implementation of the consequence protocol.
- review SCAMs and suspension records.
- provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals and provide more opportunities for them to be recognized when positive behavior is shown.

Performance/Academics

We will provide targeted small group instruction and intensive intervention to meet students immediate academic needs and accelerate instruction to reduce the achievement gap and increase proficiency.

In order to accomplish this, we will:

- Identify students who have failed an English Language Arts or Mathematics course, scored a Level 1 in a Reading or Mathematics statewide assessment or been retained
- Provide students with differentiated small group instruction during the corresponding core instructional block, based on diagnostic data.
- Provide students with immediate intensive intervention outside of the core instructional block, based on diagnostic data.
- Provide students with increased access to computer-assisted instructional programs through use of the school's computer labs before school and during school and classroom computers during learning center activities.
- Develop and implement an individualized education plan (PMP) to address less proficient students' academic needs
- Provide ongoing support and resources directly to teachers of these students, the students themselves and their parents, in order to increase student achievement.
- Monitor student academic progress to determine if interventions are working by reviewing and analyzing current data and make adjustments as necessary. Continue to provide targeted assistance and support, as needed.
- Initiate request for MTSS/Rtl team assistance or continue Rtl process with the MTSS team, if lack of adequate growth or academic regression is evident.
- Schedule parent conferences to notify parents of status of progress.

## 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?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198465>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

### **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**

Each school year, Palm Springs Elementary establishes or renews partnership agreements with local businesses for the purpose of securing and utilizing resources to support the school and student achievement. Partnership activities are developed and dates are scheduled. For example, during our school's Winn-Dixie Math night, parents visit our neighborhood supermarket to participate in fun, hands-on activities that involve calculations of the store's products. During their visit, families are given coupons to use toward the purchase of products, which increase the store's business. In return, fundraising profits during the event are shared with the school. The school's profits supply the rewards used to provide students with incentives for progress they demonstrate in targeted areas where increased achievement is expected.

### **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:**

<b>Name</b>	<b>Title</b>
Herrera, Roxana	Principal
Horta, Patricia	Assistant Principal

##### **Duties**

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

MTSS/RtI leadership is vital to building our team. Our MTSS/RtI Tier 1 Leadership Team consists of: the school principal (Roxana Herrera); the assistant principal (Patricia Horta); the part-time Reading instructional coach/Reading department chairperson (Elisa Toledo-Resende); the Math department chairperson (Mayra Perez); Science department chairperson (Iliana Chirino); the Exceptional Student Education teacher/behavior specialist (Anna McDougall); the guidance counselor (Nidia Cotera); the ESOL program resource teacher (Aymee Aguiar); grade level chairpersons in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade; the school psychologist and social worker. The administrators ensure commitment and allocate resources. The coach and teachers share a common goal of improving instruction for all students. Team members work to build staff support, internal capacity and sustainability over time.

Tier 1

- An administrator schedules and facilitates regular RtI meetings, ensures attendance of team members, ensures follow up of action steps, and allocates resources.

- In addition to the school administrator(s), the school's Leadership Team carries out SIP planning and MTSS problem solving.
- In addition to Tier 1 problem solving, the Leadership Team members meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

- Selected members of the MTSS Leadership Team conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
- In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

- Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***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***

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, 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. MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

#### Tier 1

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End-of-Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary grades (these students are not administered the FCAT 2.0 or FSA battery of tests), the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades, as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

Palm Springs Elementary School will provide services to ensure that students who require additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I Chess; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Located in a lower middle-class neighborhood, Title I funding enables Palm Springs Elementary School to hire an extra full-time teacher and part time personnel during the school day. Title I funding has also enabled the school to purchase state-approved scientifically research-based reading materials to support implementation of the intervention program.

#### Title I, Part C- Migrant

Not Applicable

#### Title I, Part D

Not Applicable

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs such as Reading, ESOL, and Gifted
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-12)

- Reading and supplementary instructional materials(K-12)
- Hardware and software for the development of language and literacy skills in
- Reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application.

#### Title X- Homeless

At Palm Springs Elementary, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Palm Springs Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists the school with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to the school. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The school will identify a school based homeless coordinator, to be trained on the McKinney-Vento Law, ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Palm Springs Elementary School will receive funding from Supplemental Academic Instruction (SAI), as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The school offers a non-violence, anti-drug curricular program to students as part of the district Safe and Drug Free Schools Initiative. The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, the elementary counselor and/or TRUST specialist. Training and technical assistance for teachers, administrators, counselors and/or TRUST specialists is also a component of the program.

#### Nutrition Programs

Palm Springs Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

#### Career and Technical Education

Palm Springs Elementary implements the KAPOW (Kids and the Power of Work) program. KAPOW is a national network of business-elementary school partnerships which introduces young students to work-related concepts and experiences. KAPOW system of affiliates brings trained volunteers from partner companies into our classrooms. The volunteer visits seven times during the school year to

teach a one-hour class relevant to the business world. Components/lessons include: job and career awareness, positive work habits and attitudes, and team works and independence. In addition, the school participates in a yearly celebration called Career Day. Presenters from a variety of fields come and speak to our students about their career path, experiences and work trainings.

Job Training

Not Applicable

Other

Parental

Palm Springs Elementary recognizes that parent communication is essential and promotes ongoing engagement in programs and activities, critical to the education of their children and the success of the school. All parents are informed and given opportunities to actively participate in scheduled activities that involve their child's academic growth. In order to ensure high levels of involvement, parents are invited to participate in open meeting forums such as: Open House, Title I Orientation, School Advisory Council, PTA meetings, grade level workshops in Reading, Writing, Mathematics and Science, grade level transition meetings, and Bilingual Parent Academy Workshops. Our parent resource center is key to ensuring that the school and parents work together for the benefit of students. At the parent resource center, the Title I Community Involvement Specialist works together with parents and teachers to meet the needs of students by facilitating the following: telephone contacts, home visits, flyers, recruitment of parent volunteers, parent education programs, parent activities, distribution of printed informational materials, access to resources that support educational objectives, in-service training, and addressing concerns.

Palm Springs Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Palm Springs Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact; the school's Title I Parental Involvement Plan; scheduling the Title I Annual meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Palm Springs Elementary School also conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), are submitted to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I administration, is completed by parents/families annually in May. The survey's results are used to assist with revising our Title I parental documents for the approaching school year.

Palm Springs Elementary School's parental involvement is highly dependent on adequate notification in the student's home language. Printed materials are distributed in English and Spanish and Blackboard Connect recorded telephone messages are delivered in English and Spanish. Parents are informed about any and all aspects of their child's education and progress through the parent-student handbook, progress reports, report cards, student agendas, school newsletters, monthly calendars, letters, flyers, parent/teacher conferences, home visits, phone calls, e-mail, and the school marquee. In addition, the school offers various inservices to parents throughout the year, through Miami-Dade County Public School's Parent Academy and the Bilingual Education Program.

Voluntary Public School Choice Program

The Voluntary Public School Choice Program (I Choose!) is a federally funded grant and district-wide initiative designed to assist in achieving Miami-Dade County Public Schools' District Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments. All parent notifications of school status and resulting available services were sent by U.S. Mail and sent home a second time with



students on the first day of school.

**IDEA**

Individuals with Disabilities Act (IDEA) federal funds ensure that at-risk students have access to a free appropriate public education. These funds are used to allocate certified and highly-qualified teaching personnel and part-time paraprofessionals to work with eligible students and to purchase supplemental materials and technology to assist students in meeting their educational needs.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Roxana Herrera	Principal
Anneris Rivera	Teacher
Lupe Lago	Teacher
Elisa Toledo-Resende	Teacher
Zonia Illa	Teacher
Charmaine Johnson	Teacher
Yariza Martin	Education Support Employee
Leonor Marrero	Parent
Rebecca Thrasher	Parent
Christina Napoles	Parent
Tania Greene	Parent
Kattia Rubio	Parent
Lizet Diaz	Parent
Diane Kiukens	Parent
Annie Valladares	Parent
Leyci Rondon	Parent
Deanna Marrie	Student
Silvia Garcia-Tunon	Business/Community
Maria Guillen	Teacher
Niurka Llorente	Parent

**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*

At the end of last school year (May 2015), SAC members analyzed and discussed school progress by comparing student performance in the I-Ready computer-based program and internal end-of-year assessments to the same baseline assessments administered at the beginning of the year. After making these data-driven observations, the SAC re-examined the School Improvement Plan to determine what goals were accomplished, what strategies and action steps were successful and what areas needed to be readdressed. Then, the SAC aligned their findings with the new Florida Standards to determine instructional priorities, future goals, strategies and courses of action, in preparation for the current school year (2015-2016).

*Development of this school improvement plan*

The SAC reviewed the 2015 SAT, i-Ready Spring 2015 data and other internal data, along with the Florida Standards and Florida Standards Assessment (FSA) test design and item specifications, and made recommendations for each of the areas. All stakeholders were involved in this process.

*Preparation of the school's annual budget and plan*

Based on the goals and instructional priorities the SAC has set forth for the current school year, members came to consensus regarding funding priorities, which correspond with Goal 1 (core instruction). As a result, resources have been allocated to increasing student access to technology which support learning goals and will ultimately increase student achievement.

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

\$3250 in SAC funds were allocated last school year for the purchase of Accelerated Reader.

***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
Herrera, Roxana	Principal
Horta, Patricia	Assistant Principal
Toledo-Resende, Elisa	Instructional Coach
Rivera, Anneris	Instructional Media
Chirino, Iliana	Teacher, K-12
Salgueiro, Soraya	Teacher, K-12
Rentas, Liza	Teacher, K-12
Lane, Gisela	Teacher, K-12
Guillen, Maria	Teacher, K-12
Rodriguez, Janet	Teacher, K-12
Paula, Yaquelin	Teacher, K-12
McDougall, Anna	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT's has 2 major initiatives this year.

They are to:

- support teachers with the implementation of the Florida Standards and the integration of cross-curricular lessons that involve the use reading and writing tasks, in all subject areas/classes. The LLT will discuss innovative and classroom-tested ideas to share and implement across grade levels and classrooms. In conjunction with this School Improvement Plan, the LLT will confer with teachers and

administrators regarding an action plan for how to improve student reading achievement, suggest professional development, and review progress monitoring data at the grade and classroom level. The LLT will identify students who are at moderate or high risk of not meeting high standards to provide support and ensure that all students are provided with appropriate instruction to meet their needs and promote growth.

- ensure that all students are receiving reading intervention or enrichment that corresponds to and meets their academic needs. Progress will be monitored continuously through analysis of formal and informal data and adjusted, as necessary. In addition, students who read “beyond the bell,” or beyond the school day, will be recognized.

## 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**

We strive to promote a school culture of professional growth and collective responsibility for student learning. Professional development opportunities enhance educator's professional growth and effectiveness while positively impacting student achievement. They are standards-based, content-rich, school-centered, job-embedded and results-driven.

Workshops are one way our school encourages positive working relationships between teachers. Workshops address teachers' needs, based on an analysis of student performance data, school improvement plan goals, the Florida Standards and teacher input through a needs assessment survey. They are both targeted and responsive in nature and carried out in both large group and small group settings. They are usually facilitated by an instructional coach, who also provides ongoing individual classroom support. During workshops, teacher participants are given opportunities to engage in meaningful conversations, which, in turn, support one another's learning.

Another type of professional development activity is professional learning communities. Professional learning communities promotes positive working relationships and collaboration through a system of shared best practices and inquiry, which are entirely teacher-driven.

Teachers also meet weekly for common planning during prescheduled blocks of time. They meet with their grade level colleagues, in order to collaboratively plan upcoming lessons.

Furthermore, teachers are provided opportunities to visit each other's classes to observe model lessons in action. This not only benefits the teacher observer in his/her learning and individual support, but it facilitates a positive working relationship with the mentor colleague through peer coaching which, in turn, leads to collaborative planning activities.

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

In an effort to recruit highly qualified teachers, we have developed partnerships with neighboring colleges and universities including Florida International University, Nova University, Carlos Albizu University and Miami-Dade College. Students from these higher education institutions perform their internships and observational hours at our school with teachers who are certified in Clinical Supervision. The school principal provides current teachers with opportunities and time to participate in ongoing professional development activities, in order to retain highly qualified, certified and effective teachers. The school principal also focuses on creating master teachers through the use of Professional Learning Communities. In addition, common planning time is scheduled to provide a network of ongoing support for teachers. Furthermore, ongoing data chats/articulation meetings are carried out quarterly to provide support in identifying strengths, instructional needs and opportunities for enrichment. These chats also serve to examine the validity and effectiveness of core program delivery.

By participating in these collective processes, we dually showcase effective instructional practices while training future educators that we hope to hire and retain.

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

Currently, the school has one beginning teacher who is receiving mentoring support from a fellow teacher in the school. This teacher has been trained by the district in the (MINT) beginning teacher program and is receiving further online support, as well.

In addition, teachers are generally paired by grade level or subject area assignment and experienced teachers are paired with beginning teachers. Mentoring activities address classroom daily operations, school procedures, lesson planning, core curriculum program fidelity and pacing, instructional tools and strategies, differentiation to meet individual students' needs (academic or behavioral), resources and activities for instruction, professional growth and coaching.

## **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***

The school's instructional coach provides professional development to teachers, based on their needs as determined by current student data and a professional development survey. Needs are aligned with the requirements of the new Florida Standards and the Florida Standards Assessments. Grade level teams meet weekly and plan collaboratively to develop and implement lessons that are standards-driven and aligned with District pacing guides. Professional learning communities (PLC) provide a platform for teachers to share sound instructional practices and expertise in use of resources. Administration provides support by enabling teachers opportunities to observe fellow teachers in model classrooms. Administrators also conduct regular walkthroughs to monitor implementation of instructional programs and delivery of rigorous lessons with higher levels of cognitive complexity, as they relate to the 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***

The school uses data to provide and differentiate instruction, in order to support the diverse academic needs of students. While data from state outcome assessments such as FSA, SAT and CELLA provide an initial snapshot of student performance at the beginning of the year, data derived from standards-aligned on-level (OL) and adaptive (A) progress monitoring assessments [i.e. District Interim (OL), iReady (A), WonderWorks (A), etc.] enables us to gauge student progress and tailor instruction to students' academic needs.

Ongoing data chats with teachers (articulation meetings) are conducted to analyze both group and individual progress on district-wide grade level assessments. Group analysis enables us to examine the validity and effectiveness of core program delivery both by grade level and by individual classroom. It also helps us to determine what specific areas of the core curriculum standards either need reinforcement or demand an increase in the cognitive complexity of tasks. Analyzing individual progress enables us to differentiate instruction for each learner. It allows us to identify individual strengths and weaknesses and opportunities for enrichment and design targeted lessons and activities that will address individual academic needs. This is accomplished at intervals of assessment and instruction. At these times, additional decisions are made to identify students who may not be progressing in the core program sufficiently - those who may require supplemental assistance through intervention. In some instances, assistance from the MTSS/RtI team may be requested to

reviewing academic, behavioral, attendance and other factors impeding progress, in order to establish appropriate goals and interventions.

During more frequent intervals, the school's MTSS/RtI Leadership Team meets to monitor the effectiveness of student interventions. The team determines if identified strategies or targeted skills need to be adjusted or supplemented for specific struggling students.

The principal and assistant principal work to ensure that students are on track to meeting the requirements established in the Student Progression Plan and that all state mandates are complied with.

***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:** Extended School Day

**Minutes added to school year:** 1,020

English Language Learners, performing below grade level, are allotted additional instructional time to receive differentiated instruction in reading with a certified teacher, as prescribed by their academic needs. Students work with teachers in small group settings to build their foundational, literary and informational reading skills along with their language, writing and speaking/listening skills.

***Strategy Rationale***

To increase student achievement.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Herrera, Roxana, pr4261@dadeschools.net

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

Data is collected at the beginning and at the end of the tutorial program to measure growth.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,955

Chess

**Strategy Rationale**

To enhance students' critical thinking skills

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Herrera, Roxana, pr4261@dadeschools.net

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

Performance in practice and local chess tournaments

**Strategy:** Extended School Day

**Minutes added to school year:** 1,445

A lab/camp in which students engage in hands-on interdisciplinary (STEM) project-based learning

**Strategy Rationale**

To provide additional opportunities for students to apply/practice/put into action the knowledge and skills they have acquired during mathematics and science core academic instruction (through project-based learning)

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Herrera, Roxana, pr4261@dadeschools.net

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

Student lab journal entries, where students reflect on the process and outcomes of their projects in writing, will be reviewed and analyzed.

**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**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support with two full-time highly qualified teachers and paraprofessionals. This helps to provide our young children with a

variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Palm Springs Elementary School's Scholastic's "Big Day" Pre-Kindergarten Reading Curriculum focuses on developing the skills necessary for future success in school. Emphasis is placed on increasing development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Preschool students are taught pre-readiness skills which includes (but is not limited to) skills such as rhyme, letter recognition, letter and sound relationships, and counting. Students follow routines and a structured daily schedule in a developmentally appropriate environment, which promotes learning, acquisition of early literacy skills, and socialization skills. Instruction and activities are provided in small groups, facilitated by a teacher and full-time paraprofessional. Florida's Voluntary Pre-Kindergarten (VPK) Assessment is used to measure each student's phonological awareness, print knowledge, oral language, vocabulary and mathematics skills.

The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children. The technical assistance plan for school readiness program providers encompasses a holistic approach to the professional development of all individuals associated with the delivery of quality educational programming. The delivery of staff development activities includes the use of mini-workshops, classroom observation/feedback, modeling/demonstration lessons, and peer mentors.

In order to effectively determine school readiness for Kindergarten, a developmental screening instrument called the Work Sampling System (WSS) is administered to Pre-Kindergarten students during assessment period 3 in the Spring, as they culminate their school year. This same assessment instrument is administered to Kindergarten students during the first 30 calendar days of school, as part of the Florida Kindergarten Readiness Screener (FLKRS). Students obtain a score in one of three categories: "Proficient," "In Process," "Not Yet Demonstrating." Using the results of the screening, certified teachers work with students on individual needs through small group instruction.

### 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***

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

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

***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***

## 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:

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### **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.

### **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.

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## 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.** Palm Springs Elementary School 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.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas. **1a**

G070793

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
Math Gains	81.0
Math Lowest 25% Gains	71.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	59.0

**Resources Available to Support the Goal** **2**

- Reading: • Core curriculum reading program: McGraw-Hill Wonders • Professional development (school-based, District-based and vendor-based): Face-to-face trainings, webinar trainings and digital PD video clips (McGraw-Hill Wonders online - connected.) • Personnel resources: District curriculum support specialist, part-time reading coach, Literacy Leadership Team, ESOL department lead teacher, ESE department lead teacher, MTSS/RtI team • Computer-assisted instructional programs: iReady, Imagine Learning • Other computer-based programs which support reading goals: myOn Reader, Accelerated Reader • Digital resources for the teacher: McGraw-Hill online, FLDOE.org/sso (ELA formative assessments, IBTP-Test Platform, etc.), cpalms.org, Smart Exchange (Smartboard), www.prometheanplanet.com (Promethean board), Discovery Education, NBC Learn • Digital practice for the student: McGraw-Hill online, iReady, Imagine Learning • Instructional tools: graphic organizers, computers, Promethean boards, Smart boards, projectors, core curriculum reading program digital resources (connected.mcgraw-hill.com), McGraw-Hill Wonders print components (complex texts, leveled readers, etc.) and teaching aids, visual aids, Discovery Education website, classroom anchor charts • Instructional resources: Dadeschools English Language Arts website (languageartsreading.dadeschools.net) resources for teaching and learning (including task cards, Making the Grade, etc.), Dadeschools Learning Village planning tools (English Language Arts Pacing Guides, planning cards, etc.), Florida Standards Assessment (FSA) Item Specifications, district Language Arts Florida Standards task cards and planning cards, FCRR Learning Center binders, fcrr.org, professional texts, Reading reference/anchor charts, www.freereading.net, http://www.nefec.org/learn/, leveled guided reading libraries, Common Core exemplar texts library • Intervention materials: WonderWorks (print), iReady (differentiated/adaptive computer-assisted instruction) • Data resources: 2015 FSA Reading assessment reports, 2015 CELLA assessment reports, G2D online data management reports from district

quarterly Reading progress monitoring assessments such as Baseline and Interims • Student resources: Spanish-English dictionaries (ELL)

- Writing: Core curriculum reading/language arts program: McGraw-Hill Wonders (Writing components include: analytic writing-writing to a text source citing evidence from that source, 6 traits of writing for author's craft, process writing, daily grammar lessons, daily spelling/phonics lessons, daily vocabulary lessons) • Professional development (school-based, District-based and vendor-based): face-to-face trainings, webinar trainings and digital PD video clips • Personnel resources: Part-time reading coach, Literacy Leadership Team, ESOL department lead teacher, ESE department lead teacher • Digital resources for the teacher: McGraw-Hill online, Discovery Education, Smart Exchange (Smartboard), [www.prometheanplanet.com](http://www.prometheanplanet.com) (Promethean board) • Digital practice for the student: McGraw-Hill online (Writer's Workspace), iReady, Imagine Learning • Instructional tools: graphic organizers, Promethean board, Smartboard, Writing reference/anchor charts, McGraw-Hill Wonders, Florida Standards Assessment Genre-specific rubrics • Instructional resources: Dadeschools Writing pacing guide, Melissa Forney professional resources, The Trait Crate (Scholastic), other professional books about writing (Make It Real by Linda Hoyt, Mechanically Inclined by Jeff Anderson, etc.), mentor texts, state-released calibrated student exemplar papers • Data resources: Pre-/Post-test district writing assessments, other student writing samples, FSA • Student resources: McGraw-Hill Wonders, Writers Survival Kit (Melissa Forney and teacher-developed resources), Spanish-English dictionaries (ELL)
- Mathematics: • Core curriculum mathematics program: Houghton Mifflin Harcourt Go Math • Professional development (school-based and district-based) • Personnel resources: mathematics leader/liason, ESOL lead teacher, ESE lead teacher • Digital resources: [math.dadeschools.net](http://math.dadeschools.net), [thinkcentral.com](http://thinkcentral.com), [khanacademy.org](http://khanacademy.org), Go Math online, [www.prometheanplanet.com](http://www.prometheanplanet.com) (Promethean board), Smart Exchange (Smartboard), Discovery Education, NBC Learn • Computer assisted instructional programs: iReady, Reflex • Instructional tools: graphic organizers, computers, Promethean boards, Smartboards, projectors, connected to thinkcentral with re-teach/enrich intervention programs, manipulatives, Florida Standards Assessment (FSA) Math task cards, HMH GM Grab-and-Go Centers kit, Go Math teacher resource print components (such as transparencies, HMH GM standards practice books, HMH enrichment practice books, HMH GM assessment guide). Instructional resources: Scholastic Success with Fractions teacher resource book, classroom anchor charts • Instructional resources: Dadeschools mathematics pacing guide • Instructional routines: Problem of the Day, multiplication drills • Differentiated instruction/Intervention resources: Soar to Success Math on [thinkcentral.com](http://thinkcentral.com), Rtl resource on [thinkcentral.com](http://thinkcentral.com), HMH Go Math reteach practice books • Data resources: 2015 FSA Mathematics test reports, G2D online data management reports from district quarterly mathematics progress monitoring assessments such as Baseline and Interims, iReady Math reports
- Science: • Core curriculum science program: Scott Foresman Science • Professional development (school-based and District-based) • Personnel resources: Science leader/school liaison • Digital resources: [science.dadeschools.net](http://science.dadeschools.net), GIZMOS-explorelearning, [cpalms.org](http://cpalms.org), NBC Learn • Instructional tools: graphic organizers, computers, Promethan boards, Smartboards, core curriculum science program digital resources ([pearsonsuccess.net](http://pearsonsuccess.net)), FCAT 2.0 Science Item Specifications, Discovery Education website, AIMS Physical Science, manipulatives, classroom anchor charts • Instructional resources: Dadeschools science pacing guide • Data resources: 2015 FCAT 2.0 Science assessment reports, G2D data reports from science progress monitoring assessments such as district baseline and quarterly interims • Student resources: 4-5 Sciencesaurus Handbooks

### Targeted Barriers to Achieving the Goal 3

- There is inconsistent evidence of the Gradual Release of Responsibility Model across all content areas, which serves as an instructional framework to support students in skill and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

**Plan to Monitor Progress Toward G1. 8**

The administration, Literacy Leadership Team, all classroom teachers and the MTSS/RtI team will:

Analyze:

- quarterly district interim assessment student performance data reports to drive instruction and decision-making
- progress, identify areas of need and adjust instruction (or differentiate), as appropriate and determine if adequate progress is being made towards the goal

Discuss:

- student progress
- best practices/effective strategies

Conduct:

- professional learning communities

Collaborate on next course of action

The administration will:

- provide ongoing support and resources necessary to increase student achievement as determined by identified areas of need,
- make recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher
- provide opportunities for teachers to meet in professional learning communities.

Review all evidence over time to ensure that progress is being made.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 10/8/2015 to 6/9/2016

**Evidence of Completion**

Student performance data reports for District Interim progress monitoring assessments, data chat schedules, Florida Standards Assessment for Reading (Grades 3-5), Writing (Grades 4-5) and Mathematics (Grades 3-5), FCAT 2.0 Science assessment (Grade 5), Stanford Achievement Test (SAT-10) for grades K-2.

## 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.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas. **1**

 G070793

**G1.B1** There is inconsistent evidence of the Gradual Release of Responsibility Model across all content areas, which serves as an instructional framework to support students in skill and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **2**

 B184485

**G1.B1.S1** Effective Planning and Instructional Delivery **4**

 S196006

### Strategy Rationale

It is essential that instruction be focused on the Florida Standards, as well as delivered at a pace that is both appropriate for the learners while maximizing student achievement. Therefore, teachers will plan and deliver instruction utilizing the Gradual Release of Responsibility Model, using purposeful, engaging activities implemented with incremental levels of rigorous application. As a result, students will develop better critical thinking skills, more effectively master course content and skills and develop the ability to complete increasingly complex grade-level tasks with success.

### Action Step 1 **5**

Provide face-to-face professional development, across all content areas, on the effective implementation of the Gradual Release of Responsibility Model within daily lessons and weekly/bi-weekly instructional cycles. Digital resources will also be shared.

#### Person Responsible

Roxana Herrera

#### Schedule

On 10/7/2015

#### Evidence of Completion

Sign-in sheets, Agenda, Workshop handouts

## Action Step 2 5

Teachers will work collaboratively during common planning time, within their grade levels and/or core subject areas, to create rigorous standards-based lessons with varying levels of complexity, which identify the purposeful activities and tasks that demonstrate implementation of the Gradual Release of Responsibility Model.

### **Person Responsible**

Roxana Herrera

### **Schedule**

Weekly, from 10/8/2015 to 6/9/2016

### **Evidence of Completion**

Lesson plans

## Action Step 3 5

Teachers will implement the Gradual Release of Responsibility Models of instructional delivery, across all content areas.

### **Person Responsible**

Roxana Herrera

### **Schedule**

On 6/9/2016

### **Evidence of Completion**

Lesson plans, instructional delivery, lesson products (interactive charts/graphic organizers with content contributed by both teacher and students, interactive notebook entries, other student work), classroom walkthrough observation logs

**Action Step 4** 5

Provide continuing support, across all content areas, on the effective implementation of the Gradual Release of Responsibility during common planning time and professional learning communities and through the coaching cycle of classroom support, opportunities to observe the Gradual Release of Responsibility in identified model classrooms and sharing of best practices during faculty meetings.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 10/8/2015 to 6/9/2016

**Evidence of Completion**

Support from a Curriculum Support Specialist, instructional coach or mentor; lesson plans; instructional delivery; support, meeting, mentor/mentee observation logs; classroom walkthrough observation log/checklists; authentic student work; professional learning communities agendas and sign-in sheets

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

Administrators will be in attendance during professional development to listen actively observe engagement from participants.

**Person Responsible**

Roxana Herrera

**Schedule**

On 10/7/2015

**Evidence of Completion**

Participant sign-in sheets, agenda, PD handouts/deliverables

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

Conduct classroom walkthroughs to observe implementation of effective instructional delivery utilizing the Gradual Release of Responsibility Model.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 10/8/2015 to 6/9/2016

***Evidence of Completion***

Review lesson plans, classroom walkthrough observation logs/checklists, interactive classroom lesson charts, authentic student work, interactive notebooks/response journals (in Reading, Writing, Mathematics and Science) for evidence of quality learning tasks.

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

Facilitate opportunities for teachers to collaborate, share best practices and observe a model peer/colleague, coach or curriculum support specialist.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 10/8/2015 to 6/9/2016

***Evidence of Completion***

Peer observation schedule, observation logs, common planning time, meeting logs



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

Utilizing the Continuous Improvement Model:

Administrators will conduct ongoing classroom walkthroughs to observe instruction that is aligned with professional development and support by monitoring effective use of the Gradual Release of Responsibility Model of instructional delivery with varying levels of complexity in engaging academic tasks.

Administrators and the Literacy Leadership Team will continuously review and monitor:

- quality of student work
- quality of students' responses in reading, writing, mathematics, science interactive notebooks/ journals
- progress in classroom and district-wide assessments

Administrators, core curriculum leaders and teachers will continuously discuss:

- student progress and adjustments to instruction
- best practices/effective strategies

Teachers will implement adjustments to instruction, using corresponding best practices/effective strategies, with the support of administration, core curriculum leaders and mentors.

**Person Responsible**

Roxana Herrera

**Schedule**

Biweekly, from 10/8/2015 to 6/9/2016

**Evidence of Completion**

Authentic student work, curriculum-specific interactive notebooks/response journals (Interactive Reading and Writing Notebooks, Interactive Math Journal, Science Lab journal, etc.), in-class assessments, formal and informal observations

**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	Provide face-to-face professional development, across all content areas, on the effective implementation of the Gradual Release of Responsibility Model within daily lessons and weekly/ bi-weekly instructional cycles. Digital resources will also be shared.	Herrera, Roxana	10/7/2015	Sign-in sheets, Agenda, Workshop handouts	10/7/2015 one-time
G1.B1.S1.A2	Teachers will work collaboratively during common planning time, within their grade levels and/or core subject areas, to create rigorous standards-based lessons with varying levels of complexity, which identify the	Herrera, Roxana	10/8/2015	Lesson plans	6/9/2016 weekly

**Dade - 4261 - Palm Springs Elementary School - 2015-16 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	purposeful activities and tasks that demonstrate implementation of the Gradual Release of Responsibility Model.				
G1.B1.S1.A3	Teachers will implement the Gradual Release of Responsibility Models of instructional delivery, across all content areas.	Herrera, Roxana	10/8/2015	Lesson plans, instructional delivery, lesson products (interactive charts/ graphic organizers with content contributed by both teacher and students, interactive notebook entries, other student work), classroom walkthrough observation logs	6/9/2016 one-time
G1.B1.S1.A4	Provide continuing support, across all content areas, on the effective implementation of the Gradual Release of Responsibility during common planning time and professional learning communities and through the coaching cycle of classroom support, opportunities to observe the Gradual Release of Responsibility in identified model classrooms and sharing of best practices during faculty meetings.	Herrera, Roxana	10/8/2015	Support from a Curriculum Support Specialist, instructional coach or mentor; lesson plans; instructional delivery; support, meeting, mentor/ mentee observation logs; classroom walkthrough observation log/checklists; authentic student work; professional learning communities agendas and sign-in sheets	6/9/2016 daily
G1.MA1	The administration, Literacy Leadership Team, all classroom teachers and the MTSS/Rtl team will: Analyze: - quarterly district interim assessment student performance data reports to drive instruction and decision-making - progress, identify areas of need and adjust instruction (or differentiate), as appropriate and determine if adequate progress is being made towards the goal Discuss: -student progress -best practices/effective strategies Conduct: - professional learning communities Collaborate on next course of action The administration will: -provide ongoing support and resources necessary to increase student achievement as determined by identified areas of need, -make recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher - provide opportunities for teachers to meet in professional learning communities. Review all evidence over time to ensure that progress is being made.	Herrera, Roxana	10/8/2015	Student performance data reports for District Interim progress monitoring assessments, data chat schedules, Florida Standards Assessment for Reading (Grades 3-5), Writing (Grades 4-5) and Mathematics (Grades 3-5), FCAT 2.0 Science assessment (Grade 5), Stanford Achievement Test (SAT-10) for grades K-2.	6/9/2016 monthly
G1.B1.S1.MA1	Utilizing the Continuous Improvement Model: Administrators will conduct ongoing classroom walkthroughs to observe instruction that is aligned with professional development and support by monitoring effective use of the Gradual Release of Responsibility Model of instructional delivery with varying levels of complexity in engaging academic tasks. Administrators and the Literacy Leadership Team will continuously review and monitor: - quality of student work - quality of students' responses in reading, writing,	Herrera, Roxana	10/8/2015	Authentic student work, curriculum-specific interactive notebooks/response journals (Interactive Reading and Writing Notebooks, Interactive Math Journal, Science Lab journal, etc.), in-class assessments, formal and informal observations	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	mathematics, science interactive notebooks/journals - progress in classroom and district-wide assessments Administrators, core curriculum leaders and teachers will continuously discuss: -student progress and adjustments to instruction -best practices/effective strategies Teachers will implement adjustments to instruction, using corresponding best practices/effective strategies, with the support of administration, core curriculum leaders and mentors.				
G1.B1.S1.MA1	Administrators will be in attendance during professional development to listen actively observe engagement from participants.	Herrera, Roxana	10/7/2015	Participant sign-in sheets, agenda, PD handouts/deliverables	10/7/2015 one-time
G1.B1.S1.MA2	Conduct classroom walkthroughs to observe implementation of effective instructional delivery utilizing the Gradual Release of Responsibility Model.	Herrera, Roxana	10/8/2015	Review lesson plans, classroom walkthrough observation logs/checklists, interactive classroom lesson charts, authentic student work, interactive notebooks/response journals (in Reading, Writing, Mathematics and Science) for evidence of quality learning tasks.	6/9/2016 weekly
G1.B1.S1.MA3	Facilitate opportunities for teachers to collaborate, share best practices and observe a model peer/colleague, coach or curriculum support specialist.	Herrera, Roxana	10/8/2015	Peer observation schedule, observation logs, common planning time, meeting logs	6/9/2016 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.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas.

**G1.B1** There is inconsistent evidence of the Gradual Release of Responsibility Model across all content areas, which serves as an instructional framework to support students in skill and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

**G1.B1.S1** Effective Planning and Instructional Delivery

### PD Opportunity 1

Provide face-to-face professional development, across all content areas, on the effective implementation of the Gradual Release of Responsibility Model within daily lessons and weekly/bi-weekly instructional cycles. Digital resources will also be shared.

#### Facilitator

Ivette Padron-Rojas, District Curriculum Support Specialist; Elisa Toledo-Resende, School-site reading coach

#### Participants

All core curriculum teachers including English Language Arts, Mathematics, Science and Social Studies

#### Schedule

On 10/7/2015

## 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	Provide face-to-face professional development, across all content areas, on the effective implementation of the Gradual Release of Responsibility Model within daily lessons and weekly/bi-weekly instructional cycles. Digital resources will also be shared.	\$0.00
2	G1.B1.S1.A2	Teachers will work collaboratively during common planning time, within their grade levels and/or core subject areas, to create rigorous standards-based lessons with varying levels of complexity, which identify the purposeful activities and tasks that demonstrate implementation of the Gradual Release of Responsibility Model.	\$0.00
3	G1.B1.S1.A3	Teachers will implement the Gradual Release of Responsibility Models of instructional delivery, across all content areas.	\$0.00
4	G1.B1.S1.A4	Provide continuing support, across all content areas, on the effective implementation of the Gradual Release of Responsibility during common planning time and professional learning communities and through the coaching cycle of classroom support, opportunities to observe the Gradual Release of Responsibility in identified model classrooms and sharing of best practices during faculty meetings.	\$0.00
<b>Total:</b>			<b>\$0.00</b>