Miami-Dade County Public Schools

Palm Springs North Elementary School

2016-17 Schoolwide Improvement Plan

Palm Springs North Elementary School

17615 NW 82ND AVE, Hialeah, FL 33015

http://psn.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	C

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palm Springs North Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

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

At Palm Springs North Elementary
, 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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 or 2 score on the statewide standardized assessments in ELA/Mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	4	3	7	3	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	2	7	9	5	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	12	20	7	68	71	0	0	0	0	0	0	0	178

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	14	9	34	34	0	0	0	0	0	0	0	94

c. 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 that targets students identified by the Early Warning System will be the implementation of a tutoring program that focuses on the students' individual needs in the targeted subject area and standards. The school will also 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 2016-2017 school year is to increase parental involvement in Parent Workshops offered at the school by (1) percentage point, from 6% to 7%. 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.
Parental involvement is also promoted through various school functions such as Grandparent's Day and the Fathers in Education Day where we encourage the participation of positive male role models in the lives of the students by visiting our school and engaging in various activities with the students.

2. 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 Civic 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 Civic 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ravelo, Christina	Principal
Gonzalez, Emma	Assistant Principal
Molliner, Eduardo	Assistant Principal
Pena, Llennery	Assistant Principal

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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
Oscar Amuz	Parent
Irving Torres	Parent
Jennifer Marichal	Parent
Jean Beltran	Business/Community
Ricardo Fong	Parent
Charly Miguez	Parent
Sara Mederos	Parent
Alton Rogers	Business/Community
Jessica Dyett	Parent
Yanelis Tarrago	Teacher
Gabriella Vergara	Student

b. Duties

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

a. 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. The Council reviews and analyzes the previous year assessment data to align strategies with students' instructional needs. EESAC also prepares and evaluates 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.

b. Development of this school improvement plan

As per our current By-Laws (which were last modified on September 21, 2016), 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 2016-2017 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.

c. Preparation of the school's annual budget and plan

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

2. 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 were allocated towards student incentives and included 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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Ravelo, Christina	Principal
Gonzalez, Emma	Assistant Principal
Faedo, Lissette	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT's major initiatives for the 2016-2017 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.

D. 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).

1. 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.

2. 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.

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

The school pairs new teachers with experienced teachers/mentors. The rationale for pairings are as follows:
Experienced teacher who yields high level of student achievement.
Planned Mentoring Activities: Collaborative Planning, Modeling, Observations & Discussions, Professional Development in Language Arts Florida Standards.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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 65% of the ELL population scored below grade level on the 2015-2016 I-Ready Diagnostic Assessment. The rationale used to target the ELL Sub-Group (Grade 2nd-5th) was based on the 2015-2016 Reading I-Ready Diagnostic Assessment results.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pena, Llennery, lpena118@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.

2. Student Transition and Readiness

a. 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).

1. 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 (online CELLA) for ELL placement, and ACCESS 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G088252

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	83.0
AMO Reading - SWD	63.0
AMO Math - White	93.0
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	46.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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, 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, 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, In-House Professional Development, Professional Development Needs Survey, Access to Student Technology Survey,Parental Involvement, and Science Liaison.

Plan to Monitor Progress Toward G1. 8

I-Ready Diagnostic Assessment Results/Student portfolios

> **Person Responsible**
> Christina Ravelo
>
> **Schedule**
> Triannually, from 9/21/2016 to 5/31/2017
>
> ***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**
> Llennery Pena
>
> **Schedule**
> Triannually, from 9/21/2016 to 5/31/2017
>
> ***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 9/21/2016 to 5/31/2017
>
> ***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

🔑 G088252

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

🔑 B234659

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

🔑 S247382

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

Llennery Pena

Schedule

On 8/30/2016

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

Christina Ravelo

Schedule

Daily, from 9/21/2016 to 5/31/2017

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 9/21/2016 to 5/31/2017

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

Llennery Pena

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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

Christina Ravelo

Schedule

Monthly, from 9/21/2016 to 5/31/2017

Evidence of Completion

Student portfolios, work samples, student engagement during differentiated instruction

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 9/21/2016 to 5/31/2017

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

Llennery Pena

Schedule

Biweekly, from 9/21/2016 to 5/31/2017

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 9/21/2016 to 5/31/2017

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

Christina Ravelo

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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

Llennery Pena

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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 9/21/2016 to 5/31/2017

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

🔑 S247383

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

Llennery Pena

Schedule

On 11/8/2016

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 9/21/2016 to 5/31/2017

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

Christina Ravelo

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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

Llennery Pena

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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 9/21/2016 to 5/31/2017

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

Christina Ravelo

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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

Llennery Pena

Schedule

Weekly, from 9/21/2016 to 5/31/2017

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 9/21/2016 to 5/31/2017

Evidence of Completion

Administrative observations, lesson plans, formative assessments, student portfolios

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A322211	Teachers will participate in professional development on the effective implementation of technology...	Pena, Llennery	8/30/2016	Professional development agenda/rosters/handouts	8/30/2016 one-time
G1.B1.S2.A1 A322216	During professional development sessions, teachers will collaborate and research best practices...	Pena, Llennery	11/8/2016	PD agenda/rosters/handouts	11/8/2016 one-time
G1.MA1 M335329	I-Ready Diagnostic Assessment Results/Student portfolios	Ravelo, Christina	9/21/2016	Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments	5/31/2017 triannually
G1.MA2 M335330	I-Ready Diagnostic Assessment Results/Student portfolios	Pena, Llennery	9/21/2016	Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments	5/31/2017 triannually
G1.MA3 M335331	I-Ready Diagnostic Assessment Results/Student portfolios	Gonzalez, Emma	9/21/2016	Administrative walkthroughs/I-Ready Diagnostic Assessment results/student portfolios/formative assessments	5/31/2017 triannually
G1.B1.S1.MA1 M335293	During common planning, administrators will observe teacher interaction to ensure the...	Ravelo, Christina	9/21/2016	Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples	5/31/2017 weekly
G1.B1.S1.MA5 M335294	During common planning, administrators will observe teacher interaction to ensure the...	Pena, Llennery	9/21/2016	Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples	5/31/2017 weekly
G1.B1.S1.MA6 M335295	During common planning, administrators will observe teacher interaction to ensure the...	Gonzalez, Emma	9/21/2016	Administrative notes during walkthrough observations, lesson plans, student portfolios, student work samples	5/31/2017 weekly
G1.B1.S1.MA1 M335296	Administrators will attend professional development sessions, collaborate during common planning...	Ravelo, Christina	9/21/2016	Administrative walkthroughs, lesson plans, student portfolios	5/31/2017 biweekly
G1.B1.S1.MA3 M335297	Administrators will attend professional development sessions, collaborate during common planning...	Pena, Llennery	9/21/2016	Administrative walkthroughs, lesson plans, student portfolios	5/31/2017 biweekly
G1.B1.S1.MA4 M335298	Administrators will attend professional development sessions, collaborate during common planning...	Gonzalez, Emma	9/21/2016	Administrative walkthroughs, lesson plans, student portfolios	5/31/2017 biweekly
G1.B1.S1.A2 A322212	Teachers across all content areas will implement technology enhanced learning and technology...	Ravelo, Christina	9/21/2016	Administrative walkthroughs, lesson plans, student data, data chats/student portfolios	5/31/2017 daily
G1.B1.S1.A3 A322213	Provide additional support on the effective implementation of technology enhanced learning and...	Gonzalez, Emma	9/21/2016	Lesson plans, administrative observations, data chats	5/31/2017 weekly
G1.B1.S1.A4 A322214	Technology facilitator will provide effective lessons and tutorials on the use of technology...	Pena, Llennery	9/21/2016	Student portfolios, work samples, student engagement during differentiated instruction	5/31/2017 weekly
G1.B1.S1.A5 A322215	Teachers will participate in walkthroughs and observe model lessons from colleagues implementing...	Ravelo, Christina	9/21/2016	Student portfolios, work samples, student engagement during differentiated instruction	5/31/2017 monthly
G1.B1.S2.MA1 M335299	Administrative walkthroughs during common planning and instructional time.	Ravelo, Christina	9/21/2016	Administrative observations, lesson plans, formative assessments, student portfolios	5/31/2017 weekly
G1.B1.S2.MA5 M335300	Administrative walkthroughs during common planning and instructional time.	Pena, Llennery	9/21/2016	Administrative observations, lesson plans, formative assessments, student portfolios	5/31/2017 weekly
G1.B1.S2.MA6 M335301	Administrative walkthroughs during common planning and instructional time.	Gonzalez, Emma	9/21/2016	Administrative observations, lesson plans, formative assessments, student portfolios	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M335302	Administrative walkthroughs during common planning and instructional time.	Ravelo, Christina	9/21/2016	Lesson plans, administrative observations, student portfolios, formative assessments	5/31/2017 weekly
G1.B1.S2.MA3 M335303	Administrative walkthroughs during common planning and instructional time.	Pena, Llennery	9/21/2016	Lesson plans, administrative observations, student portfolios, formative assessments	5/31/2017 weekly
G1.B1.S2.MA4 M335304	Administrative walkthroughs during common planning and instructional time.	Gonzalez, Emma	9/21/2016	Lesson plans, administrative observations, student portfolios, formative assessments	5/31/2017 weekly
G1.B1.S2.A2 A322217	During common planning, teachers will utilize pacing guides, item specifications and teacher...	Gonzalez, Emma	9/21/2016	Lesson plans/student portfolios/ administrative observations	5/31/2017 weekly

V. 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

Frances Berges/PD Liaison

Participants

Instructional staff

Schedule

On 8/30/2016

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

Frances Berges

Participants

Instructional staff

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

VII. Budget

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