

Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	D

**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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palm Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To increase student achievement in all content areas, specifically targeting Reading, Math, Writing, and Science through a high functioning team that designs purposeful and meaningful work aligned to the rigor and complexity of Florida State Standards.

b. Provide the school's vision statement.

Create a climate and culture where academic learning is valued and celebrated by all stakeholders.

2. School Environment

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

Palm Springs Elementary School is situated in the School District of Palm Beach County (SDPBC), which is the 5th largest school district in the state of Florida and 11th largest in the continental United States. Our District has 187 schools (173 District Accredited and 14 Alternative Program Schools), 21,213 employees (12,290 teachers), and serves approximately 190,000 students who speak 152 languages and dialects. Our students body is 60% non-white and 55% low income.

Palm Springs Elementary is located in the heart of the City of Palm Springs. As a Title 1 school, over 94% of our students are on free and reduced lunch. With a current enrollment of 872, our highly transient population will continue to shift over the course of the year. Over 70% of our population consists of English Language Learners (ELL). 24% of our students are black, 64% are Hispanic, 9% Caucasian, and 3% other. We service PreK through fifth grade, with 65 teachers and 4 curriculum specialist (SSCC/Resource Staff). We have three IND units, seven ELL push-in teachers, and 3 VE push-in teachers. We have 3 new teachers, 21 teachers with 1-5 year's of experience, 20 teachers with 6-14 year's of experience, and teachers with 15 or more year's of experience. We have a Gifted certified teacher at every grade level with 14 holding advanced degrees.

A yearly calendar of diverse activities and events will be developed and implemented as we learn and celebrate the accomplishments of all individuals. The campus committees will be made up of staff, students, and parents.

(PTA/SAC/Team Leadership/Student Advisory Council/Student Safety Patrol/District Curriculum Support Staff)

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Staff will be assigned a duty post with expectations for student safety. Administration will monitor all entrance and exit procedures initiated for campus safety. The administration will review all systems

and problem solve any possible area of concern prior to student start of school. All staff will receive training regarding the safety and security of all students. A student administrative expectation assembly will occur the first month of school outlining the safety procedures for all students and staff. All visitors that enter the campus beyond the front office will receive a badge, sign-in providing acceptable I.D., and state a reason for the campus visit. An authorized volunteer list will be used to assign outside visitors access within the building. The custodians will periodically review the grounds to provide additional safety inspections for the campus. (Gates/Outside Doors Secured) The administrative team will use their radios as an efficient and effective way of communicating throughout the campus. Emails will be read on a daily basis to keep an open line of communication between campus and district staff. SSCC staff for Literacy and Math are aligned to the instructional, safety, and cultural responsibilities as they collaborate with administration regarding the overall systems within the school. Responsibilities:

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

Sample partial response for Behavior: The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such Panther P.R.I.D.E. expectations.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the “context” of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation.

The goals of Single School Culture © for CLIMATE include

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

Teachers will be given appropriate training in the development of engaging lessons which will elicit student motivation to assigned tasks. Lesson plans will be posted in the classroom for administrative

review. Teachers will be trained in the Social and Emotional Development Program initiated PreK-5. Ongoing monthly training sessions through the campus discipline P.R.I.D.E. will review and analyze data and provide additional strategies to address ongoing issues. Administrative conferences for student expectation will be provided the first month of school. A campus coordinator for Safe Schools will be identified and trained. Staff will receive training with regards to building relationships with all students. Scheduled monthly celebrations for staff and students will occur specifically targeting a campus goal. Classroom norms will be developed and posted within each hallway as a visual of our norms. A weekly schedule of administrative classroom observations and walk-throughs will be documented through conference notes.

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations. Our universal guidelines are based on our P.R.I.D.E. acronym which all students and teachers are well versed in. SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 3:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. School-wide recognition system is in place.

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.

A campus wide program will be initiated this year, intentionally addressing the Social & Emotional development of our students PreK-5. Teachers will spend the first 15 minutes of the day building relationships with their students. Teachers will design interactive activities to meet the Social and Emotional needs of their class.

The nurse reviews all enrollment documentation and conferences with parents regarding any or all medical concerns notated. The nurse implements yearly screening tests to identify positive or negative results. Staff have direct access to the nurse to communicate any concerns they have observed. The nurse meets with individual students per medical need. The nurse goes above and beyond by providing a health club. Students are given the opportunity to participate in a physical activity and review of the lunch menu in an attempt to improve their personal health.

We have an operational school based team that meets weekly to discuss students with barriers to academic and social success; Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students; Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The administrator will be notified if a student is absent 5 days or more. A conference with the student will occur. If the behavior continues, a conference with the parent and documentation will be implemented.

Administrative conference will occur with all students to review the behavioral and academic

expectations. A copy of the campus academic and behavioral expectations will go home and will be signed by parents for acknowledgement of the rules. Classroom visitations will occur for students struggling with teacher or student relationships or academic challenges. Counselors/RTI intervention teams will support student related issues. Monitoring process to provide incentives for compliance will be developed. (School Store/Activities) Every grading cycle the counselors will provide a failure report to administrators. Teacher conferences will be scheduled and documented for review of appropriate interventions and monitoring of student progress. Staff support will be provided by campus leadership teams. PDD will be made available to increase professional skills of all staff. Campus strength will be aligned to student need.

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	32	37	27	32	25	24	0	0	0	0	0	0	0	177
One or more suspensions	3	3	4	14	5	32	0	0	0	0	0	0	0	61
Course failure in ELA or Math	64	87	82	113	72	83	0	0	0	0	0	0	0	501
Level 1 on statewide assessment	0	0	0	78	55	81	0	0	0	0	0	0	0	214
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	18	27	19	86	57	81	0	0	0	0	0	0	0	288

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

Use EDW data to target specific areas of instructional deficit and develop strategies to remediate for all students in need. Notate the academic history of targeted students over a 3 year period if possible. (CUM Folder Review) Identify if the deficit area is a curriculum, staffing, resource issue, or systems issue. Identify the data being used to determine the rationale for failure. Design an assessment that is incremental in rigor and complexity as it aligns to the deficit area of concerns. Provide differentiated instruction as the activities are designed. Develop a daily monitoring tool that informs the teacher of student progress, specifically targeting ELL population. Periodically assess in the format students will be assessed by Florida State Standards. Revise plans when needed. Use the campus instructional strength to align with staff and student need.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Will have a 50% increase in parent involvement in our content area workshops and campus programs. Monthly PTA board and general meetings will be scheduled. Staff and students will present academic focus for parent. Incentive and student recognition programs will be scheduled on the yearly calendar to increase student motivation and academic achievement. A parent center, housed within the campus will be provided for parent trainings and a sense of belonging within the campus. Parent surveys will be implemented a minimum of twice per year to assess the effectiveness of designed programs and trainings for parents. PTA organization will be effective and inclusive, providing opportunities for diversity of input and program offerings.

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.

The school has completed a Parental Involvement Plan (PIP), which is available at the school site. Our goal is to increase parental involvement throughout the year as evidence of sign-in sheets. Parent survey will be implemented to provide feedback to the campus as it relates to the quality of education provided for our community. We will evaluate and accommodate when appropriate to create a Win-Win environment where all stakeholders have voice and are empowered to create a school climate and culture that is conducive to learning.

Develop a strong cohesive PTA board. Increase community involvement. Develop a volunteer program that is inclusive of parents and the community. 2018: Christ Fellowship Partnership, Latino's in Action, Bridges, business partners. Implement a monthly communication system, requesting parent involvement. Showcase student work and leadership within the campus and programs. Develop a survey requesting parental feedback. Implement campus programs or strategies to reflect parent feedback. Provide a strong academic program that celebrates the academic achievement of students. The campus will implement a career day, inviting local business to partner with the school and provide job and career interests to students. Students are the best PR for a campus!

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Farinas, Annerys	Teacher, Adult
Kline, Andrew	Assistant Principal
Silva, Patrica	Instructional Coach
Bradley, Juliana	Instructional Coach
Orocofsky, Cynthia	Instructional Coach
Fiaschetti, Mary	Instructional Coach
Pegram, Latoya	Attendance/Social Work
Perez, Carolina	Other

b. Duties

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

The School-based RTi Leadership team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, School Psychologist, Classroom Teacher, Reading/Math/ Science Coaches, SAI Teacher, Guidance Counselors & Learning Team Facilitator. The Principal provides a common vision for the use of data-based decision-making to ensure a sound effective academic program is in place.

*The SAI Teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. The SAI Teacher: Primary & Intermediate provides information about core instruction, participates in student data collection, delivers Tier 3 instruction/intervention, collaborates with other staff to implement Tier 2 & Tier 1 interventions, and integrates materials/instruction with Tier 1-3 activities.

*Classroom Teachers: Participate in student data collection, integrate core instructional activities/ materials into Tier 1-3 instruction, and collaborates with other teachers through such activities as co-teaching.

*ESE & ELL Contacts: Full Inclusion Model for 1018 SY. Staff participate in student data collection, integrate Core instructional activities/materials into Tier 2-3 instruction, and collaborates with general education teachers through such activities as co-teaching/PLC's.

*Instructional Coaches Reading/Math: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist 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; modeling of effect best practices, and provides support for assessment and implementation of monitoring.

*SSCC: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning, best practices, modeling of instruction, monitoring of instructional plans, designing tutorial curriculum, collaborating with administration, supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Monitors the PLC process and provides feedback.

*School Psychologist, Social Worker, & Guidance Staff: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

*Principal & Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTi, conducts assessment of Rti skills of school staff, endures implementation of intervention support and documentation, ensures adequate professional development to support Rti implementation, and communicate with parents regarding school-based Rti plans and activities, monitors remediation plans and conducts data chats regarding student progress. Primary role is an instructional leader, while maintaining the total operation of the campus.

Staff Mentors: Self initiated and appointed mentors to support staff in need throughout the year with organization, instructional, and professional areas of concerns.

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 leadership team focus their meetings around the following: Unpacking the standard, design scales, activities, and assessments correlated to the level of rigor in the standard, target small groups based on assessment data, monitor the effectiveness of the plan.

The leadership team meets every Monday to review data, identify the classrooms to observe, and to design PLC's and PD agenda.

The school-based Rti leadership team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rti Leadership Team. Student work samples and teacher varied interventions must be presented to the SBT for review prior to students being referred unless prior assessment documentation indicates a need.

The SBT will use the Problem solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and or behavioral support(supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity and monitor the progress every three weeks. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, SAI teacher, Guidance Counselor)and report back on all data collected for further discussion at future meetings.

Problem Solving Model:

The four steps of the Problem Solving Model are as follows:

Problem identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. All interventions are correlated to the identified deficit of concern. These interventions are then implemented.

Evaluating is also termed Response-to Intervention. In this step, the effectiveness of a student's or group of student's response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all student achieving benchmarks regardless of their status in general or special education.

In order to organize RTI efforts with other school teams, all SAI teachers have access to the RTI website and EDW. If a student who is going through the Rti process transfers, the sending school

places all RTI documentation in the pony to ensure continuation of the RTI services. SAI teachers also meet monthly and can discuss specific cases in the training sessions; the sending school can update the receiving school on progress monitoring, CBM probes, and any other academic or behavioral concerns. Rti facilitators also communicate via email utilizing student numbers only; this is another way to request the sending school forward all RTI documentation for fidelity purposes.

Services are provided to ensure students requiring remediation are assisted through after-school programs. The district coordinates with Title II & Title III in ensuring staff development needs are provided.

Administration will establish plans and resources to include parent involvement and support by the following:

- Provide assistance to families and staff in development and annual review of the Family Involvement Policy/Plan and compact.
- Collaborate with staff and families to convene an annual meeting.
- Collaborate with classroom teachers to provide communication with parents through a variety of means including telephone, notes, newsletters e-mails, home visits, etc.
- Assist in organizing and marketing family involvement activities
- Apply for grants and recruit volunteers from community and businesses
- Participate in training, meetings, and activities offered by Federal & State Grant Department
- Make home visits and contact families by telephone or in person to encourage family involvement in school activities
- Serve on the SAC or other governing bodies to ensure that families are involved as full partners in the decisions, practices, and strategies of the SIP
- Document all family involvement activities for audit purposes (i.e. notices, agendas, sign-in rosters, travel logs)

Reading Coach and Math Coach teacher will be purchased to provide crucial coaching practices for teachers and as well as critical hands-on best practices for out students (Resource).

School will provide professional development for out parents. School will:

1. Implement Professional Development Day "Parent University" targeting the content area of Math, Reading, and Science.
2. Implement Parent Open Campus Visitation Days: "Muffins for Moms & "Donuts for Dads" open class visitation, encouraging parents to take part in the instructional activities with teachers and students.
3. Monthly PTA General Meetings allowing students to showcase their learning in an open forum, providing another opportunity for parents to comprehend the Florida Standards.

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated through the parent liaison. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Guidance Counselors and Social Worker provide resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a

free and appropriate education.

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students.

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

We use Schoolwide Positive Behavior Support to improve our student behavior and to reinforce the behaviors of our students. The acronym PRIDE is posted in our classrooms and around the school campus. The P means Be Positive, the R means Be Respectful, the I means Be Independent, the D means Be Dependable, and the E means Always Excel.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dawn Lewis	Principal
Mary Fiaschetti	Teacher
Michelle Cox	Business/Community
Sharon Vanscoy	Business/Community
Jessy Gallegos	Parent
	Student
Annerys Farinas	Teacher
Olga Perez	Education Support Employee
	Student
Monica Palacios	Parent
Mayely Celis	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Activities for 2015-2017

SAC met 6 times throughout the year to periodically review progress monitoring with the team and to oversee campus programs. This was an intentional design to include parents into the campus budgeting process and the use of the funds. The administrator shared Title#1, SIP, and academic progress to the committee members.

Targeted goals were reviewed related to the structured monitoring system needed to address and remediate student deficiencies and to be more inclusive with regards to parent/community participation with campus programs.

b. Development of this school improvement plan

Input from SAC is a crucial part of our finalization process. As a school, we bring the SIP to SAC and they help with brainstorming and generating ideas and suggestions for all areas of the SIP. Our first meeting for this school year will be August 23, 2017. Newsletters and parent call outs will be implemented a week prior to the scheduled event to increase parent and community involvement.

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

The budget will align to the campus needs.

ELA Total: 30%

MATH: Total 46%

SC: Total 29%

Grade Reading Proficiency Reading Gains Lowest 25% Reading

3 27% 62% 62%

4 30% 28% 37%

5 42% 41% 59%

Math Proficiency Math Gains Lowest 25% Math

3 51% 86% 86%

4 60% 62% 56%

5 36% 40% 37%

Science Proficiency

5 29%

General Operating \$5,384, 180.

Title #1 \$360,433.04 (First Allocation)

Title #1 \$92,9,278.56 (Second Allocation)

Title Operational \$ 371,950.08 21st Century Grant (5 year plan)

(Leadership team & SAC will align funds to programs/strategies reflected in SIP)

Primary Literacy

Tutoring

Staff Development

Materials/General Supplies

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

School Improvement Funds will be used on educational programs, implementation of Common Core, and ESE & ELL support. After school tutorials, software support for targeted students, PD for staff aligned to instructional needs. (Balanced Literacy/Writing Through the Content/Math Aligned to Standards/Science :Labs/Vocabulary)Reading Proficiency

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
Farinas, Annerys	Principal
Bradley, Juliana	Instructional Coach Other
Kline, Andrew	Assistant Principal
Rinaldi, Lori	Teacher, ESE
Fiaschetti, Mary	Instructional Coach

b. Duties

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

Palm Beach County Literacy Roll -out and incorporating the Florida State Standards.
 PD offered throughout the school year, including a monthly monitoring system to ensure a balanced program being implemented K-5.
 Primary PD: Foundations
 Grades 3-5: Standards Based Instruction (iReady)
 Full Inclusion ESE & ESOL: ESOL Strategies embedded in lesson designs to increase oral language proficiencies.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Increase effective communication throughout the campus by developing a system that informs staff of expectations and tasks to meet SIP. Provide monthly incentives and celebrations to recognize staff accomplishments. (Teacher of the Month/Specific Prizes/Class Visitations/Respect/Campus Norms/Lead with Integrity and Honesty/Monthly Staff Chat Sessions)

Establish a calendar for PLC's and Common Planning, inclusive of the norms and expectations for campus consistency. Agendas and sign-in documentation submitted to the principal monthly.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. (Strategic Initiative #1: Pillars of Effective Instruction)

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

1. Utilization of Colleges and Universities Internship programs
2. Sharing staffing needs with HR as it correlates to applicant instructional preparedness, and job fair competitive needs.
3. Education Support Program which is designed to coach and mentor new teachers.
4. Calendar of monthly recognition and celebration of staff achievements.
5. Implemented a communication system where teachers have a voice and needs are addressed within 3 working days.
6. Developing highly qualified teachers through meaningful professional trainings.
7. Implementing a system where modeling of best practices is reinforced.
8. Creating leadership opportunities through clubs, PD, new programs or initiatives.

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

ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Our beginning teachers are paired with a mentor as well as a buddy. Together as a team, our beginning teachers are coached through this year long process, gaining experience in demonstrating critical proficiencies necessary to be an effective teacher. In addition, each new teacher receives extensive professional development in Balanced Literacy from our Reading Coach SSCC facilitator.

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.

Beginning of the year PDD providing resource to staff. Training with regards to the rigor and complexity added to this year's academic/instructional focus. PLC's/Common Planning expectations and process provided to all staff. RTI and SAI guidelines reviewed with staff through PLC's. Weekly monitoring log analyzing student response to intervention provided to staff. Small group instructional process and targeted growth, 10% increase per 6 weeks reviewed. Team planning with campus leadership weekly during PLC's, Common Planning or Data Chat Sessions. Assessments designed, aligned to the standards/rigor/complexity, activities then correlated, differentiation embedded, focus for targeted students (knowing your who), monitoring system designed (daily/formative/informative assessments, and documentation system of student progress.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

A campus schedule developed for leadership instructional design meetings. (All documentation provided to administrator) District-wide instructional support provided monthly. PDD provided throughout the year. Administrative observations/walk-throughs providing feedback. Administrative assessment conferences/Data Chats will be implemented for staff failing 10% or more students every grading cycle or inability to show growth on individual student targets per 6 weeks..

2017-2018 Administrative Focus: 4 Questions to address during PLC"s:

What are you teaching? (Standard/Instructional Block to Support)

How are you teaching the Standard? (Behaviors/Researched Strategies/ESOL Strategies Embedded)

How do you know the students are successful? (Evidence)

Evidence of diverse instruction correlated to the data and small groups designed. (Who has been identified? What data is being used to determine the need for these designs?)

Assessment Review: What process are you using to monitor the effectiveness of the small group work?

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.

During the PLC process, staff will design lessons for three targeted groups; approaching, intervention, and extension. A monitoring form with all assessment data will be reviewed monthly to analyze discrepancies or instructional weaknesses in the teaching or lesson design. Student work samples will be presented every 4 weeks to assess student proficiency towards the standard and appropriate level of rigor.

PLC/Common Planning Process: Standards Unpacked/Activities, Assessments, Scales Designed/ Small Groups Targeted/Plans Monitored & Adjusted

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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: Extended School Day

Minutes added to school year: 5,400

Students PreK- fifth grade are selected to attend Extended Day Instruction to support the Reading Strategic Goal. Tutorial programs will also be offered for students in grades 2nd-5th in the area of Reading, Math, and Science to support FSA standards.

Strategy Rationale

Extended Instructional Practice over hard to teach standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Orocofsky, Cynthia, cynthia.orochofsky@palmbeachschools.org

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

Unit Assessments, IReady Diagnostics/Standards Mastery/Winter Diagnostic Test are used to determine the weaknesses of each grade level for reading, math, and fifth grade science. Once the weaknesses are identified, the Tutorial Directors develop lesson plans for teachers to implement in the program. FSA scores are used to determine the effectiveness of this strategy as well as teacher observations.

Strategy: Extended School Day

Minutes added to school year: 5,370

Extended Day: Additional hour of Reading instruction for all core classes. Double down instructional model for ELA in grades 3-5.

Strategy Rationale

Provide additional instructional learning time for all grade levels , instructing to the rigor of the standard.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lewis, Dawn, dawn.lewis@palmbeachschools.org

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

Student Evidence on Pre-Post Assessments, both Formal & Informal. (RRR/Diagnostics)

Strategy: Extended School Day

Minutes added to school year:

Provide scheduling opportunities for VPK to practice pre readiness skills in such a way that mimics the instructional block and practice of kindergarten routines

Strategy Rationale

Build the academic foundational skills to reduce the instructional gap in kindergarten.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bradley, Julianna, julianna.bradley@palmbeachschools.org

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

PLC planning and instructional designs that address the foundational skills of VPK as it supports the kindergarten readiness expectations.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Pre Screener is implemented for VPK in the Spring (April). After parents are granted a certificate of eligibility, a registration packet is to be completed. Students are assessed and placed in the VPK program per criteria established by the district. All PreK programs are academically based and pre-Kinder readiness skills are targeted throughout the calendar year.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter Kindergarten, Palm Springs Elementary offers a school year Voluntary PreKindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules, and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. As an Parent orientation and distribution of informational flyers provided in April. This process is helpful when identifying potential VPK students for the program.

Kindergarten Round Up is held each year in the Spring (May). Local Day care centers are invited to bring incoming Kindergarten students in to pre-register for school. Packets of information are distributed to the Parents. Kindergarten readiness skills and parenting materials are included in the packets. Classroom visits are a part of the Kindergarten Round up program. PSE implements a staggered start during the first week of school.

Fifth grade parent conferences are held throughout the year to address transitional plans for students

moving to middle school. Counselors from both, middle school and elementary meet with all fifth grade students to review curriculum choice sheets and program offerings.

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.

We implement a career day in May, inviting the community and business partners to come in and share varied job opportunities and career paths for our students.

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

NA

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

NA

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.

Mastery over FSA building a foundation for future learning.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

ELL Female & Male 10% increase in Reading Proficiency
ELL Female & Male 7% Increase in Math Proficiency
Maintain the Black Female & Math Growth (Avg 43%)
SWD Male students increase 7% Reading Proficiency
Decrease Black Male OSS by 5%

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" 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.

Oral Language Deficiencies notated (Providing Full Inclusion Model to Assist)

Cognitive delays create an instructional gap for our SWD students (Full Inclusion Model Needed To Assist)

Students entering in the grade level requiring more than a year's growth. (Intensive Instructional Model Needed)

Intentionally monitor the progress of student populations identified as an instructional focus.

Meet monthly to review or revise targeted goals.

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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1a**

G094961

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	56.0
FSA ELA Achievement - Grade 3	39.0
FSA ELA Achievement	39.0
ELA/Reading Gains	50.0
FSA Mathematics Achievement	49.0

Targeted Barriers to Achieving the Goal **3**

- 50% or greater of our students going into the next grade level require more than a year's growth.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Resource Math 1.0
- Resource Reading 1.0
- Social Service Facilitator
- School Base Team
- Single School Culture Coordinator
- Foundations
- I-Ready for Reading
- Structured instructional reading block/Consistent Across Grade Levels
- Structured PLC
- After school tutorial
- Level Literacy Intervention (LLI)
- Immediate Intensive Intervention (RTI)
- Extended Day Instruction Last Hour of Day for All Programs

Plan to Monitor Progress Toward G1. 8

Admin team will monitor all strategies and action steps to determine positive student growth towards school's academic target/goal (resource teachers, tutorial program, Writing Boot Camp, Foundations, Social Services Facilitator)

Person Responsible

Dawn Lewis

Schedule

On 1/13/2018

Evidence of Completion

Review data reports (assessment data, PM., EDW, diagnostic, RRR, unit assessment, student samples, , FSQs, Standard Mastery, attendance report, discipline and suspension reports, etc).
Action plan will be developed based on data

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1**

G094961

G1.B1 50% or greater of our students going into the next grade level require more than a year's growth. **2**

B255540

G1.B1.S1 Provide personalized learning opportunities to meet the needs of all students. **4**

S270064

Strategy Rationale

If we analyze formative assessment data to determine specific needs of our students then there will be an improvement in student outcomes.

Action Step 1 **5**

Administrator will provide teachers with classroom resources and materials to enhance student engagement that meet the individual needs of students.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Title I Budget report, classroom observation,

Action Step 2 **5**

Full time Resource Math teacher will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%

Person Responsible

Patrica Silva

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes
Small Group Assessment Data Correlated to FSQ/Diagnostics/Unit Assessments/IReady Math

Action Step 3 5

Create tutorial groups identified by IReady/Diagnostic Data

Person Responsible

Juliana Bradley

Schedule

Weekly, from 9/15/2017 to 9/15/2017

Evidence of Completion

Schedule, list of students, tutorial sign-in sheets for teachers and students, Tutorial Lesson Plans, observation notes, Student Pre-Post Assessments

Action Step 4 5

K-1 students will participate in small groups implementing Foundations by teacher

Person Responsible

Juliana Bradley

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes, Teacher Attendance

Action Step 5 5

Tutorials for extended day opportunities to increase student academic success. SSCC will design curriculum for tutorials to increase structure and consistency. [copy]

Person Responsible

Cynthia Orocofsky

Schedule

Weekly, from 9/15/2017 to 5/25/2018

Evidence of Completion

Tutorial Student Sign-In/Student Monthly Assessment Log

Action Step 6 5

Full time Reading Resource will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%

Person Responsible

Mary Fiaschetti

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes

Action Step 7 5

0.5 ESE Resource teacher will provide small group instruction to support targeted deficit skills for identified ESE, Low 25%

Person Responsible

Carolina Perez

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes

Action Step 8 5

Extended Day Reading Instruction for all programs the last hour of the day.

Person Responsible

Juliana Bradley

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Action Step 9 5

Identify students to attend the Saturday Boot Camp based on Writing data.

Person Responsible

Dawn Lewis

Schedule

On 1/13/2018

Evidence of Completion

Schedule, list of students, tutorial sign-in sheets for teachers and students, Tutorial Lesson Plans, observation notes

Action Step 10 5

5th Grade Students will attend Saturday School Boot Camp from 8:00-12:00 for Science.

Person Responsible

Dawn Lewis

Schedule

On 3/24/2018

Evidence of Completion

Student Attendance

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

Monitor the fidelity of the full time math resource teacher, full time reading resource teacher, and 0.5 ESE Resource teachers to meet the needs of targeted students

Person Responsible

Dawn Lewis

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, action plan developed collaboratively as needed

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

Monitor fidelity all tutorial programs to meet the needs of targeted students

Person Responsible

Dawn Lewis

Schedule

Monthly, from 10/28/2016 to 5/25/2018

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers, data chats, action plan developed collaboratively as needed

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

Monitor implementation of Foundations programs in grades K-1

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

IObservation: Walkthroughs/Formal & Informal Observations

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

Monitor implementation of classroom resources and materials to enhance student engagement that meet the individual needs of students.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

IObservation: Walkthroughs/Formal & Informal Observations

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

Admin will monitor the effectiveness of implementation of the full time resource teacher, full time reading resource teacher, and 0.5 ESE Resource teachers as it aligns to specific targeted students under their supervision.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Student Growth Targets: (RRR, iii, Diagsnotic, iReady reports, FSQs, Standards Mastery, etc.), and observations.

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

Admin will monitor the effectiveness the implementation of all tutorial programs to meet the needs of targeted students

Person Responsible

Dawn Lewis

Schedule

Monthly, from 10/27/2017 to 4/27/2018

Evidence of Completion

Student Growth: (RRR, iii, Diagsnotic, iReady reports, FSQs, Standards Mastery), and observations.

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

Admin will monitor the effectiveness of the implementation of Foundations programs in grades K-1

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

RRR/iReady Student Growth

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

Admin will monitor the effectiveness of classroom resources and materials to enhance student engagement that meet the individual needs of students.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC, correlation to class activities, student exit tickets, rigor to the standard as designed in PLC.

G1.B1.S2 Provide supports to students and staff to ensure we meet the emotional and behavioral needs of our students **4**

 S270065

Strategy Rationale

Increase student in class attendance and continuity of instruction.

Action Step 1 **5**

Social Services Facilitator will monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)

Person Responsible

Andrew Kline

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Schedule or log, work product, Decrease in student discipline referrals

Action Step 2 **5**

Social Services Facilitator will facilitate the P.R.I.D.E. monthly meetings providing PD in Social & Emotional development of our students and analyzing the discipline data to implement intervention plans.

Person Responsible

Andrew Kline

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-in logs, Decrease Discipline, Increase Student Attendance

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

Admin will monitor the fidelity of Social Services Facilitator to monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)

Person Responsible

Andrew Kline

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Admin meeting agenda, sign-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, action plan developed collaboratively,

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

Admin will monitor the effectiveness of the Social Services Facilitator to monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2017 to 6/1/2018









Evidence of Completion

Admin meeting agenda, sing-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, will review student contact/Discipline Data, review of discipline referrals and attendance reports and develop and action plan to make adjustments to implementation as needed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 A361246	Create tutorial groups identified by IReady/Diagnostic Data	Bradley, Juliana	9/15/2017	Schedule, list of students, tutorial sign-in sheets for teachers and students, Tutorial Lesson Plans, observation notes, Student Pre-Post Assessments	9/15/2017 weekly
G1.MA1 M385940	Admin team will monitor all strategies and action steps to determine positive student growth...	Lewis, Dawn	1/13/2018	Review data reports (assessment data, PM., EDW, diagnostic, RRR, unit assessment, student samples, , FSQs, Standard Mastery, attendance report, discipline and suspension reports, etc). Action plan will be developed based on data	1/13/2018 one-time
G1.B1.S1.A9 A361252	Identify students to attend the Saturday Boot Camp based on Writing data.	Lewis, Dawn	1/13/2018	Schedule, list of students, tutorial sign-in sheets for teachers and students, Tutorial Lesson Plans, observation notes	1/13/2018 one-time
G1.B1.S1.A10 A361253	5th Grade Students will attend Saturday School Boot Camp from 8:00-12:00 for Science.	Lewis, Dawn	3/24/2018	Student Attendance	3/24/2018 one-time
G1.B1.S1.MA6 M385927	Admin will monitor the effectiveness the implementation of all tutorial programs to meet the needs...	Lewis, Dawn	10/27/2017	Student Growth: (RRR, iii, Diagsnotic, iReady reports, FSQs, Standards Mastery), and observations.	4/27/2018 monthly
G1.B1.S1.MA3 M385931	Monitor fidelity all tutorial programs to meet the needs of targeted students	Lewis, Dawn	10/28/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers, data chats, action plan developed collaboratively as needed	5/25/2018 monthly
G1.B1.S1.A5 A361248	Tutorials for extended day opportunities to increase student academic success. SSCC will design...	Orocofsky, Cynthia	9/15/2017	Tutorial Student Sign-In/Student Monthly Assessment Log	5/25/2018 weekly
G1.B1.S1.MA1 M385926	Admin will monitor the effectiveness of implementation of the full time resource teacher, full time...	Lewis, Dawn	9/15/2017	Student Growth Targets: (RRR, iii, Diagsnotic, iReady reports, FSQs, Standards Mastery, etc.), and observations.	6/1/2018 monthly
G1.B1.S1.MA7 M385928	Admin will monitor the effectiveness of the implementation of Foundations programs in grades K-1	Lewis, Dawn	8/21/2017	RRR/iReady Student Growth	6/1/2018 monthly
G1.B1.S1.MA8 M385929	Admin will monitor the effectiveness of classroom resources and materials to enhance student...	Lewis, Dawn	8/21/2017	PLC, correlation to class activities, student exit tickets, rigor to the standard as designed in PLC.	6/1/2018 monthly
G1.B1.S1.MA1 M385930	Monitor the fidelity of the full time math resource teacher, full time reading resource teacher,...	Lewis, Dawn	8/21/2017	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, action plan developed collaboratively as needed	6/1/2018 weekly
G1.B1.S1.MA4 M385932	Monitor implementation of Foundations programs in grades K-1	Lewis, Dawn	8/21/2017	IObservation: Walkthroughs/Formal & Informal Observations	6/1/2018 monthly
G1.B1.S1.MA5 M385933	Monitor implementation of classroom resources and materials to enhance student engagement that meet...	Lewis, Dawn	8/21/2017	IObservation: Walkthroughs/Formal & Informal Observations	6/1/2018 monthly
G1.B1.S1.A1 A361244	Administrator will provide teachers with classroom resources and materials to enhance student...	Lewis, Dawn	8/14/2017	Title I Budget report, classroom observation,	6/1/2018 monthly
G1.B1.S1.A2 A361245	Full time Resource Math teacher will provide small group instruction to support targeted deficit...	Silva, Patrica	8/21/2017	Schedule, list of students, sample lesson plans, work product, classroom observation notes Small Group Assessment Data Correlated to FSQ/ Diagnostics/Unit Assessments/iReady Math	6/1/2018 weekly

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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
G1.B1.S1.A4  A361247	K-1 students will participate in small groups implementing Foundations by teacher	Bradley, Juliana	8/21/2017	Schedule, list of students, sample lesson plans, work product, classroom observation notes, Teacher Attendance	6/1/2018 quarterly
G1.B1.S1.A6  A361249	Full time Reading Resource will provide small group instruction to support targeted deficit skills...	Fiaschetti, Mary	8/21/2017	Schedule, list of students, sample lesson plans, work product, classroom observation notes	6/1/2018 daily
G1.B1.S1.A7  A361250	0.5 ESE Resource teacher will provide small group instruction to support targeted deficit skills...	Perez, Carolina	8/21/2017	Schedule, list of students, sample lesson plans, work product, classroom observation notes	6/1/2018 daily
G1.B1.S1.A8  A361251	Extended Day Reading Instruction for all programs the last hour of the day.	Bradley, Juliana	8/14/2017		6/1/2018 daily
G1.B1.S2.MA1  M385934	Admin will monitor the effectiveness of the Social Services Facilitator to monitor student needs...	Lewis, Dawn	8/21/2017	Admin meeting agenda, sign-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, will review student contact/Discipline Data, review of discipline referrals and attendance reports and develop and action plan to make adjustments to implementation as needed.	6/1/2018 monthly
G1.B1.S2.MA1  M385935	Admin will monitor the fidelity of Social Services Facilitator to monitor student needs and assist...	Kline, Andrew	8/21/2017	Admin meeting agenda, sign-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, action plan developed collaboratively,	6/1/2018 monthly
G1.B1.S2.A1  A361254	Social Services Facilitator will monitor student needs and assist with appropriate intervention as...	Kline, Andrew	8/21/2017	Schedule or log, work product, Decrease in student discipline referrals	6/1/2018 daily
G1.B1.S2.A2  A361255	Social Services Facilitator will facilitate the P.R.I.D.E. monthly meetings providing PD in Social...	Kline, Andrew	8/21/2017	Agendas, Sign-in logs, Decrease Discipline, Increase Student Attendance	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 50% or greater of our students going into the next grade level require more than a year's growth.

G1.B1.S1 Provide personalized learning opportunities to meet the needs of all students.

PD Opportunity 1

K-1 students will participate in small groups implementing Foundations by teacher

Facilitator

Foundations Trainer

Participants

K-1 Staff

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

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	Administrator will provide teachers with classroom resources and materials to enhance student engagement that meet the individual needs of students.	\$0.00
2	G1.B1.S1.A10	5th Grade Students will attend Saturday School Boot Camp from 8:00-12:00 for Science.	\$0.00
3	G1.B1.S1.A2	Full time Resource Math teacher will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%	\$0.00
4	G1.B1.S1.A3	Create tutorial groups identified by IReady/Diagnostic Data	\$0.00
5	G1.B1.S1.A4	K-1 students will participate in small groups implementing Foundations by teacher	\$0.00
6	G1.B1.S1.A5	Tutorials for extended day opportunities to increase student academic success. SSCC will design curriculum for tutorials to increase structure and consistency. [copy]	\$0.00
7	G1.B1.S1.A6	Full time Reading Resource will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%	\$0.00
8	G1.B1.S1.A7	0.5 ESE Resource teacher will provide small group instruction to support targeted deficit skills for identified ESE, Low 25%	\$0.00
9	G1.B1.S1.A8	Extended Day Reading Instruction for all programs the last hour of the day.	\$0.00
10	G1.B1.S1.A9	Identify students to attend the Saturday Boot Camp based on Writing data.	\$0.00
11	G1.B1.S2.A1	Social Services Facilitator will monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)	\$0.00
12	G1.B1.S2.A2	Social Services Facilitator will facilitate the P.R.I.D.E. monthly meetings providing PD in Social & Emotional development of our students and analyzing the discipline data to implement intervention plans.	\$0.00
Total:			\$0.00