Palm Springs North Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

*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 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.

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 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 North 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.

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 rigor, technology and real world problem-solving. In order to create this student-centered learning environment, all stakeholders must continuously collaborate to meet the needs of all students. 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 (P.S.N.) believes that all students can become life-long and participatory members in a global society. P.S.N. enriches the student body through the provision of outstanding educational experiences. 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 meet the students' individual needs. Through the use of Class Dojo, an online communication tool, teachers are able to communicate effectively with parents.

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 faculty and staff creates a safe learning environment by setting expectations for all students. The school counselor meets with students, both individually and in groups, and provides an environment that respects the whole child and their individual needs. The school counselor also conducts monthly assemblies by grade level to educate students on different topics. These topics include but are not limited to, the district monthly Values Matter initiatives, bullying, and Social Media Safety Tips. P.S.N. also partners with the Miami-Dade Police Department to provide students with safety presentations by grade level. Our school's community program provides students with diverse classes and programs that allow students to participate in a safe environment.

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 school-wide behavioral management plan implemented by all teachers that can be adapted to all students and their individual needs. With the implementation of this well-established disciplinary plan and academic programs, P.S.N. is able to provide equitable and challenging learning experiences that foster good discipline and ensure that all

students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. At P.S.N., discipline is monitored and adjusted systematically through this school-wide system in response to teacher data. Through the use of Class Dojo, an online behavioral management tool, teachers are able to monitor student behavior and communicate effectively with parents in a way that minimizes class interruptions. Teachers also minimize distractions by engaging students in their learning through instructional strategies and the use of differentiated instruction effectively. The school counselor also offers a counseling session for students referred by teachers to provide strategies that will improve class behavior. The principal and assistant principals conduct frequent walk-throughs of P.S.N. classrooms providing understanding into teachers' disciplinary practices and student learning. Formal teacher observations done by the principal and assistant principals hold teachers accountable for their implementation of effective discipline strategies. Teachers utilize class expectations and behavior strategies in the classroom prior to relying on disciplinary actions.

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.

Our school counselor provides counseling sessions based on students' individual needs. The counseling sessions are implemented individually or in groups on topics such as conflict resolution, problem-solving skills, test-taking strategies, divorce, grief, and anxiety. The counselor also provides classroom guidance lessons on relevant topics to meet the students' social-emotional needs and college and career readiness.

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.

Our school's Early Warning System includes the following indicators: attendance below 90 percent, 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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	7	5	3	9	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	5	13	19	25	35	0	0	0	0	0	0	0	97

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	13	3	20	32	0	0	0	0	0	0	0	71

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

Intervention strategies employed by the school include the implementation of a tutoring program that focuses on the students' individual needs in the targeted subject area and standards. The i-Ready teacher toolbox is the program implemented and used by teachers for the English Language Arts (ELA) and Math tutoring program. Interventionists have been hired to conduct reading interventions daily using Wonder Works as the intervention tool with all at-risk Florida Standards Assessment (FSA) level 1 students. 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 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?
No

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

2. Description

We understand that parent engagement is directly associated to student achievement. Our school promotes parental involvement by offering parent meetings before and after school to provide information about course curriculum, assessment data, and school activities.
Parental involvement is also encouraged through various school functions such as Grandparent's Day, Donuts with Dad, and the Fathers in Education Day. These activities provide opportunities for the participation of positive male role models in the lives of the students where they visit our school and engage in various relationship-strengthening activities with the students.
Our community school also provides opportunities for parents and families to get involved in various activities such as family night once a month.

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 our local community by opening the building for meetings and activities conducted by the Boys Scouts troops and local government agencies. Community partnership activities include Movie Night which takes place once a year.

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
Ravelo, Christina	Principal
Gonzalez, Emma	Assistant Principal
Molliner, Eduardo	Assistant Principal
Pena, Llennery	Assistant Principal
Gasbarro, Amanda	School Counselor
Perez, Odalys	Instructional Media

b. Duties

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

The Palm Springs North Elementary Leadership Team works collaboratively with Reading/Language Arts, Mathematics, Science, and Grade Level/Department Chairpersons/Representatives. Collaboration is achieved during common planning through a process of problem-solving as issues and concerns arise through an on-going, systematic examination of available data.

Therefore, the Leadership Team will:
• Ensure commitment and allocate resources
• Share the common goal of improving instruction for all students
• Work to build staff support, internal cooperation, 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.

Our school leadership team uses the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The methodology for this process includes the following:

1. Monitor academic and behavior data evaluating progress by ensuring the following:
• Curriculum that is based on state standards is being implemented in the classroom and in small groups with fidelity.
• Common assessments, such as topic and unit assessments as well as the i-Ready Diagnostic Assessments are analyzed and used to drive instruction/interventions.
• Utilizing the RtI process and monitoring progress of interventions.
• High achieving students receive enrichment opportunities during differentiated instruction.

2. Gather and analyze data through a teacher survey to determine professional development needs for faculty.

3. Hold regular common planning 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 through weekly administrative walkthroughs.

6. Provide clear indicators of student needs and student progress through teacher data chats to assist in examining the validity and effectiveness of program delivery.

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
Oscar Amuz	Parent
Jennifer Marichal	Parent
Jean Beltran	Business/Community
Ricardo Fong	Parent
Alton Rogers	Business/Community
Jessica Dyett	Parent
Yanelis Tarrago	Teacher
Claudia Vergara	Teacher
Glen Testa	Parent
Lissette Alonso	Parent
Sylvia Garcia	Parent
Bridget Pages	Parent
Claudia Gonzalez	Parent
Anthony Rodriguez	Student
Kaylah Estremera	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Palm Springs North Elementary School (P.S.N.) Educational Excellence School Advisory Council (EESAC) works 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.

b. Development of this school improvement plan

The P.S.N. Educational Excellence School Advisory Council (EESAC) analyzes school performance data to assist in the development, continuous review, and revision of the the School Improvement Plan throughout the 2017-2018 school year. The EESAC also determines practices that were successful and collaborates to implement new strategies based on current school data.

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

The School Advisory Council meets as needed to assist in the preparation of the school's annual budget and 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.

$2,999 of school improvement funds were allocated towards student incentives and supplemental educational enhancement materials.

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
Falero, Natalie	Teacher, K-12
Home, Tania	Teacher, K-12
Luis, Ana	Teacher, K-12
Lopez, Julet	Teacher, K-12
Garcia, Yolaine	Teacher, K-12
Lougedo, Lorena	Teacher, K-12
Perez, Odalys	Instructional Media

b. Duties

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

The Literacy Leadership Team's major responsibilities for the 2017-2018 school year is to provide teachers with support in the analysis of assessment results, such as the i-Ready Diagnostic Assessment. Teachers are given support to drive and redirect instruction to better serve students' weaknesses. Support is also provided to develop a better understanding of the Florida Standards through the use of differentiated instruction in Reading/Language Arts.

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.

In order to promote positive working relationships amongst teachers, we allocate adequate common planning time within the master schedule 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.

Placement of interns from community universities is an effective strategy our school implemented to recruit teachers. We also offer opportunities for field experience students that require hours in the classroom setting to visit our school and learn from our teachers. Our school develops and retains highly-qualified teachers by offering onsite professional development (PD) based on teachers' input and professional growth needs. These PD activities are also accessible to teachers from other schools.

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

The school pairs beginning teachers with experienced teachers/mentors that yield a high level of student achievement, use effective collaborative planning, and modeling. New to the profession teachers participate in the district Mentoring and Induction for New Teachers Program (MINT).

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.

To ensure that core instructional programs and materials are aligned to Florida Standards, administrators conduct weekly classroom walkthroughs and visit teachers during common planning time to discuss curriculum and instruction strategies. 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, such as i-Ready, 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 (D.I.) is implemented with fidelity according to individual student needs. Teachers use the i-Ready Diagnostic Assessment data to identify the students' strengths and weaknesses by domain. On-going classroom assessments also 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 through differentiated instruction. Teachers monitor students' progress in classroom assessments through the use of a data tracker that students keep in their D.I. folders.

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 participate in the Title III Grant, which offers students the opportunity to receive free after-school Instruction in reading. Classes will be held on-campus, before and after school two hours weekly for a total of 1,320 additional minutes.

Strategy Rationale

A total of 61% of the ELL population in grades 2nd-3rd scored below the 50th percentile on the 2016-2017 SAT-10. 81% of the ELL population in grades 4th-5th scored below proficient on the 2016-2017 English Language Arts (ELA) Florida Standards Assessment (FSA). The rationale used to target the ELL Sub-Group (Grade 2nd-5th) was based on the 2016-2017 SAT-10 and ELA FSA 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 2017-2018 Reading i-Ready Diagnostic Assessment results. Students' weaknesses and strengths will be analyzed and reviewed during teacher data chats.

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, § 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.

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, a school-wide Meet and Greet event is scheduled to welcome our parents to the new school year.

To assist fifth grade students in the transition from elementary to middle school, our school welcomes neighboring middle schools to visit and share the various programs provided at their school. Students are also given the opportunity to visit the Feeder Middle Schools to learn of programs and course 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 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.

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.   If core instruction is improved across all content areas, then student achievement will increase.

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 core instruction is improved across all content areas, then student achievement will increase. `1a`

🔑 G096856

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - White	
AMO Reading - SWD	
AMO Math - White	
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 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, iReady, MyOnReader, FSA Portal, Easy CBM, WonderWorks, Triumph Learning Coach Practice Test Books 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, 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

The administrator will analyze the i-Ready Diagnostic Assessment Results and Classroom Assessments Data.

Person Responsible
Christina Ravelo

Schedule
Triannually, from 8/28/2017 to 6/7/2018

Evidence of Completion
Administrative walkthroughs, i-Ready Diagnostic Assessment results, formative assessments

Plan to Monitor Progress Toward G1. 8

The administrator will analyze the i-Ready Diagnostic Assessment Results and Classroom Assessments Data.

Person Responsible
Llennery Pena

Schedule
Triannually, from 8/28/2017 to 6/7/2018

Evidence of Completion
Administrative walkthroughs, i-Ready Diagnostic Assessment results, Math and Science Common Planning, formative assessments

Plan to Monitor Progress Toward G1. 8

The administrator will analyze the i-Ready Diagnostic Assessment Results and Classroom Assessments Data.

Person Responsible
Emma Gonzalez

Schedule
Triannually, from 8/28/2017 to 6/7/2018

Evidence of Completion
Administrative walkthroughs, i-Ready Diagnostic Assessment results, Reading Common Planning and 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. If core instruction is improved across all content areas, then student achievement will increase. 1

🔑 G096856

G1.B1 Limited integration of effective technology-enhanced learning in all content areas. 2

🔑 B260555

G1.B1.S1 Implement technology-enhanced learning across all content areas as an instructional framework to support students in content, skills, and strategy acquisition that will allow all students to acquire higher-order thinking skills and problem solving techniques at each student's individual level. 4

🔑 S275945

> **Strategy Rationale**
>
> Technology-enhanced learning will support student achievement in developing critical thinking skills and problem solving techniques in all students.
>
> **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 10/27/2017
> >
> > ***Evidence of Completion***
> >
> > Professional development agenda, rosters, handouts
>
> **Action Step 2** 5
>
> Teachers across all content areas will implement technology-enhanced learning during classroom instruction. Students will use the OneDrive feature in the student portal to access various applications and store assignments.
>
> > **Person Responsible**
> >
> > Christina Ravelo
> >
> > **Schedule**
> >
> > Weekly, from 8/28/2017 to 6/7/2018
> >
> > ***Evidence of Completion***
> >
> > Administrative walkthroughs, lesson plans, technology-based student data, data chats

Action Step 3 `5`

Subject Area Representatives will provide additional support on the effective implementation of technology-enhanced learning across all content areas during common planning.

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson plans, administrative observations, data chats

Action Step 4 `5`

Teachers may participate in walkthroughs and observe model lessons from colleagues implementing different teaching styles and instructional practices that include the integration of technology.

Person Responsible

Christina Ravelo

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

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

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Administrative walkthroughs, lesson plans, student data, walkthrough survey using Microsoft Forms

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

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Administrative walkthroughs, lesson plans, student data, walkthrough survey using Microsoft Forms

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

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Administrative walkthroughs, lesson plans, student data, walkthrough survey using Microsoft Forms

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. During instructional time, administrators will observe student engagement and collaboration in technology projects and classroom assignments developed through the use of technology.

Person Responsible

Christina Ravelo

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

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

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

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

Person Responsible

Llennery Pena

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

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

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

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

Person Responsible

Emma Gonzalez

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

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

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.A1 A371098	Teachers will participate in professional development on the effective implementation of technology...	Pena, Llennery	10/27/2017	Professional development agenda, rosters, handouts	10/27/2017 one-time
G1.MA1 M399417	The administrator will analyze the i-Ready Diagnostic Assessment Results and Classroom Assessments...	Ravelo, Christina	8/28/2017	Administrative walkthroughs, i-Ready Diagnostic Assessment results, formative assessments	6/7/2018 triannually
G1.MA2 M399418	The administrator will analyze the i-Ready Diagnostic Assessment Results and Classroom Assessments...	Pena, Llennery	8/28/2017	Administrative walkthroughs, i-Ready Diagnostic Assessment results, Math and Science Common Planning, formative assessments	6/7/2018 triannually
G1.MA3 M399419	The administrator will analyze the i-Ready Diagnostic Assessment Results and Classroom Assessments...	Gonzalez, Emma	8/28/2017	Administrative walkthroughs, i-Ready Diagnostic Assessment results, Reading Common Planning and formative assessments	6/7/2018 triannually
G1.B1.S1.MA1 M399381	During common planning, administrators will observe teacher interaction to ensure the...	Ravelo, Christina	8/28/2017	Administrative notes during walkthrough observations, lesson plans, student work samples	6/7/2018 weekly
G1.B1.S1.MA5 M399382	During math and science common planning, administrators will observe teacher interaction to ensure...	Pena, Llennery	8/28/2017	Administrative notes during walkthrough observations, lesson plans, student work samples	6/7/2018 weekly
G1.B1.S1.MA6 M399383	During reading common planning, administrators will observe teacher interaction to ensure the...	Gonzalez, Emma	8/28/2017	Administrative notes during walkthrough observations, lesson plans, student work samples	6/7/2018 weekly
G1.B1.S1.MA1 M399384	Administrators will attend professional development sessions, collaborate during common planning...	Ravelo, Christina	8/28/2017	Administrative walkthroughs, lesson plans, student data, walkthrough survey using Microsoft Forms	6/7/2018 weekly
G1.B1.S1.MA3 M399385	Administrators will attend professional development sessions, collaborate during common planning...	Pena, Llennery	8/28/2017	Administrative walkthroughs, lesson plans, student data, walkthrough survey using Microsoft Forms	6/7/2018 weekly
G1.B1.S1.MA4 M399386	Administrators will attend professional development sessions, collaborate during common planning...	Gonzalez, Emma	8/28/2017	Administrative walkthroughs, lesson plans, student data, walkthrough survey using Microsoft Forms	6/7/2018 weekly
G1.B1.S1.A2 A371099	Teachers across all content areas will implement technology-enhanced learning during classroom...	Ravelo, Christina	8/28/2017	Administrative walkthroughs, lesson plans, technology-based student data, data chats	6/7/2018 weekly
G1.B1.S1.A3 A371100	Subject Area Representatives will provide additional support on the effective implementation of...	Gonzalez, Emma	8/28/2017	Lesson plans, administrative observations, data chats	6/7/2018 weekly
G1.B1.S1.A4 A371101	Teachers may participate in walkthroughs and observe model lessons from colleagues implementing...	Ravelo, Christina	8/28/2017	Work samples, student engagement during differentiated instruction	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is improved across all content areas, then student achievement will increase.

G1.B1 Limited integration of effective technology-enhanced learning in all content areas.

G1.B1.S1 Implement technology-enhanced learning across all content areas as an instructional framework to support students in content, skills, and strategy acquisition that will allow all students to acquire higher-order thinking skills and problem solving techniques at each student's individual level.

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 10/27/2017

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 during classroom instruction. Students will use the OneDrive feature in the student portal to access various applications and store assignments.	$0.00
3	G1.B1.S1.A3	Subject Area Representatives will provide additional support on the effective implementation of technology-enhanced learning across all content areas during common planning.	$0.00
4	G1.B1.S1.A4	Teachers may participate in walkthroughs and observe model lessons from colleagues implementing different teaching styles and instructional practices that include the integration of technology.	$0.00
		Total:	$0.00