Palm Springs Elementary School

2017-18 Schoolwide Improvement Plan

Palm Springs Elementary School

6304 E 1ST AVE, Hialeah, FL 33013

http://palmsprings.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	Yes	92%

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

School Grades History

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

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.

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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.

It is Palm Springs Elementary School's mission to provide a high quality education which meets and exceeds curriculum standards, addresses the individual needs of students and fosters a lifelong desire for learning.

In order to provide a high quality education and ensure that students become productive citizens, we strive to exceed our stakeholders' expectations for student achievement through a continuous cycle of analyzing students' academic needs, making data-driven decisions and collaborating with parents and the community.

b. Provide the school's vision statement.

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

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 faculty and staff take the time to get to know their students and their respective families. Teachers and administrators go above and beyond the call of duty to participate in various school events with their students throughout the school year. During these events, teachers and administrators also get to know and interact with their students and families. Events such as Field Day, and interest-based clubs such as Art Club, Chess, Chorus, Instrument Club and Science Club, create fun opportunities for students and teachers to work together and support one another during activities in which they share common interests. In addition, through continuous communication with parents via face-to-face conferences, telephone calls, morning and afternoon conversations during drop-off and pick-up, and communication through digital means including Classdojo, Remind, texts, emails and so on, these relationships between teachers and students are built. These are just a few ways that an environment of care and understanding is created at the school.

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

The school welcomes students in the morning with care and enthusiasm. Administrators and school security guards warmly greet students as they enter the school, while standing at each of the two school entry points to ensure student safety. Additional staff is present at 7:45 a.m. to supervise students, both in the cafeteria during breakfast and in the morning lineup area before school. Because the school is a closed-campus due to the Jessica Lunsford Act, visitors are filtered through the main office throughout the day and must have clearance and authorization to be present in the building. After dismissal, the afterschool program cares for Palm Springs Elementary students in a very safe and structured environment.

During school, students learn many safety precautions. Students are kept informed of school proceedings by administrators, teachers and other staff. Just as importantly, lessons about respect

are not only modeled by teachers but also evident in teacher-student relations. This helps students value themselves and others.

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

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.

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

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

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

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

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

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.

Here, at Palm Springs Elementary School, we implement an early warning system as a means of preventing student disengagement. It is a system that enables us to identify at-risk students by using a variety of data that is highly predictive of the potential for diminished success. These early warning indicators include the monitoring of:
• student attendance to identify students developing a pattern of five absences or tardies
• course failure in English Language Arts or Mathematics
• a Level 1 score on the Florida Standards Assessment (FSA) in English Language Arts or Mathematics or a lowest twentieth percentile score on the Stanford Achievement Test (SAT-10)

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	3	4	11	8	3	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	1	10	16	18	27	23	0	0	0	0	0	0	0	95

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	1	9	14	7	33	23	0	0	0	0	0	0	0	87

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

Attendance

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

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

Behavior/Discipline/Suspensions

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

In order to accomplish this, we will:
• familiarize students and parents with the Code of Student Conduct (rules of acceptable behavior) and Schoolwide Discipline Plan (consequence protocol for lack of compliance to the Code of Student Conduct), during the first few weeks of school.
• personalize the learning environment, as possible
• provide an alternative setting within the school for students to complete classwork assignments, including weekly detentions Wednesday afternoons
when they must be removed from the classroom (level 6 discipline protocol).
• utilize the Learning Discipline packet system from Discipline Advantage to provide students with alternative ways to respond to altercations.
• promote and reward good behavior monthly through the school-developed "Got Caught" program, which encourages positive character values.
• provide students with mini-lessons on character values through both the Healthy Me program, in conjunction with the local Citrus Health Organization and the District's Values Matter resources.
• offer students counseling in school to promote good behavior.
• monitor the nominations and records of student recognition for the school-developed "Got Caught" program, which encourages positive character values.
• monitor the schedule of classroom mini-lessons on character values with the Healthy Me program and conduct walk-throughs
• review the log of students counseled.
• review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct.
• monitor student compliance with the Code of Student Conduct, including review of office discipline referrals.
• review records from the Learning Discipline packet system from Discipline Advantage.
• observe, record and note patterns of misbehavior for incidents in which requests for
assistance are being sought from the counselor or administrator.
Analyze the data to determine which
character values may need continued reinforcement.
• review the parent conference log stemming from enforcement of the Code of Student Conduct/ implementation of the consequence protocol.
•review SCAMs.
•provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals and provide more opportunities for them to be recognized when
positive behavior is shown.

Performance/Academics

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

In order to accomplish this, we will:
• Identify students who have failed an English Language Arts or Mathematics course, scored a Level 1 in a Reading or Mathematics statewide assessment, scored a lowest twentieth percentile score on the Stanford Achievement Test (SAT-10) or been retained
• Provide students with differentiated small group instruction during the corresponding core

instructional block, based on diagnostic data.
• Provide students with immediate intensive intervention outside of the core instructional block, based on diagnostic data.
• Provide students with increased access to computer-assisted instructional programs through use of the school's computer labs before, during and after school, in addition to use of classroom computers during learning center activities.
• Implement an Intensive Acceleration course for retained 3rd grade students (students who scored in the lowest quintile, or lowest 20%, on the Florida Standards Assessment).
• Provide ongoing support and resources directly to teachers of these students, the students themselves and their parents, in order to increase student achievement.
• Monitor student academic progress to determine if interventions are working by reviewing and analyzing current data and make adjustments as necessary. Continue to provide targeted assistance and support, as needed.
• Initiate request for MTSS/RtI team assistance or continue RtI process with the MTSS team, if lack of adequate growth or academic regression is evident.
• Schedule parent conferences to notify parents of status of progress.

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

At Palm Springs Elementary, we believe our commitment to excellence is strengthened by the unity of our administration, staff, parents and families, and community. Likewise, positive parent and family involvement is essential for optimal student achievement. Therefore, we encourage parental partnerships through membership in school-based planning and decision-making teams such as EESAC, local parent groups such as the PTA, and District-wide committees such as the Title I DAC and PAC. Partnerships are also strengthened when training and support are provided through District Parent Academy and school-sponsored workshops, parent meetings, individual parent-teacher conferences, the Dadeschools Parent Portal, bilingual informational materials and outreach services coordinated by our Title I Community Involvement Specialist and Parent Resource Center. The School-Parent Compact describes the ways in which parents and families share the responsibility for and participate in their child's education such as by ensuring good attendance, monitoring home learning tasks, staying informed, maintaining open lines of communication and participating in activities. School-wide events and activities such as Family STEAM Night and the Polar Express Pajama Party engage parents and families in the education of their child(ren) and further build school-parent-child relationships.

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.

Each school year, Palm Springs Elementary establishes or renews partnership agreements with local businesses for the purpose of securing and utilizing resources to support the school and student achievement. Partnership activities are developed and dates are scheduled.

The school's partnership with the City of Hialeah through the Kids and the Power of Work (KAPOW) program is one such example of how the school utilizes local business resources. KAPOW is a national network of business-elementary school partnerships which introduces young students to work-related concepts and experiences and brings trained volunteers from partner companies into our classrooms. Partnership through this program is in place to afford students an opportunity to engage real world learning, collaborate with scientists working on cutting edge technology and develop life skills for functioning in an age of innovation and information. These opportunities build necessary workforce readiness skills such as critical thinking, collaboration, communication, problem-solving and technology skills.

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
Bello, Luis	Principal
Horta, Patricia	Assistant Principal
Toledo-Resende, Elisa	Instructional Coach
Cotera, Nidia	School Counselor
Rivera, Anneris	Teacher, K-12
Perez, Mayra	Teacher, K-12
Chirino, Iliana	Teacher, K-12
McDougall, Anna	Teacher, ESE
Aguiar, Aymee	Teacher, K-12
Caballero, Jacqueline	Teacher, K-12
Salgueiro, Soraya	Teacher, K-12
Guillen, Maria	Teacher, K-12
Reed, Muriel	Teacher, K-12
Garcia, Rina	Teacher, K-12
Saad, Barbara	Teacher, K-12
Johnson, Charmaine	Teacher, K-12

b. Duties

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

The leadership team comprehensively represents different groups of stakeholders in our school. Each member plays a vital role in working toward achieving the school's educational vision, goals and priorities while building collective support, internal capacity and sustainability over time.

The Palm Springs Elementary School Leadership Team is composed of the following personnel:

Administration (Principal & Assistant Principal): Is the instructional leadership. Provides a common vision. Works with team members to identify student and staff needs. Uses data to inform, problem solve, question, and provide support. Collaborates with team members in problem-solving and planning . Allocates resources including materials and professional development. Understands and ensures the integration and implementation of goals, action plans, data and practices. Ensures commitment. Ensures communication of information. Plans the involvement of families and community regarding school-wide goals and activities.

Instructional Coaches (Reading and Science): Share a common goal of improving instruction for all students. Assess needs. Collect, analyze and share data, along with its instructional implications. Support classroom instruction by providing professional development, modeling lessons in classrooms, and using the coaching cycle of instructional support. Ensures implementation of evidence-based/research-based school-wide literacy and high impact practices, aligned with the Florida Standards. Communicate department-specific information with the team related to current practices, concerns or issues. Collaborate with team members in problem-solving, planning and implementation. Practice shared decision-making. Advocate for and distribute resources.

Department Chairpersons (Math, ESOL, ESE, Gifted): Share a common goal of improving instruction for all students. Communicate department-specific information with the team related to current practices, concerns or issues. Collaborate with team members in problem-solving, planning and implementation. Practice shared decision-making. Communicate information with applicable department personnel. Advocate for and distribute resources. Provide support.

Counselor: Shares a common goal for student success. Provides quality services and expertise on issues in her field as it relates to school needs. Links child-serving community agencies to the school and its families to support students' academic, emotional, behavioral and social development.

Grade Level Chairpersons: Share a common goal of improving instruction for all students. Provide information about Tier 1 core instruction and Tier 2 intervention. Communicate grade level concerns or issues with the team. Participate in data analysis. Participate in collective problem-solving and planning. Practices shared decision-making. Bring grade level 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.

MTSS/RtI is an extension of the School's Leadership Team (SLT) which is strategically integrated, in order to support the administration through a process of problem solving as issues and concerns arise. Available data is examined systematically and regularly with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/ RtI uses increasingly more intense instruction and interventions.

Tier 1

Tasks and Responsibilities of the SLT

• An administrator schedules and facilitates regular RtI meetings, ensures attendance of team members, ensures follow up of action steps, and allocates resources.
• In addition to the school administrator(s), the school's Leadership Team carries out SIP planning and MTSS/RtI problem solving.
• In addition to Tier 1 problem solving, the Leadership Team members meet periodically to review consensus, infrastructure, and implementation of building level MTSS/RtI.

Process for Meeting Students' Needs

The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty, as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

Tier 2

Tasks and Responsibilities of the SLT

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

Process for Meeting Students' Needs

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

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

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are

translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. The school psychologist is involved, as a specialist who brings another layer of expertise to this process to support problem-solving. The school social worker also contributes to this process to ensure that background student and family history is gathered as valuable data which contributes to the problem-solving process.

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

Tier 3 SST

• Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team, in order to further address student needs, apply additional resources and services to support student success.

Title I, Part A

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs (Gr. 2-5)

Title X- Homeless

At Palm Springs Elementary, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Palm Springs Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists the school with the identification,

enrollment, attendance, and transportation of homeless students.
• The school counselor, who is our Homeless Liaison, provides training for the school registrar on the procedures for enrolling homeless students, ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated based on their status as homeless and the school counselor ensures that homeless children and youth are provided with all entitlements, based on the McKinney Vento Homeless Assistance Act.
• Project Upstart provides a homeless sensitivity, awareness campaign to the school. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.
• The school counselor, who is our Homeless Student Liaison, continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• The school counselor has been trained on the McKinney-Vento Law, ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs/Bullying Prevention Program/Character Education

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

Nutrition Programs

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

Parental

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

Palm Springs Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under the Every Student Succeeds Act (ESSA) and other referral services. Palm Springs Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact; the school's Title I Parent and Family Engagement Policy (PFEP); scheduling the Title I Annual meeting; and other

documents/activities necessary in order to comply with dissemination and reporting requirements. Palm Springs Elementary School also conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Roxana Herrera	Principal
Anneris Rivera	Teacher
Lupe Lago	Teacher
Elisa Toledo-Resende	Teacher
Zonia Illa	Teacher
Charmaine Johnson	Teacher
Yariza Martin	Education Support Employee
Rebecca Thrasher	Parent
Christina Napoles	Parent
Tania Greene	Parent
Leyci Rondon	Parent
Maria Guillen	Teacher
Leyda Rondon	Business/Community
Jessica Inirio	Parent
Veronica Rugama	Parent
Donovan Marrie	Parent
Rachel Del Toro	Student
Morgan Thrasher	Student
Armando Llanes	Business/Community

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

At the end of last school year (May 2017), SAC members analyzed and discussed school progress by comparing student performance in the i-Ready computer-based program and internal end-of-year assessments to the same baseline assessments administered at the beginning of the school year (Aug./Sept. 2016). Subsequently, in September of the current year, SAC members continued analysis and discussions of school progress based on the newly released 2017 Florida Standards Assessment (FSA) and 2017 Stanford Achievement Test, 10th edition (SAT-10) test performance. After making these data-driven observations, the SAC re-examined the School Improvement Plan to determine what goals were accomplished, what strategies and action steps were successful and what areas needed to be readdressed. Then, the SAC aligned their findings with the Florida Standards to determine instructional priorities, future goals, strategies and courses of action, in preparation for the current school year (2017-2018).

b. Development of this school improvement plan

The SAC reviewed school performance on the 2017 Florida Standards Assessment (FSA), 2017 Stanford Achievement Test, 10th edition (SAT-10), i-Ready Spring 2017 Reading and Mathematics diagnostic assessments and other internal data, alongside the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS) and Florida Standards Assessment (FSA) test

design and Grade level Item Specifications (Grades 3, 4, 5), and made recommendations for each of the areas. All stakeholders were involved in this process.

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

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

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

$2950 in SAC funds were allocated last school year for upgrading and adding technology which directly impacted the delivery of instruction and enhanced the instructional program through the purchase of computers. These funds enabled teachers to infuse more visuals and digital media into the classroom and provide more rigorous content and digital tools to students ready to be challenged.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

We are awaiting approval of the composition waiver on November 1, 2017, regarding the ratio of parents to teachers.

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
Bello, Luis	Principal
Horta, Patricia	Assistant Principal
Toledo-Resende, Elisa	Instructional Coach
Rivera, Anneris	Teacher, K-12
Chirino, Iliana	Teacher, K-12
Perez, Mayra	Teacher, K-12
McDougall, Anna	Teacher, ESE
Aguiar, Aymee	Teacher, K-12
Caballero, Jacqueline	Teacher, K-12
Salgueiro, Soraya	Teacher, K-12
Guillen, Maria	Teacher, K-12
Reed, Muriel	Teacher, K-12
Garcia, Rina	Teacher, K-12
Saad, Barbara	Teacher, K-12
Johnson, Charmaine	Teacher, K-12

b. Duties

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

The LLT's has 2 major initiatives this year.

They are to:

• support teachers with the implementation of the Florida Standards and the integration of cross-curricular lessons that involve the use reading and writing tasks, in all subject areas/classes. The LLT will discuss innovative and classroom-tested ideas to share and implement across grade levels and classrooms. In conjunction with this School Improvement Plan, the LLT will confer with teachers and administrators regarding an action plan for how to improve student reading achievement, suggest professional development, and review progress monitoring data at the grade and classroom level. The LLT will identify students who are at moderate or high risk of not meeting high standards to provide support and ensure that all students are provided with appropriate instruction to meet their needs and promote growth.

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

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.

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

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

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

Teachers also meet weekly for common planning during pre-scheduled blocks of time. They meet with their grade level colleagues, in order to collaboratively plan meaningful and engaging lessons, which meet the Florida Standards.

Furthermore, teachers are provided opportunities to visit each other's classes to observe model lessons in action. This not only benefits the teacher observer in his/her learning and individual support, but it

facilitates a positive working relationship with the mentor colleague through peer coaching which, in turn, leads to collaborative planning activities.

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

In an effort to recruit highly qualified teachers, we have developed partnerships with neighboring colleges and universities including Florida International University, Nova University, Carlos Albizu University and Miami-Dade College. Students from these higher education institutions perform their internships and observational hours at our school with teachers who are certified in Clinical Supervision.

The school principal provides current teachers with opportunities and time to participate in ongoing professional development activities, in order to retain highly qualified, certified and effective teachers. The school principal also focuses on creating master teachers through the use of Professional Learning Communities. In addition, common planning time is scheduled to provide a network of ongoing support for teachers. Furthermore, ongoing data chats/articulation meetings are carried out quarterly to provide support in identifying strengths, instructional needs and opportunities for enrichment. These chats also serve to examine the validity and effectiveness of core program delivery.

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

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

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

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.

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

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.

The school uses data to provide and differentiate instruction, in order to support the diverse academic needs of students. While data from state outcome assessments such as FSA, SAT and ACCESS for ELLs 2.0 provide an initial snapshot of student performance at the beginning of the year, data derived from standards-aligned on-level (OL) and adaptive (A) progress monitoring assessments [i.e. District assessments (OL), iReady (A), WonderWorks (A), etc.] enables us to gauge student progress and tailor instruction to students' academic needs.

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

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

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

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: 1,020

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

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bello, Luis, pr4261@dadeschools.net

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

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

Strategy: After School Program

Minutes added to school year: 1,955

Chess

Strategy Rationale

To enhance students' critical thinking skills

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bello, Luis, pr4261@dadeschools.net

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

Performance in practice and local chess tournaments

Strategy: After School Program
Minutes added to school year: 1,445

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bello, Luis, pr4261@dadeschools.net

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

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

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.

PreK to Kindergarten transition

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support with two full-time highly qualified teachers and paraprofessionals. This helps to provide our young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

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

The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children. The technical assistance plan for school readiness program providers encompasses a holistic approach to the professional development of all individuals associated with the delivery of quality educational

programming. The delivery of staff development activities includes the use of mini-workshops, classroom observation/feedback, modeling/demonstration lessons, and peer mentors.

In order to effectively determine school readiness for Kindergarten, a developmental screening instrument called the Florida Voluntary Pre-Kindergarten (VPK) Assessment is administered to pre-kindergarten students, three times a year, during the Fall, Winter and Spring. It is used to measure each student's phonological awareness, print knowledge, oral language, vocabulary and mathematics skills. Another assessment instrument called the STAR Early Literacy Assessment is administered to Kindergarten students during the first 30 calendar days of school, as part of the Florida Kindergarten Readiness Screener (FLKRS). It is a computer-based adaptive test which measures each student's level of achievement. Students obtain a scaled score to report performance on a consistent scale ranging from 300-900. Using the results of the screening, certified teachers work with students on individual needs through small group instruction.

Elementary (5th grade) to Middle School (6th grade) transition

Around mid-school year, fifth grade students participate in orientation and transition meetings facilitated by Hialeah High feeder pattern middle schools and/or North Region magnet program schools. During these meetings, students learn about courses and programs offered at the middle schools. Many times, presentations include demonstrations or performances which highlight special programs such as Band, Robotics and Art. Although representatives from middle schools usually give their presentations at Palm Springs Elementary, there are occasions when students go on a fieldtrip to visit the host school. Also, when needed, fifth grade teachers provide students with support in elective course selection. Teachers also provide the transition school with recommendations regarding academic course levels (Advanced Placement, etc.) for each student, based on their academic performance and potential.

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.

NA

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.

NA

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 Palm Springs Elementary School improves core instruction utilizing 21st century skills in 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 Palm Springs Elementary School improves core instruction utilizing 21st century skills in all content areas, then student achievement will increase. 1a

🔍 G097062

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- The school is generally functioning at a basic level of technology integration, according to the SAMR model. Teachers spend the majority of instructional time using the required traditional core materials, while a few basic technology resources and digital tools are used to enhance instruction and learning. In order to build digital fluency (a need of the 21st century learner), enrich instruction and increase rigor, a more integral and blended approach is necessary for successful technology integration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- English Language Arts: • Core curriculum reading program: McGraw-Hill Wonders • Professional development (school-based, District-based and vendor-based): Face-to-face trainings, webinar trainings, digital PD video clips (McGraw-Hill Wonders online - ConnectEd.) • Personnel resources: Reading coach, Literacy Leadership Team, ESOL department lead teacher, ESE department lead teacher, MTSS/RtI team • Computer-assisted instructional programs: i-Ready, Imagine Learning • Other computer-based programs which support reading goals: myON Reader • Digital resources for the teacher: McGraw-Hill (Connect-Ed) online, District ELA Digital Resources Toolkit, K-5 Reading Standards webinars, Instructional Block Component-Specific webinars and Start Smart Webinars on Learning Village, FLDOE.org/sso (ELA formative assessments, cpalms.org, Smart Exchange (Smartboard), www.prometheanplanet.com (Promethean board), Discovery Education, NBC Learn, Triumph Learning Coach Digital, PDinFocus •Digital practice for the student: McGraw-Hill (Connect-Ed) online, i-Ready, Imagine Learning • Instructional tools: graphic organizers, computers, Promethean boards, Smartboards, projectors, core curriculum reading program digital resources (connected.mcgraw-hill.com), McGraw-Hill Wonders print components (complex texts, leveled readers, etc.) and teaching aids,

visual aids, Discovery Education website, classroom anchor charts • Instructional resources: Dadeschools English Language Arts website (languageartsreading.dadeschools.net) resources for teaching and learning (including task cards, Making the Grade, etc.), Dadeschools Learning Village planning tools (English Language Arts Pacing Guides, planning cards, etc.), Florida Standards Assessment (FSA) Item Specifications, district Language Arts Florida Standards task cards and planning cards, FCRR Learning Center binders, fcrr.org, professional texts, anchor charts, Florida Standards Assessment Genre-specific rubrics, www.freereading.net, http://www.nefec.org/learn/, leveled guided reading libraries, Common Core exemplar texts library, Melissa Forney professional resources, The Trait Crate (Scholastic), other professional books about writing (Make It Real by Linda Hoyt, Mechanically Inclined by Jeff Anderson, etc.), mentor texts, state-released calibrated student exemplar papers • Intervention materials: WonderWorks (print), i-Ready (differentiated/adaptive computer-assisted instruction) • Data resources: 2017 FSA Reading assessment reports, 2017 ACCESS for ELLs 2.0 assessment reports, Pre-/Post-test district writing assessments, other student writing samples • Student resources: Spanish-English dictionaries (ELL), Writers Survival Kit (Melissa Forney and teacher-developed resources)

- Mathematics: • Core curriculum mathematics program: Houghton Mifflin Harcourt Go Math • Professional development (school-based and district-based) • Personnel resources: mathematics leader/liason, ESOL lead teacher, ESE lead teacher • Digital resources: math.dadeschools.net, thinkcentral.com, khanacademy.org, Go Math online, www.prometheanplanet.com (Promethean board), Smart Exchange (Smartboard), Discovery Education, NBC Learn, PDinFocus •Computer assisted instructional programs: i-Ready, Reflex • Instructional tools: graphic organizers, computers, Promethean boards, Smartboards, projectors, connected to thinkcentral with re-teach/enrich intervention programs, manipulatives, Florida Standards Assessment (FSA) Math task cards • Instuctional resources: Dadeschools mathematics pacing guide • Instructional routines: Problem of the Day, multiplication drills • Differentiated instruction/Intervention resources: Soar to Success Math on thinkcentral.com, RtI resource on thinkcentral.com, HMH Go Math reteach practice books • Data resources: 2017 FSA Mathematics test reports, G2D online data management reports from ongoing Topic Assessments, i-Ready Math reports

- Science: • Core curriculum science program: Scott Foresman Science • Professional development (school-based and District-based) • Personnel resources: Science leader/school liasion • Digital resources: science.dadeschools.net, Discovery Education, GIZMOS-explorelearning, cpalms.org, NBC Learn • Instructional tools: graphic organizers, computers, Promethean boards, Smartboards, core curriculum science program digital resources (pearsonsuccess.net), Next Generation Sunshine State Standards (NGSSS) Test Design Summary and Statewide Science Item Specifications, Discovery Education website, AIMS Physical Science, manipulatives, classroom anchor charts • Instuctional resources: Dadeschools science pacing guide, District-created powerpoint presentations, essential labs • Data resources: 2017 Florida Statewide Science Assessment reports, G2D online data management reports from ongoing Topic Assessments • Student resources: 4-5 Sciencesaurus Handbooks

Plan to Monitor Progress Toward G1. `8`

The administration, Literacy Leadership Team, all classroom teachers and the MTSS/RtI team will:
-provide ongoing support and resources necessary to increase student achievement as determined by identified areas of need,
-make recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher
-provide opportunities for teachers to meet in professional learning communities.
-review all evidence over time to ensure that progress is being made.

Person Responsible

Luis Bello

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student performance data reports for District and/or School-based Interim, Diagnostic or Progress Monitoring assessments, data chat schedules, Florida Standards Assessment (FSA) for English Language Arts (ELA) - Reading component (Grades 3-5), FSA ELA Writing component (Grades 4-5) and Mathematics (Grades 3-5), Florida Statewide Science Assessment (Grade 5), Stanford Achievement Test (SAT-10) for grades K-2, i-Ready Reading and Mathematics Diagnostic (tri-annually) and Growth Monitoring (monthly) assessments, ongoing Mathematics Topic Assessments, ongoing Science Topic 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 Palm Springs Elementary School improves core instruction utilizing 21st century skills in all content areas, then student achievement will increase. 1

🔑 G097062

G1.B6 The school is generally functioning at a basic level of technology integration, according to the SAMR model. Teachers spend the majority of instructional time using the required traditional core materials, while a few basic technology resources and digital tools are used to enhance instruction and learning. In order to build digital fluency (a need of the 21st century learner), enrich instruction and increase rigor, a more integral and blended approach is necessary for successful technology integration. 2

🔑 B261118

G1.B6.S1 Technology Integration, 21st century core skills, Effective Planning and Instructional Delivery, Student Engagement, Deeper Learning of Florida Standards (Academic content), Advanced levels of application 4

🔑 S276471

Strategy Rationale

All students deserve to be equipped with the knowledge and skills they need to succeed in college, careers and life. Today's workforce requires stronger critical thinking, problem solving, creative thinking, collaboration, communications and technology skills than ever before.

To ensure that ALL students reach their greatest potential, it is essential that instruction be focused on the Florida Standards while activities offer a multitude of engaging opportunities to develop these 21st century core skills.

As a result of prioritizing school needs in these areas, we will work toward building digital fluency. We will focus on improving technology integration during instruction and lesson activities. Instruction will consistently incorporate purposeful media while learning tasks will incorporate visuals, multimedia and text in a way that will increase student engagement, require critical thinking and problem solving, and increase collaboration and communication among students. By consistently integrating technology during BOTH instruction and learning activities, we will build students' digital fluency, 21st century skills, and increase achievement and readiness for the workforce and life.

Action Step 1 5

Provide face-to-face professional development, across all content areas, on interactive digital tools and resources such as Discovery Education, Google Drive and Office 365, to effectively integrate technology, advance level 21st century core skills and increase student engagement within daily lessons and weekly/bi-weekly instructional cycles.

Person Responsible

Iliana Chirino

Schedule

Monthly, from 8/17/2017 to 10/31/2017

Evidence of Completion

Sign-in sheets, Agenda, Digital Presentation, Workshop handouts

Action Step 2 `5`

Teachers will engage in collaborative lesson planning within their grade levels and/or core subject areas, to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks that strategically incorporate instructional technology to enhance lessons, deepen learning through effective use of blended learning and increase student engagement.

Person Responsible

Luis Bello

Schedule

Weekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Lesson plans; student work samples

Action Step 3 `5`

Teachers will purposefully incorporate technology/digital media during instruction and lesson activities/learning tasks, across all content areas.

Person Responsible

Luis Bello

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans, instructional delivery, lesson products, classroom walk-through observation logs

Action Step 4 `5`

Provide continuing pedagogical support to teachers, across all content areas, on the effective integration of technology/digital tools and resources during common planning time and professional learning communities and through the coaching cycle of classroom support, opportunities to observe in identified model classrooms and sharing of best practices during faculty meetings.

Person Responsible

Luis Bello

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Instructional coach or (technology leader) mentor support schedule; lesson plans; instructional delivery; support, meeting, mentor/mentee observation logs; classroom walk-through observation log/checklists; authentic student work; professional learning communities agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

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

Person Responsible

Luis Bello

Schedule

Quarterly, from 8/17/2017 to 1/29/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Conduct classroom walk-throughs to observe effective integration of technology through use of purposeful media during instruction and incorporation of meaningful visuals, multimedia and text during lesson tasks that increase student engagement, require critical thinking/problem solving (deeper thinking) and increase collaboration and communication among students.

Person Responsible

Luis Bello

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Review lesson plans, classroom walk-through observation logs/checklists, interactive classroom lesson charts, digital resources, digital tools, authentic work products, interactive notebooks/response journals (in Reading, Writing, Mathematics and Science) for evidence of quality learning tasks.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Utilizing the Continuous Improvement Model:

Administrators will conduct ongoing classroom walk-throughs to observe instruction that is aligned with professional development and provide support by monitoring effective use of technology/ digital tools and resources during instruction and learning tasks which vary in levels of complexity and application while increasing student engagement.

Administrators and the Literacy Leadership Team will continuously review and monitor:
- quality of student work products
- quality of students' responses in reading, writing, mathematics, science interactive notebooks/ journals
- progress in classroom and district-wide assessments.

Administrators, core curriculum leaders and teachers will continuously discuss:
-student progress and adjustments to instruction
-best practices/effective strategies

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

Person Responsible

Luis Bello

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

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.B6.S1.A1 🔍 A372504	Provide face-to-face professional development, across all content areas, on interactive digital...	Chirino, Iliana	8/17/2017	Sign-in sheets, Agenda, Digital Presentation, Workshop handouts	10/31/2017 monthly
G1.B6.S1.MA1 🔍 M400627	Administrators will be in attendance during professional development to listen actively and observe...	Bello, Luis	8/17/2017	Participant sign-in sheets, agenda, PD handouts/deliverables	1/29/2018 quarterly
G1.MA1 🔍 M400629	The administration, Literacy Leadership Team, all classroom teachers and the MTSS/RtI team...	Bello, Luis	8/21/2017	Student performance data reports for District and/or School-based Interim, Diagnostic or Progress Monitoring assessments, data chat schedules, Florida Standards Assessment (FSA) for English Language Arts (ELA) - Reading component (Grades 3-5), FSA ELA Writing component (Grades 4-5) and Mathematics (Grades 3-5), Florida Statewide Science Assessment (Grade 5), Stanford Achievement Test (SAT-10) for grades K-2, i-Ready Reading and Mathematics Diagnostic (tri-annually) and Growth Monitoring (monthly) assessments, ongoing Mathematics Topic Assessments, ongoing Science Topic Assessments.	6/7/2018 monthly
G1.B6.S1.MA1 🔍 M400626	Utilizing the Continuous Improvement Model: Administrators will conduct ongoing classroom...	Bello, Luis	8/21/2017	Authentic student work products, curriculum-specific interactive notebooks/response journals (Interactive Reading and Writing Notebooks, Interactive Math Journal, Science Lab journal, etc.), in-class assessments, formal and informal observations	6/7/2018 weekly
G1.B6.S1.MA2 🔍 M400628	Conduct classroom walk-throughs to observe effective integration of technology through use of...	Bello, Luis	8/21/2017	Review lesson plans, classroom walk-through observation logs/checklists, interactive classroom lesson charts, digital resources, digital tools, authentic work products, interactive notebooks/ response journals (in Reading, Writing, Mathematics and Science) for evidence of quality learning tasks.	6/7/2018 weekly
G1.B6.S1.A2 🔍 A372505	Teachers will engage in collaborative lesson planning within their grade levels and/or core subject...	Bello, Luis	8/17/2017	Lesson plans; student work samples	6/7/2018 weekly
G1.B6.S1.A3 🔍 A372506	Teachers will purposefully incorporate technology/digital media during instruction and lesson...	Bello, Luis	8/21/2017	Lesson plans, instructional delivery, lesson products, classroom walk-through observation logs	6/7/2018 weekly
G1.B6.S1.A4 🔍 A372507	Provide continuing pedagogical support to teachers, across all content areas, on the effective...	Bello, Luis	8/21/2017	Instructional coach or (technology leader) mentor support schedule; lesson plans; instructional delivery; support, meeting, mentor/mentee observation logs; classroom walk-through observation log/checklists; authentic student work; professional learning communities agendas and sign-in sheets	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If Palm Springs Elementary School improves core instruction utilizing 21st century skills in all content areas, then student achievement will increase.

G1.B6 The school is generally functioning at a basic level of technology integration, according to the SAMR model. Teachers spend the majority of instructional time using the required traditional core materials, while a few basic technology resources and digital tools are used to enhance instruction and learning. In order to build digital fluency (a need of the 21st century learner), enrich instruction and increase rigor, a more integral and blended approach is necessary for successful technology integration.

G1.B6.S1 Technology Integration, 21st century core skills, Effective Planning and Instructional Delivery, Student Engagement, Deeper Learning of Florida Standards (Academic content), Advanced levels of application

PD Opportunity 1

Provide face-to-face professional development, across all content areas, on interactive digital tools and resources such as Discovery Education, Google Drive and Office 365, to effectively integrate technology, advance level 21st century core skills and increase student engagement within daily lessons and weekly/bi-weekly instructional cycles.

Facilitator

Iliana Chirino, School-site science coach; Elisa Toledo-Resende, School-site reading coach

Participants

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

Schedule

Monthly, from 8/17/2017 to 10/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S1.A1	Provide face-to-face professional development, across all content areas, on interactive digital tools and resources such as Discovery Education, Google Drive and Office 365, to effectively integrate technology, advance level 21st century core skills and increase student engagement within daily lessons and weekly/bi-weekly instructional cycles.	$0.00
2	G1.B6.S1.A2	Teachers will engage in collaborative lesson planning within their grade levels and/or core subject areas, to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks that strategically incorporate instructional technology to enhance lessons, deepen learning through effective use of blended learning and increase student engagement.	$0.00
3	G1.B6.S1.A3	Teachers will purposefully incorporate technology/digital media during instruction and lesson activities/learning tasks, across all content areas.	$15,769.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6200	622-Audio Visual Materials Non-Capitalized	4261 - Palm Springs Elementary School	General Fund	485.08	$3,000.00
		Notes: Audio-visual materials/student computers				
	5100	500-Materials and Supplies	4261 - Palm Springs Elementary School	School Improvement Funds	485.08	$3,000.00
		Notes: Student educational materials and supplies				
	5100	644-Computer Hardware Non-Capitalized	4261 - Palm Springs Elementary School	Title I, Part A	485.08	$6,000.00
		Notes: Student computers				
	5100	510-Supplies	4261 - Palm Springs Elementary School	Title I, Part A	485.08	$3,769.00
		Notes: Student educational supplies				

4	G1.B6.S1.A4	Provide continuing pedagogical support to teachers, across all content areas, on the effective integration of technology/digital tools and resources during common planning time and professional learning communities and through the coaching cycle of classroom support, opportunities to observe in identified model classrooms and sharing of best practices during faculty meetings.	$78,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	4261 - Palm Springs Elementary School	General Fund	485.08	$15,000.00
		Notes: Hourly teacher interventionist				
	5100	150-Aides	4261 - Palm Springs Elementary School	Title I, Part A	485.08	$56,000.00

			Notes: Part-time paraprofessional			
	5000	130-Other Certified Instructional Personnel	4261 - Palm Springs Elementary School	Title III	485.08	$7,500.00
			Notes: Hourly teachers for afterschool tutoring			
					Total:	$94,269.00