

The School District of Palm Beach County

Palm Springs Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

As a high functioning team, Palm Springs Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Palm Springs Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued, supported, and celebrated and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Title
Rivera, Esther	Principal
Silva, Patrica	Instructional Coach
Orocofsky, Cynthia	Other
Pegram, Latoya	Attendance/Social Work
Perez, Carolina	Other
Rowe, Marjie	Assistant Principal
Byer, Karen	Instructional Coach
Easley, Mecarra	Instructional Coach
Farinas, Annerys	Other

Duties

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

The leadership team meets weekly to discuss current data, programs, and initiatives. Instructional plans are adjusted based on shared decision making as a leadership team.

School administrators will monitor classroom core instruction in Tier 1. This will include but not be limited to lesson plan checks, instructional walks, iObservation observations and conferences as well as grade level specific data analysis. Administration will facilitate efficient and effective MTSS using the School Based Team process, which includes developing intervention plans and assisting with data collection. They will also monitor and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

The ESE Contact and the ESOL Coordinator helps to develop plans for interventions and assists with data collection for students (ELL and SWD). They will monitor and support the implementation of Tier 1, Tier 2, and Tier 3 interventions. Additionally, the ESE Contact and ESOL Coordinator provide professional development to instructional staff to ensure students are receiving the appropriate

accommodations and monitoring student targets.

Team Leaders are responsible for co-facilitating PLCs, grade level meetings as well as distributing pertinent information to their teams. Teachers have shared decision-making responsibilities in PLCs and grade level meetings. The Admin Team will participate in PLCs and monitor PLC created action plans.

Early Warning Systems

Year 2017-18

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	27	27	31	20	30	26	0	0	0	0	0	0	0	161
One or more suspensions	3	3	12	6	13	1	0	0	0	0	0	0	0	38
Course failure in ELA or Math	61	93	104	143	85	63	0	0	0	0	0	0	0	549
Level 1 on statewide assessment	0	0	0	77	64	49	0	0	0	0	0	0	0	190

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	18	25	30	86	70	47	0	0	0	0	0	0	0	276

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	4	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	1	1	30	46	18	0	0	0	0	0	0	0	96

Date this data was collected

Sunday 9/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	37	27	32	25	24	0	0	0	0	0	0	0	177
One or more suspensions	3	3	4	14	5	32	0	0	0	0	0	0	0	61
Course failure in ELA or Math	64	87	82	113	72	83	0	0	0	0	0	0	0	501
Level 1 on statewide assessment	0	0	0	78	55	81	0	0	0	0	0	0	0	214
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	18	27	19	86	57	81	0	0	0	0	0	0	0	288

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	37	27	32	25	24	0	0	0	0	0	0	0	177
One or more suspensions	3	3	4	14	5	32	0	0	0	0	0	0	0	61
Course failure in ELA or Math	64	87	82	113	72	83	0	0	0	0	0	0	0	501
Level 1 on statewide assessment	0	0	0	78	55	81	0	0	0	0	0	0	0	214
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	18	27	19	86	57	81	0	0	0	0	0	0	0	288

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement - 40% of students are proficient overall in grades 3 to 5. Grade 3 proficiency was lower at 33%. There was a 10% increase from 2017 in grades 3 to 5 with grade 3 increasing 5%. ELL students and SWD have the lowest ELA achievement but did make gains. SWD had a 18% increase and ELL students had a 8% increase.

Which data component showed the greatest decline from prior year?

Math Achievement - There was an overall drop of 1% from the previous year - 49% to 48%. Math learning gains had the largest decline. Math learning gains overall declined 2% from 56% to 54% and gains in the lowest quartile declined 6% from 57% to 51%. Grade 3 had a drop of 8% and grade 4 had a drop of 11% from the previous year. Grade 5 had an increase of 21% in overall math proficiency.

Which data component had the biggest gap when compared to the state average?

Math Achievement - There was a -14% gap between the school and the state in overall proficiency. There was a -5% gap in learning gains with a +4% gap with students in the lowest quartile.

Science Achievement - Although the school had an increase of 11% from the previous year, there was a -15% gap between the school and the state and a -16% gap between the school and the district.

Which data component showed the most improvement? Is this a trend?

ELA Achievement - Grade 3 increased 5%, grade 4 increased 9% with cohort students increasing 11%, and grade 5 increased 18% with cohort students increasing 13%. There was an increase in each student group in overall proficiency from the previous year.

Describe the actions or changes that led to the improvement in this area.

Palm Springs implemented the "double down" model of instruction where support teachers were "pushed in" to the classroom to provide small group instruction and remediation. An SSF was hired to provide immediate social-emotional support so that instructional time could be maximized. Students had access to resources that provided rigorous standards based practice. Palm Springs was also an "extended day" school and students were in school for an additional 30 minutes each day. Palm Springs hired a SSCC to assist with progress monitoring, instructional planning, and professional development.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	57%	56%	35%	52%	52%
ELA Learning Gains	58%	61%	55%	53%	56%	52%
ELA Lowest 25th Percentile	51%	56%	48%	58%	51%	46%
Math Achievement	48%	65%	62%	48%	61%	58%
Math Learning Gains	54%	63%	59%	66%	61%	58%
Math Lowest 25th Percentile	51%	53%	47%	68%	51%	46%
Science Achievement	40%	56%	55%	48%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 (32)	27 (37)	31 (27)	20 (32)	30 (25)	26 (24)	161 (177)
One or more suspensions	3 (3)	3 (3)	12 (4)	6 (14)	13 (5)	1 (32)	38 (61)
Course failure in ELA or Math	61 (64)	93 (87)	104 (82)	143 (113)	85 (72)	63 (83)	549 (501)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	77 (78)	64 (55)	49 (81)	190 (214)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	56%	-23%	57%	-24%
	2017	28%	54%	-26%	58%	-30%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	39%	58%	-19%	56%	-17%
	2017	30%	57%	-27%	56%	-26%
Same Grade Comparison		9%				
Cohort Comparison		11%				
05	2018	43%	59%	-16%	55%	-12%
	2017	25%	52%	-27%	53%	-28%
Same Grade Comparison		18%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	63%	-23%	62%	-22%
	2017	48%	62%	-14%	62%	-14%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	44%	63%	-19%	62%	-18%
	2017	55%	64%	-9%	64%	-9%
Same Grade Comparison		-11%				
Cohort Comparison		-4%				
05	2018	55%	66%	-11%	61%	-6%
	2017	34%	61%	-27%	57%	-23%
Same Grade Comparison		21%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	37%	56%	-19%	55%	-18%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	47	42	26	42	48	30				
ELL	27	48	41	35	45	53	24				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	38	63	57	44	58	53	36				
HSP	39	56	49	47	51	44	39				
WHT	43	58		62	54		60				
FRL	39	57	49	47	52	48	40				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	40	41	27	60	56	7				
ELL	19	45	53	40	58	59	4				
BLK	34	48	47	48	55	50	29				
HSP	26	44	53	49	57	59	26				
WHT	34	37		44	35						
FRL	29	45	55	48	56	58	29				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase student proficiency in ELA in alignment with the District's Strategic Plan LTO #1 - Increase Reading On Grade Level by Third Grade
Rationale	<p>ELA is a low performing area - 40% of students demonstrated proficiency - 16% below the state.</p> <p>In grade 3, 33% of students demonstrated proficiency in ELA. Twenty-seven students were retained for the 2019 school year.</p> <p>There was a 3% decrease in proficiency for students in the lowest quartile.</p>
Intended Outcome	<p>Improve ELA proficiency by 8% (from 33%) in grade 3 in order to be on track to meet the LTO of the Strategic Plan by 2021.</p> <p>Improve ELA proficiency of the ELL student group by 2%.</p> <p>Improve the ELA proficiency of students in the lowest quartile by 2%.</p>
Point Person	Esther Rivera (esther.rivera@palmbeachschools.org)
Action Step	
Description	<p>Palm Springs will implement the Pillars of Effective Instruction - students will be taught the full extent and rigor of the Florida State Standards will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:</p> <ul style="list-style-type: none"> (a) HistoryofHolocaust (b) HistoryofAfricansandAfricanAmericans (c) Hispanic Contributions (d) Women'sContributions (e) SacrificesofVeterans,andthevalueofMedalofHonorrecipients <p>Palm Springs will continue to develop a single school culture and appreciation of multicultural diversity with a focus on reading and writing across content areas:</p> <ul style="list-style-type: none"> * Literacy Coaches will provide on-going professional development, support the planning process through PLCs, gather and analyze grade level data, and support classroom instruction * Academic tutors will provide classroom support for small group differentiated instruction for ELLs and SWDs * Teachers will utilize the "Go To" Strategies that engage ELLs and all students more actively in learning * Collegial planning days will be used to analyze data and plan for instruction that is responsive to the needs of the students * Teachers in grades KG to 2 will implement Foundations with fidelity * Students in grade 3 will use Phonics for Reading to support balanced literacy instruction * Extended learning opportunities will be planned and implemented to provide extra support for grade 3 students in the area of reading * Support teachers will use the "push in" model to provide support and differentiated instruction to ELL students and SWDs
Person Responsible	Marjie Rowe (marjie.rowe@comcast.net)
Plan to Monitor Effectiveness	

The Admin Team will monitor instruction and student performance at least once a week during reflection meetings with the literacy coaches. FSQ, USA, and iReady data will be monitored. Writing folders will be collected twice per trimester.

Description The Admin Team along with the Literacy Coaches will conduct weekly instructional rounds to monitor rigor and standards based teaching. Data from these walks will be analyzed and adjustments to professional development and PLC agendas will be made.

Teachers will participate in PLCs to plan for standards based instruction using an instructional focus calendar. Data will be shared and adjustments made as needed.

Person Responsible Cynthia Orocofsky (cynthia.orochofsky@palmbeachschools.org)

Activity #2	
Title	Increase student proficiency in math and science in alignment with the District's Strategic Plan LTO #2 - Ensure High School Readiness
Rationale	<p>Each area of student performance in math saw a decrease from the previous year - overall proficiency dropped 1%, learning gains dropped 2%, and learning gains in the lowest quartile dropped 6%.</p> <p>Science is a low performing area - 40% of students demonstrated proficiency - 15% below the state.</p>
Intended Outcome	<p>Improve math proficiency by 5% in order to be on track to meet the LTO of the Strategic Plan by 2021.</p> <p>Improve math learning gains by 7%.</p> <p>Improve math learning gains in the ELL student group by 5%.</p> <p>Improve science proficiency by 5% in order to be on track to meet the LTO of the Strategic Plan by 2021.</p>
Point Person	Esther Rivera (esther.rivera@palmbeachschools.org)
Action Step	
Description	<p>Palm Springs will implement the Pillar of Effective Instruction - students will be taught the full extent and rigor of the Florida State Standards will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:</p> <ul style="list-style-type: none"> (a) HistoryofHolocaust (b) HistoryofAfricansandAfricanAmericans (c) Hispanic Contributions (d) Women'sContributions (e) SacrificesofVeterans,andthevalueofMedalofHonorrecipients <p>Palm Springs will continue to develop a single school culture and appreciation of multicultural diversity with a focus on reading and writing across content areas:</p> <ul style="list-style-type: none"> * Instructional Coaches will provide on-going professional development, support the planning process through PLCs, gather and analyze grade level data, and support classroom instruction * Academic tutors will provide classroom support for small group differentiated instruction for ELLs and SWDs * Teachers will utilize the "Go To" Strategies that engage ELLs and all students more actively in learning * Collegial planning days will be used to analyze data and plan for instruction that is responsive to the needs of the students * Students in grade 5 will use the Coach science resource to review and practice science concepts and test questions * Extended learning opportunities will be planned and implemented to provide extra support for grade 5 students in the area of science * Support teachers will use the "push in" model to provide support and differentiated instruction to ELL

students and SWDs

* Teachers and students will utilize Flocabulary for learning and reviewing science vocabulary

Person Responsible Marjie Rowe (marjie.rowe@comcast.net)

Plan to Monitor Effectiveness

The Admin Team will monitor instruction and student performance at least once a week during reflection meetings with the literacy coaches. FSQ, USA, and iReady data will be monitored.

Description The Admin Team along with the Literacy Coaches will conduct weekly instructional rounds to monitor rigor and standards based teaching. Data from these walks will be analyzed and adjustments to professional development and PLC agendas will be made.

Teachers will participate in PLCs to plan for standards based instruction using an instructional focus calendar. Data will be shared and adjustments made as needed.

Person Responsible Cynthia Orocofsky (cynthia.orcofsky@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

- * Curriculum Night will ensure parents receive curriculum information that will help them remain engaged in their child's education.
- * Agendas will be used in each grade Kindergarten to 5th as a vehicle for sending home important school information and student progress. Parents can also use this as a vehicle to communicate with the school
- * Provide parents with newsletters to maintain school to family connection
- * Teachers are expected to make positive contact with parents and to schedule parent conferences
- * Parents are invited to parent training events held in the evening to help parents work with their children at home
- * Our business partner liaison seeks business and community partners throughout the school year. Business and community partners are invited to school events and are encouraged to participate in SAC. Building these relationships helps our stakeholders support our school. Our business and community partners provide donations for classrooms and teachers as well as cash donations to purchase materials for students. Community members are present during the school year as volunteers. They assist students and teachers to support student achievement.
- * Data from the SEQ and Title 1 surveys are used to help develop and implement parent engagement events.

PFEP Link

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

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 SSFs and school counselors support students in grades K-5 through a variety of methods. SSFs and counselors are available to students throughout the school day and offer guidance classes to grade

levels weekly. We have an ESOL school counselor who is available to work with ELL students and parents. We also have a school counselor that serves the entire student population. Palm Springs has two SSFs to work with students both academically as well as socially. They meet with students regularly to foster positive school relationships, to set academic goals, to increase attendance and motivation, and to proactively off-set negative behavior.

Other areas Palm Springs helps with the social-emotional needs of students includes:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve

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

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

Fifth grade parent conferences are held throughout the year to address transitional plans for students moving to middle school. Counselors from both, middle school and elementary meet with all fifth grade students to review curriculum choice sheets and program offerings.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RTI Leadership Team will use the problem solving model to conduct all meetings. The team will identify students, based on data and discussion, who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies the students' specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (example: teacher, RTI/Leadership Team, Guidance Counselor and ESOL coordinator). These liaisons will report back on all data collected for further discussion at future meetings. Parents are included in every step of the MTSS/RTI process through conferences, letters, and phone calls. Copies of all paperwork are also provided to parents.

The staff at Palm Springs will collaborate with the District's Multicultural and Migrant departments to

meet the needs of our students. Additionally, we follow the McKinney-Vento act by working with District staff as needed to identify and to provide services for families who are homeless. Guidance Counselors and Social Worker provide resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We implement a career day in May, inviting the community and business partners to come in and share varied job opportunities and career paths for our students. School counselors incorporate career information and skills in lessons during fine arts.

Part V: Budget

Total:

\$2,822.37