

The School District of Palm Beach County

Palm Springs Elementary School



2019-20 Schoolwide Improvement Plan

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Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.palmbeachschools.org>

Demographics

Principal: Marjie Rowe

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (49%) 2016-17: C (46%) 2015-16: B (54%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	B

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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	Job Duties and Responsibilities
Fox, Bonnie	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Silva, Patrica	Instructional Coach	The role of the Math Resource Teacher K-5 is to provide instructional support for planning core instruction as well as intervention. The math resource teacher will assist teachers in analyzing data and developing instructional focus calendars during PLC.
Orocovsky, Cynthia	Other	The role of the Single School Culture Coordinator is to progress monitor student achievement on various formative assessments. The SSCC works with the instructional coaches to provide professional development. The SSCC also monitors the MTSS system and coordinates interventions.
Perez, Carolina	Other	The role of the ESE Contact is to make sure that IEPs are written and implemented and that ESE students receive services and accommodations. The ESE contact works with families and provides procedural safeguards.
Rowe, Marjie	Assistant Principal	The role of the assistant principal is to assist Principals in assessing teaching methods, monitoring student achievement, promoting parent involvement, providing professional development, and making sure teachers have the instructional materials they need.
Byer, Karen	Instructional Coach	The role of the Literacy Resource Teacher is to provide instructional support for planning core instruction as well as intervention. The literacy resource teacher will assist teachers in analyzing data and developing instructional focus calendars during PLC.
Easley, Mearra	Instructional Coach	The role of the Literacy Resource Teacher is to provide instructional support for planning core instruction as well as intervention. The literacy resource teacher will assist teachers in analyzing data and developing instructional focus calendars during PLC.
Farinas, Annerys	Other	The role of the ESOL Coordinator is to work with teachers and families to develop and implement individual plans for ELL students. The ESOL Coordinator also works with the ESOL teachers to ensure that students are receiving appropriate services and intervention.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	147	153	152	191	172	145	0	0	0	0	0	0	0	960
Attendance below 90 percent	36	22	19	22	16	30	0	0	0	0	0	0	0	145
One or more suspensions	1	5	1	2	2	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	71	99	87	117	115	87	0	0	0	0	0	0	0	576
Level 1 on statewide assessment	0	0	0	77	56	77	0	0	0	0	0	0	0	210

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	27	23	13	78	63	69	0	0	0	0	0	0	0	273

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	3	34	32	16	0	0	0	0	0	0	0	85
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

48

Date this data was collected or last updated

Wednesday 9/4/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	58%	57%	30%	53%	55%
ELA Learning Gains	54%	63%	58%	46%	59%	57%
ELA Lowest 25th Percentile	46%	56%	53%	54%	55%	52%
Math Achievement	61%	68%	63%	49%	62%	61%
Math Learning Gains	68%	68%	62%	56%	62%	61%
Math Lowest 25th Percentile	58%	59%	51%	57%	53%	51%
Science Achievement	29%	51%	53%	29%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	147 (0)	153 (0)	152 (0)	191 (0)	172 (0)	145 (0)	960 (0)
Attendance below 90 percent	36 (27)	22 (27)	19 (31)	22 (20)	16 (30)	30 (26)	145 (161)
One or more suspensions	1 (3)	5 (3)	1 (12)	2 (6)	2 (13)	6 (1)	17 (38)
Course failure in ELA or Math	71 (61)	99 (93)	87 (104)	117 (143)	115 (85)	87 (63)	576 (549)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	77 (77)	56 (64)	77 (49)	210 (190)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	54%	-20%	58%	-24%
	2018	33%	56%	-23%	57%	-24%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	38%	62%	-24%	58%	-20%
	2018	39%	58%	-19%	56%	-17%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
05	2019	35%	59%	-24%	56%	-21%
	2018	43%	59%	-16%	55%	-12%
Same Grade Comparison		-8%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	65%	-1%	62%	2%
	2018	40%	63%	-23%	62%	-22%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	54%	67%	-13%	64%	-10%
	2018	44%	63%	-19%	62%	-18%
Same Grade Comparison		10%				
Cohort Comparison		14%				
05	2019	48%	65%	-17%	60%	-12%
	2018	55%	66%	-11%	61%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	37%	56%	-19%	55%	-18%
Same Grade Comparison		-11%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C 2017-18
SWD	29	52	54	41	66	75	21				

2019 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 2017-18	C & C Accel 2017-18
ELL	34	52	45	56	68	59	20				
ASN	75			67							
BLK	38	59	57	59	61	56	32				
HSP	33	50	45	58	68	65	23				
WHT	54	60		80	73		41				
FRL	37	53	46	61	69	59	28				
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the data from 2018 to 2019, there was an overall decrease in ELA proficiency of 2% from 40% to 38%. ELA learning gains decreased from 58% to 54%. The learning gains in the lowest 25% dropped from 51% to 46%. Although each of the ESSA student groups were above the 41% federal threshold, the two groups with the lowest performance was the SWD group (46%) and the ELL group (49%). This is a trend to monitor as the school has historically had a large ELL population.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The decline that had the largest impact on the school grade was in the area of ELA proficiency. There was a decline in overall proficiency (-2%), learning gains (-4%), and in the learning gains of the lowest 25% (-5%). This drop has been attributed to lack of rigor in the classrooms, a lack of standards based instructional resources, a lack of teacher capacity in implementing the core actions, and a lack of using resource teachers more strategically.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement has a 20 point gap and there needs to be a 10 point gain in order to meet the LTO as outlined in the District's strategic plan. There is a 24 point gap in the science proficiency scores in fifth grade. The correlation between the drop in fifth grade ELA and science is noticeable.

Which data component showed the most improvement? What new actions did your school take in this area?

Math achievement data showed a marked increase in all areas. There was an overall increase in proficiency of 23%. Learning gains saw an overall increase of 14% and learning gains in the lowest 25% increased 7%. This is attributed to implementing a push-in model of support, using a gradual release model during whole group and small group instruction, and intensive remediation in small groups to review concepts.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the EWS data, there are two areas of potential concern. The first is the number of students in all grade levels with less than 90% attendance. The second concern is the number of students achieving a level one on the statewide assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA proficiency
2. Increase ELA learning gains
3. Decrease the number of students with less than 90% attendance
4. Increase science proficiency
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase ELA proficiency to support the District's Strategic Plan LTO#1 - 75% reading on grade level by grade 3
Rationale	ELA achievement data has not improved for the last two years and has had a large impact on the overall school grade. In order to meet the LTO established by the school district to help achieve their goal of 75% of third graders reading at or above grade level, we need to increase proficiency by 10%.
State the measurable outcome the school plans to achieve	<p>Increase ELA proficiency from 38% to 48% by June 2020.</p> <p>Increase ELA learning gains from 54% to 58% by June 2020.</p> <p>Increase ELA learning gains in the lowest 25% from 46% to 51% by June 2020.</p>
Person responsible for monitoring outcome	Marjie Rowe (marjie.rowe@comcast.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Differentiated, small group instruction will occur daily. 2. Students demonstrating below grade level status in reading will receive targeted intervention. 3. Teachers will implement the core actions to ensure rigorous, standards based instruction. 4. Collaborative planning will occur weekly in PLCs where teachers will unpack the standards and analyze the test item specifications. 5. Incorporate AVID critical reading strategies to help students process text. 6. Implement a Dual Language program to ensure students have access to learning as they acquire English.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. The practice of aligning learning activities to the full intent of the standards helps ensure a higher level of learning. Through PLCs there will be more accountability for what is being taught both in both whole group and small group instruction. 2. The shifts in ELA and literacy focus more on the complexity of the text, the grounding of tasks in using evidence from the text, and in gaining knowledge through non-fiction (Achieve the Core, 2019). 3. Several third party research projects have established the efficacy of the AVID program - AVID students out perform non-AVID students despite financial challenges. Additionally, AVID's targeted professional development increases teacher effectiveness and engagement. 4. Research has shown that dual language programs are the most effective way to close the achievement gap.
Action Step	
Description	<ol style="list-style-type: none"> 1. Literacy resource teachers will provide support to small groups of students and will facilitate PLCs to progress monitor and build instructional focus calendars. 2. Academic tutors will push into classrooms to provide students with differentiated instruction. 3. On-going professional development in the core actions will occur though-out the year (PD Days, PLCs, faculty meetings). 4. Use classroom walks to monitor implementation and provide opportunities for descriptive feedback aimed at improving instructional practices. 5. Provide professional development and expectations on a monthly AVID critical reading strategy.

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

#2

Title Increase student attendance which aligns to District's Strategic Plan LTO#1

Rationale Our school attendance has decreased slowly over two years from 20% in 2017 to 17.8% in 2018 and 16.0% in 2019 but continues to be an issue. Our ELA proficiency has not increased and this has a correlation to our high absenteeism.

State the measurable outcome the school plans to achieve Increase student attendance from 93.9 % to 96% by June 2020.

Person responsible for monitoring outcome Cynthia Orocofsky (cynthia.orochofsky@palmbeachschools.org)

Evidence-based Strategy
 -Identify students who have excessive absents and contact to families to provide support.
 -Partner with central region truancy liaison
 -Conduct home visit

Rationale for Evidence-based Strategy The District is collaborating with Harvard's Proving Ground to improve attendance rate in our county and has implemented attendance initiatives for this year that includes targeted parent/guardian communication, home visits and partnering with regional truancy liaisons.

Action Step

Description

1. Send home attendance flyers
2. School-wide attendance tracking with incentives in the classroom.
3. Identify students with excessive absences and contact parents/guardians
4. Conduct home visits and hold parent conferences
5. Partner with Central office truancy liaisons to provide further support
6. Collaborate with Bridges to promote attendance.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Palm Springs Elementary School will continue to implement the Pillars of Effective Instruction - students will be taught the full extent and rigor of the Florida State Standards and 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:

- (a) History of the Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions

(e) Sacrifices of Veterans, and the value of Medal of Honor recipients have made in serving our country and protecting democratic values worldwide

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment to school board 2.09 and Florida state statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art and expos of different cultures, music of different eras and countries, and in the media there are books related to a variety of cultures.

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:

- * A Dual Language Program is being implemented in Kindergarten and first grade.
- * The AVID program is being implemented in grades 4 and 5 with some elements being implemented school wide (college culture, strategy of the month, etc.)
- * 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

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 Schoolwide Improvement Plan 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, bulletins, and Parent Link messages to maintain school to family connection
- * Teachers are expected to make positive contact with parents and to schedule parent conferences. Two conference nights will be held during the year to provide one on one information and translators will be available.
- * Parents are invited to parent training events held in the evening to help parents work with their children

at home. As the AVID and Dual Language programs are implemented, these parent trainings will seek to foster positive home school partnerships.

* 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.

This year our school has a School Based Health Professional that will monitor and work with students and families to ensure the social and emotional well-being of the students. Additionally, our school has two school counselors that not only provide individual and small group counseling, but they also provide direct instruction of the SEL standards.

We have a mentor program that uses a check in and check out strategy to help students with challenges in behavior, academics, and other social-emotional needs. This program is dynamic and is able to assist students with both short term and long term needs.

The SwPBS Team meets monthly to monitor school wide data but to also develop strategies to ensure that the social-emotional needs of all the students are being met.

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.

The AVID program is being implement in fourth and fifth grade beginning this year. Our feeder middle and high schools offer AVID as an elective and by implementing it here at Palm Springs we ensure that our students have the opportunity to participate more fully when going to middle and high school.

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. Additionally, fifth grade students will be asked to participate in a field trip to visit local colleges as part of the AVID program.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase ELA proficiency to support the District's Strategic Plan LTO#1 - 75% reading on grade level by grade 3				\$3,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0651 - Palm Springs Elementary School	School Improvement Funds	833.89	\$3,110.00
<i>Notes: The SI funds will be used for programs and processes to support student achievement as approved by SAC</i>						
2	III.A.	Areas of Focus: Increase student attendance which aligns to District's Strategic Plan LTO#1				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0651 - Palm Springs Elementary School			\$0.00
<i>Notes: The School Advisory Council will decide how to allocate these funds as needs arise throughout the year.</i>						

	Total: \$3,110.00
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