

The School District of Palm Beach County

Palm Springs Elementary School



2020-21 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: 11/16/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 10/21/2020.

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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Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">92%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Rowe, Marjie	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.
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.
Orocofsky, Cynthia	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, Mecarra	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.
Liberia, Crystal	Teacher, K-12	The role of the teacher is to provide high quality instruction to students, assess and monitor progress while adapting/ differentiating instruction based on data results.

Demographic Information

Principal start date

Saturday 11/16/2019, Marjie Rowe

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

83

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	111	147	153	153	181	179	0	0	0	0	0	0	0	924
Attendance below 90 percent	0	77	65	48	65	66	0	0	0	0	0	0	0	321
One or more suspensions	0	6	2	3	9	2	0	0	0	0	0	0	0	22
Course failure in ELA	0	71	99	95	120	112	0	0	0	0	0	0	0	497
Course failure in Math	0	41	60	69	78	87	0	0	0	0	0	0	0	335
Level 1 on 2019 statewide ELA assessment	0	0	0	0	26	38	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	25	0	0	0	0	0	0	0	41
ELA Winter Diagnostic Level 1 & 2	0	0	0	120	110	95	0	0	0	0	0	0	0	325
Math Winter Diagnostic Level 1 & 2	0	0	0	89	86	84	0	0	0	0	0	0	0	259

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	0	59	77	74	97	102	0	0	0	0	0	0	0	409

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	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 8/20/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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 Accel 2017-18
SWD	29	52	54	41	66	75	21				
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%	0

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%	0

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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 was above the 41% federal threshold, the two groups with the lowest performance were 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 differentiated small group instruction, a lack of teacher capacity in implementing the core actions, and the limited number of resource teachers to provide needed support.

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?

When looking at the EWS data, there are two areas of potential concern.

The first area of concern is the number of students in grades K-5 with an attendance rate of less than 90%. Attendance is crucial because students need to be present to receive instruction to close the achievement gap. The second area of concern is the number of students achieving a level one on the statewide reading and math assessments. To prepare students for college readiness, students must demonstrate proficiency in grade-level standards in reading and math. The distance learning model has not been conducive to regular attendance, focus, and engagement.

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

Increasing overall literacy proficiency continues to be the primary focus for Palm Springs Elementary School. Teacher capacity will continue to be developed in planning sessions and professional learning community meetings. Professional Development will focus on authentic student engagement for both in person and distance learners to maximise the standards based instruction. The support

masterboard schedule has been built to provide personalized instruction in order to help close the achievement gap.

1. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future. Palm Springs is working to build a culture of "reading" with book carts of free books, various home school projects and trainings, and incorporating read-aloud time in the reading block.
2. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
3. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and in PLC meetings. It is important to engage our distance learners so that they make satisfactory progress while outside of the school building.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Increase ELA proficiency to support the District's Strategic Plan LTO#1 - 75% reading on grade level by grade 3.

Description and 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 at least 10%.

Measurable Outcome: Increase ELA proficiency from 38% to 45% by June 2021.
 Increase ELA learning gains from 54% to 55% by June 2021.
 Increase ELA learning gains in the L25 from 46% to 50% by June 2021.

Person responsible for monitoring outcome: Marjie Rowe (marjie.rowe@palmbeachschools.org)

Evidence-based Strategy:

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 and Spanish.
7. Integrate previous grade level standards to decrease the instructional lose due to distance learning (Covid)

Rationale for Evidence-based Strategy:

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 outperform 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 Steps to Implement

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 throughout 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@palmbeachschools.org)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Increase student attendance which aligns to District's Strategic Plan LTO#1.

Description and 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.

Measurable Outcome: Increase student attendance from 93.9 % to 96% by June 2021.

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

Evidence-based Strategy:

1. Identify students who have excessive absents and contact families to provide support.
2. Partner with central region truancy liaison.
3. Conduct home visits.

Rationale for Evidence-based Strategy: The District is collaborating with Harvard's Proving Ground to improve attendance rates 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 Steps to Implement

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.orcofsky@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- * 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
- * A Friday folder will include weekly student samples and provide parents with student progress.
- * Provide parents with newsletters, bulletins, and Parent Link messages to maintain a school-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 AVID and Dual Language training events held in the evening to support their children at home. The AVID program supports organization and study skills to prepare students for college readiness. The Dual Language program is implemented in grades K through 2 and it fosters biliteracy in students in both English and Spanish. 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.
- * We will continue to implement the SwPBS to reinforce positive behaviors in the school community. Each month, a student who exhibits exemplar behavior will be chosen by the classroom teacher to be recognized for their positive school conduct.
- * We will continue to implement SEL activities to engage students in a positive social-emotional environment.
- * Our SBHP will continue to conference with students who are referred for additional behavioral support both individually and in small groups.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,089.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0651 - Palm Springs Elementary School	School Improvement Funds	989.83	\$1,089.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0651 - Palm Springs Elementary School			\$0.00
					Total:	\$1,089.00