Palm Springs North Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm Springs North Elementary School

17615 NW 82ND AVE, Hialeah, FL 33015

http://psn.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals by targeting the whole child academically, socially, and emotionally.

Provide the school's vision statement.

We provide a world class education for every student.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ravelo, Christina	Principal	Oversees the daily duties of school management, student activities and services, community relations, personnel, and curriculum instruction.
Gonzalez, Emma	Assistant Principal	Oversees grades Pre- K -2, Reading curriculum , ESE , ESOL. IPEGS, ESSAC, School Improvement , Testing the Professional Learning Support Team and any other duties assigned by the principal.
Tarpley, LaToya	Assistant Principal	Oversees grades 3-5, Math and Science curriculum , MSST process, Attendance and Test Chairperson and any other duties assigned by the principal.
Faedo, Lissette	Reading Coach	As a Reading coach her responsibility is to support teachers in their classrooms and assist them in identifying action research strategies that will benefit student achievement, She is also the ESSAC Chairperson , is part of the Professional Learning Support Team and the National Honors Society Advisory.
Palmer, Kristy	ELL Compliance Specialist	Responsible for planning, administering, and monitoring the District's ESOL program, while keeping accurate student records. Oversees the ELL department , is part of the Professional Learning Support Team and Digital Innovator for the school.
Salisbury, Jennifer	School Counselor	Supports and collaborates to promote equity and access for all students by connecting the schools counseling program to the school's academic mission and school improvement process. She counsels students in grades 3-5, is part of the MSST Process, and the Attendance committee.
Perez, Odalys	Instructional Media	Oversees technology and library/ media services. She is also the I- ready administrator, and assist with school- wide procedures, testing calendars and activities.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are involved in the School Improvement Process during our faculty and EESAC meetings. The implementation steps and their effectiveness are discussed with all stakeholders to ensure student achievement. The School Improvement Process is also discussed at grade level meetings where they discuss and develop action steps to assist with student achievement. In addition, the EESAC meetings are posted in our school calendar which is shared on paper and sent home and on our school wide Class Dojo.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The process that will be used to monitor the SIP will be by conducting weekly classroom walkthroughs by the leadership team. The team will also monitor student progress monitoring on a weekly basis. The grade level will meet weekly to discuss and determine student progress and plan accordingly. During these meetings the assigned grade level assistant principal is present and provides feedback to the grade level about student data and updates. During our EESAC meetings, our APCE shares community updates and provides us with parental opportunities.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	82%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	18	15	11	16	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	7	27	1	2	0	0	0	37
Course failure in Math	0	0	4	9	0	1	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	10	31	27	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	6	20	15	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	22	44	64	45	30	0	0	0	205

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	16	15	14	0	0	0	49

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	10	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	22	12	15	9	15	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	24	2	1	0	0	0	32
Course failure in Math	0	0	3	11	2	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	22	17	18	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	13	13	15	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	9	39	24	21	0	0	93

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	9	39	24	21	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	22	0	1	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	30	20	14	13	17	13	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	22	7	2	0	0	0	0	37
Course failure in Math	0	3	9	0	2	3	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	40	34	21	0	0	0	95
Level 1 on statewide Math assessment	0	0	0	25	18	20	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	25	46	55	55	38	35	0	0	0	254

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	24	18	15	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	60	53	66	62	56	62		
ELA Learning Gains				67			52		
ELA Lowest 25th Percentile				57			39		
Math Achievement*	72	66	59	72	58	50	58		
Math Learning Gains				76			35		
Math Lowest 25th Percentile				72			39		
Science Achievement*	70	58	54	56	64	59	43		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	60	63	59	61			55		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	527
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	59			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT	68			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	66			
AMI				
ASN				
BLK				
HSP	67			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	62			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			72			70					60
SWD	38			57			63				5	69
ELL	56			70			59				5	60
AMI												
ASN												
BLK												
HSP	63			73			71				5	60
MUL												
PAC												
WHT	64			71							2	
FRL	60			68			67				5	58

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	66	67	57	72	76	72	56					61
SWD	33	57	56	54	69	75	31					41
ELL	57	67	63	72	81	76	50					61
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	66	68	58	72	77	74	56					61
MUL												
PAC												
WHT												
FRL	61	63	56	67	75	70	48					59

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	62	52	39	58	35	39	43					55
SWD	26	42	44	44	52	65	15					40
ELL	51	39	32	51	44	50	31					55
AMI												
ASN												
BLK	43			15								
HSP	62	54	39	59	36	40	43					55
MUL												
PAC												
WHT												
FRL	58	51	42	54	31	42	40					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	65%	56%	9%	54%	11%
04	2023 - Spring	58%	58%	0%	58%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	52%	5%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	63%	7%	59%	11%
04	2023 - Spring	76%	64%	12%	61%	15%
05	2023 - Spring	67%	58%	9%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	50%	13%	51%	12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The component that showed the lowest performance was 2nd grade Reading proficiency. The 2023 Star Reading proficiency in 2nd grade was 44 percentage points compared to the 2021-2022 SAT Reading proficiency which was 67 percentage points. There was a 17 percentage points decrease. The contributing factors to the low reading performance have been an array of factors. In the second -grade team we have experience an increase of English Language Learners, inconsistency with teachers in the grade- level. Another contributing factor has been Covid. This group of students began kindergarten online and then transitioned to face to face.

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

Second grade Reading proficiency showed the greatest decline from last year. There was a 17 percentage points decrease. The contributing factors to the low reading performance have been many factors. In the second-grade team we have experience an increase in English Language Learners and inconsistency with teachers in the grade- level. Another contributing factor has been Covid. This group of students began kindergarten online and then transitioned to face to face.

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.

There are two data points that have the greatest gap when compared to the state average. Our fifth grade Reading scores indicate 14 percent of our student population scored a level one, compared to the state average which was 24 percent. This indicates that our 5th grade Reading proficiency was 10 percentage points less than the state average. Therefore, we had less students scoring a level one as compared to the state average.

The factors that contributed to this achievement was the fidelity of intervention and effective teaching practices. Bi- weekly data analysis was another contributing factor that assisted to increase student achievement. Data trends were identified on a bi- weekly basis in order to provide immediate and relevant remediation of the standards identified in need of reteaching.

Another data point that indicated the greatest gap when compared to the state was our Math Proficiency in fourth grade. The state average of students scoring a level one was 24 percent. The school average of students in fourth grade scoring a level one was 11 percent. This indicates that our fourth grade Math proficiency was 13 percentage points less than the state average. Therefore, we had less students scoring a level one as compared to the state average.

The factors that contributed to this achievement was the fidelity of intervention and effective teaching practices. Bi- weekly data analysis was another contributing factor that assisted to increase student achievement. Data trends were identified on a bi- weekly basis of the topic assessments in order to provide remediation of the primary and secondary standard.

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

The data point that showed the most improvement was 4th grade Math. The 2023 FAST Math Proficiency was 81 percentage points. The 2022 F.S.A. Math proficiency was 62 percentage points. The indicates there was an increase of 19 percentage points in Math proficiency.

This school year we provided Math interventions with fidelity. We also implemented differentiated instruction for the primary and secondary students and conducted bi- weekly data analysis of the topic assessments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The Early warning data that indicates an area of concern is attendance. Attendance was a big concern this school year. We had 18 percent of the students miss 16- 30 days this school year.

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

Our priorities for the 2023-2024 school year will be to improve the reading proficiencies and indicators within the Early Warning Signs in our school.
1. To increase the learning proficiency in 3rd grade
2. To increase the learning proficiency in 2nd grade
3. To improve attendance in school- wide.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST- Star data, 44% of the 2nd grade students are proficient in ELA. Based on the data and the identified contributing factors an increase of ELL students, teacher inconsistency, and Covid we will implement push in support by interventionist and extended learning opportunities will be provided with fidelity to increase our proficiency rates in ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of push in support by the interventionist, and extended learning opportunities an additional 5% of the incoming 3rd grade student population will score at grade- level or above on the 2023-2024 FAST assessment PM 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walk - throughs to ensure the implementation of Differentiated instruction, and interventions are taking place. In addition, a data monitoring log will be implemented where teachers will input bi-weekly data to monitor student progress. Administrators will meet bi-weekly to analyze the data input and identify trends grade- levels, standards and teachers. In addition, the Reading Coach will provide support to teachers and students on a weekly basis.

Person responsible for monitoring outcome:

Emma Gonzalez (egonzalez44@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our 3rd grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to identify areas of strengths and weaknesses.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven instruction will ensure students' needs are met through the analysis of data. Teachers will analyze data on an ongoing basis using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29/23 The administrative team will conduct weekly walk-throughs to ensure differentiated instruction is taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities for improvement in what was observed via google forms. The administrators will monitor the live online document where teachers input data on a bi-weekly basis to identify trends throughout the grade- level and teachers.

Person Responsible: Emma Gonzalez (egonzalez44@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 The interventionist and Reading Coach will provide daily push in support to the students who were identified as the lowest 25 in order to target areas of need. As a result, the students within the L25 subgroup will show learning gains.

Person Responsible: Emma Gonzalez (egonzalez44@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 Reading representative will facilitate weekly common planning to collaborate and brainstorm challenges, needs, and shared best practices.
As a result, student proficiency will increase.

Person Responsible: Emma Gonzalez (egonzalez44@dadeschools.net)

By When: 8/14-9/29/2023

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST ELA Assessment 60% of the 3rd grade students are proficient in ELA. Based on the data and the identified contributing factors an increase of English Language Learners, teacher inconsistency, and Covid we will implement differentiation of instruction and extended learning opportunities to increase our proficiency rates in ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiated instruction and extended learning opportunities our 3rd grade students will increase by 5% points by 2023-2024 FAST assessment PM 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walk - throughs to ensure the implementation of Differentiated instruction, and interventions are taking place. In addition, a data monitoring log will be implemented where teachers will input bi-weekly data to monitor student progress. Administrators will meet bi-weekly to analyze the data input and identify trends across the grade- level, standards and teachers. In addition, the Reading Coach will provide support to teachers and students on a daily basis.

Person responsible for monitoring outcome:

Emma Gonzalez (egonzalez44@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our 3rd grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to identify areas of strengths and weaknesses.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven instruction will ensure students' needs are met through the analysis of data. Teachers will analyze data on an ongoing basis using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29/23 The administrative team will conduct weekly walk-throughs to ensure differentiated instruction is taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities for improvement in what was observed via google forms. The administrators will monitor the live online document where teachers input data on a bi-weekly basis to identify trends throughout the grade- level and teachers.

Person Responsible: Emma Gonzalez (egonzalez44@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 The Reading Coach will provide daily push in support to the students who were identified as the lowest 25 in order to target areas of need. In addition, an interventionist will be hired to provide push-in support to selected students. As a result, this will provide an opportunity for two teacher- led centers to take place at the same time.

Person Responsible: Emma Gonzalez (egonzalez44@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 Reading representative will facilitate weekly common planning to collaborate and brainstorm challenges, needs, and shared best practices. During common planning time, teachers will dissect bi-weekly classroom data in order to drive instruction during differentiated instruction. As a result, this data will guide teachers' instruction and meet students' needs on an ongoing- basis. Administrators will attend weekly common planning times to ensure best practices with teachers as well.

Person Responsible: Emma Gonzalez (egonzalez44@dadeschools.net)

By When: 8/14-9/29/2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022 -2023 Early Warning Systems, 13% points of the student population had 11 to 15 absences. Based on the data provided by Power Bi from 2021-2022 22% of the student population had 11 to 15 absences. A decrease of 9% percentage points was evident with the improvement of students present.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of student incentives a decrease of 5% points of the student population will improve their attendance in the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will monitor the attendance bulletin daily and identify the students who are absent from school.

Person responsible for monitoring outcome:

LaToya Tarpley (ltarpley@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Early Warning System, our school will focus on decreasing the number of students who are absent. School wide initiative incentive program and parent/student contract will assist in decreasing our student attendance. Attendance will be monitored with the collaboration between the teacher and counselor. The Attendance Review Committee will schedule meetings on a monthly basis to discuss attendance concerns with parents whose child is truant.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student/ Parent contract and student incentives and recognition during the morning announcements will ensure students attend school on a daily basis. Administrators will analyze attendance bulletin and identify students who are absent daily. Teachers will promote school wide incentive programs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29/23 Student/Parent Attendance Contract will be created and implemented with fidelity during the 2023-2024 school year. Parents will be informed about the attendance policy and consequences that will be given to students with excessive unexcused absences. Parents must sign and return contract acknowledging the new procedures. As a result, attendance will increase throughout the school year.

Person Responsible: LaToya Tarpley (ltarpley@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 During the morning announcements students will be recognized during a segment of "Are You Here Today", Students are randomly selected and rewarded by visiting the Principal's Candy Portal. Students must be present to receive their reward. As a result, student attendance will improve as they are motivated to come to school and be recognized during morning announcements.

Person Responsible: LaToya Tarpley (ltarpley@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 Each homeroom class will receive letters that spell out our school's name. During the morning announcements, the classes with 100% attendance are recognized and each teacher displays a letter that spells out the school's name. The first class to spell out the school's name in its entirely receives a pizza party and a recognition during the morning announcements. As a result, students will be motivated to come to school and be rewarded for their attendance.

Person Responsible: LaToya Tarpley (ltarpley@dadeschools.net)

By When: 8/14-9/29/2023

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022 -2023 School Climate Survey, 5% of the student population in grades 3 to 5 strongly disagree with the school caring about their social and emotional well-being. Based on the data provided, more than 50% of the student population feels that the school cares about their social and emotional well-being.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the Healthy Me Program, the Value Matters District initiative, and small group counseling an increase of 5% points of the student population will feel that the school cares about their social an emotional well-being in the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will monitor the students' well-being as they are referred by their teachers to our Behavior Intervention team.

Person responsible for monitoring outcome:

Jennifer Salisbury (jsalisbury@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Early Warning System, our school will focus on increasing the number of students who feel that the school cares about their social and emotional well-being. With the implementation of The Value Matters District initiative to educate students about Character Education by promoting and recognizing students who display the characteristics during morning announcements and our school calendar will promote a positive environment in our school. Also, small group counseling and the Healthy Me Program will increase the social and emotional well-being of students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

With the implementation of The Value Matters District initiative, small group counseling and the Healthy Me Program students social and emotional well-being will improve.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29/23 The counselor will ask teachers to nominate students on a monthly basis to target the Values Matters District initiatives. Students will be recognized during morning announcements and in our monthly

school calendar that is visible to all stakeholders. As a result, this will increase our student morale.

Person Responsible: Jennifer Salisbury (jsalisbury@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 The counselor will oversee the implementation of the "Healthy Me Program". Students will be educated on topics to help improve their social and emotional well being. As a result, students will be educated on topics that will assist them with situations.

Person Responsible: Jennifer Salisbury (jsalisbury@dadeschools.net)

By When: 8/14-9/29/2023

8/14-9/29/23 Teachers will begin their morning routine with a positive affirmation. As a result, this will promote a positive and safe learning environment through the school day.

Person Responsible: Jennifer Salisbury (jsalisbury@dadeschools.net)

By When: 8/14-9/29/2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Palm Springs North Elementary disseminates the SIP to stakeholders through Open House, EESAC meetings, faculty meetings, and at curriculum / leadership meetings. We also have a copy in our EESAC binder available as needed. The SIP team meets over the summer to analyze data and to identify areas of concerns.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build a positive relationship with all stakeholders through various forms of communications. ESSAC meetings, monthly family nights provided by the community school program, such as STEAM Nights, Reading Under the Stars, and Title 1 parent/guardians informational meetings. In addition, all stakeholders are informed of school wide activities via Class Dojo, monthly school calendar, social media platforms and our school website. At PSN we understand the importance of building positive relationship with all important stakeholders which in turns leads to a successful school year.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program in the school, we will provide extended learning opportunities for the students before and after school. The students will also receive intervention to strengthen the areas of concerns. In addition, the Reading coach will provide push in assistance to the students identified.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The counselors are part of the schools' leadership team to ensure that all aspects of the student is addressed. The counselors collaborate with the Healthy Me Program coordinator to address students' needs in a timely fashion. The mental health specialist works closely with the administrators and counselors to provide the services the students need. Students have access to regular one to one sessions or group counseling. These sessions are based on their needs and the recommendation of teachers, parents or through self - referral. All personnel are licensed and trained to work with the students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Palm Springs North Elementary we prepare students by having them participated in Feeder Pattern Nights. This provides an opportunity for students and families to see what neighboring middle schools have to offer as their child transitions to postsecondary schooling. We also provide in house visits from neighboring middle schools that provide the students with information about the school. Middle schools and High schools are also invited to participate during school functions. At Palm Springs North Elementary we have Career Day, this provides students with an opportunity to learn about different workforce, their job, and the education and skills that are required for success in their career.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Palm Springs North Elementary failing grade meetings are held with the assistant principal and teachers to discuss the steps or interventions needed to proceed and assist students who are displaying academic or behavior concerns. We initiate the process by identifying students who are showing academic or behavior concerns by completing the request for assistance packet once interventions are

not effective. Once the request for assistance is completed the the SST Team comes together to develop strategies and a plan to assist the student.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Palm Springs North Elementary has a PLST Team that consist of an AP, a New Teacher Leader, an Instructional Coach, a Digital Innovator and a PD Liaison. As a team, we all collaborate, provide support and promote a school culture of professional learning. The PLST New Teacher Mentor is there to provide support to the new teachers entering the workplace. She is available to answer any questions and provide guidance during the school year. This year we have a new buddy system in place. This system provides additional support to new teachers by assigning a buddy to them in the same grade level. Together they work on best practices and collaborate on student achievement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school provides a field trip to the Kinder class were students experience a day in life of a Kindergarten student. A pre-k to kinder parent meeting is held to inform parents/guardians about the school and the expectations as their child transitions from early childhood to kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No