

# Palm Springs Elementary School



2014-15 School Improvement Plan

## Palm Springs Elementary School

6304 E 1ST AVE, Hialeah, FL 33013

<http://palmsprings.dadeschools.net/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
92%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

It is Palm Springs Elementary School's mission to provide high quality education that addresses the individual needs of students and fosters a lifelong desire for learning. To spark curiosity, programs such as Science Technology Engineering and Mathematics (STEM) and Kids and the Power of Work (KAPOW) are in place to afford students an opportunity to engage in learning and collaborate with scientists working on cutting edge technology. To encourage academic excellence, a nurturing and safe environment is provided in which highly qualified teachers are devoted to ensuring success for all students with the new Florida Standards. Technology is used as an instructional tool and high expectations are set for all. To empower students to reach their full potential, Palm Springs Elementary offers advanced and Extended Foreign Language programs, offers academic camps in the areas of Writing, Mathematics and Science, boasts two computer labs and invites parents and community members to share in this win-win partnership by providing an Open Door Policy. In order to provide a high quality education, we exceed our stakeholders' expectations for student achievement through a continuous cycle of analyzing students' academic needs, making data-driven decisions and collaborating with parents and the community.

##### Provide the school's vision statement

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

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Palm Springs Elementary School faculty and staff takes the time to get to know their students and their respective families. Teachers and administrators go above and beyond the call of duty to participate in various school events with their students, throughout the school year. During these events, academic or otherwise, teachers and administrators also get to know students' family members. Events, such as Field Day, create opportunities for students and their teachers to work together and support one another for a common goal. These are just a few ways that an environment of care and understanding is created at the school.

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

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



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

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

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

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

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

Palm Springs Elementary has various programs to ensure the healthy upbringing of its students. The "Healthy Me" program, brought to the school in partnership with Citrus Health Network, addresses many social-emotional needs of students and their families through a series of mini-lessons on good character values. Weekly psycho-educational groups are conducted, which provides referrals to families. Counseling and mentoring services are also offered on and off campus. The school counselor actively engages students in activities that foster social-emotional growth.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Students who are not proficient in reading by grade 3  
Students who are retained

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	6	1	4	7	4	33
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	11	9	32	27	21	1	101
Level 1 on statewide assessment	0	0	0	73	55	48	176
Level 1 on Reading state assessment	0	0	0	37	25	20	82
Level 1 on Mathematics state assessment	0	0	0	36	30	28	94
Course failure in English Language Arts	5	7	20	18	12	0	62
Course failure in Mathematics	6	2	12	9	9	1	39
Students who failed 2 or more courses in any subject	5	2	11	9	9	1	37
Students who are retained	4	4	2	11	1	0	22

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**Attendance**

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

In order to accomplish this, we will:

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

**Behavior/Discipline/Suspensions**

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

In order to accomplish this, we will:

- familiarize students and parents with the Code of Student Conduct (rules of acceptable behavior) and Schoolwide Discipline Plan (consequence protocol for lack of compliance to the Code of Student Conduct), during the first few weeks of school.
- personalize the learning environment, as possible
- provide an alternative setting within the school for students to complete classwork assignments when they must be removed from the classroom (level 6 discipline protocol).
- utilize the Learning Discipline packet system from Discipline Advantage to provide students with alternative ways to respond to altercations.

- promote and reward good behavior monthly through the school-developed “Got Caught” program, which encourages positive character values.
- provide students with mini-lessons on character values through the Healthy Me program, in conjunction with the local Citrus Health Organization.
- offer students counseling in school to promote good behavior.
- monitor the nominations and records of student recognition for the school-developed “Got Caught” program, which encourages positive character values.
- monitor the schedule of classroom mini-lessons on character values with the Healthy Me program and conduct walkthroughs
- review the log of students counseled.
- review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct.
- monitor student compliance with the Code of Student Conduct, including review of office discipline referrals.
- review records from the Learning Discipline packet system from Discipline Advantage.
- observe, record and note patterns of misbehavior for incidents in which requests for assistance are being sought from the counselor or administrator. Analyze the data to determine which character values may need continued reinforcement.
- review the parent conference log stemming from enforcement of the Code of Student Conduct/ implementation of the consequence protocol.
- review SCAMs and suspension records.
- provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals and provide more opportunities for them to be recognized when positive behavior is shown.

#### Performance/Acaademics

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

In order to accomplish this, we will:

- Identify students who have failed an English Language Arts or Mathematics course, scored a Level 1 in a Reading or Mathematics statewide assessment or been retained
- Provide students with differentiated small group instruction during the corresponding core instructional block, based on diagnostic data.
- Provide students with immediate intensive intervention outside of the core instructional block, based on diagnostic data.
- Provide students with increased access to computer-assisted instructional programs through use of the school's computer labs before school and during school and classroom computers during learning center activities.
- Develop and implement an individualized education plan (PMP) to address less proficient students' academic needs
- Provide ongoing support and resources directly to teachers of these students, the students themselves and their parents, in order to increase student achievement.
- Monitor student academic progress to determine if interventions are working by reviewing and analyzing current data and make adjustments as necessary. Continue to provide targeted assistance and support, as needed.
- Initiate request for MTSS/Rtl team assistance or continue Rtl process with the MTSS team, if lack of adequate growth or academic regression is evident.
- Schedule parent conferences to notify parents of status of progress.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198465>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Each school year, Palm Springs Elementary establishes or renews partnership agreements with local businesses for the purpose of securing and utilizing resources to support the school and student achievement. Partnership activities are developed and dates are scheduled. For example, during our school's Math night, parents visit our neighborhood supermarket, Winn-Dixie, to participate in fun, hands-on activities that involve calculations of the store's products. During their visit, families are given coupons to use toward the purchase of products, which increase the store's business. In return, fundraising profits during the event are shared with the school. The school's profits supply the rewards used to provide students with incentives for progress they demonstrate in targeted areas where increased achievement is expected.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Herrera, Roxana	Principal
Horta, Patricia	Assistant Principal

**Duties**

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

MTSS/Rtl leadership is vital to building our team. Our MTSS/Rtl Tier 1 Leadership Team consists of: the school principal (Roxana Herrera); the assistant principal (Patricia Horta); the part-time Reading instructional coach/Reading department chairperson (Elisa Toledo-Resende); the Math department chairperson (); Science department chairperson (Iliana Chirino); the Exceptional Student Education teacher/behavior specialist (Anna McDougall); the guidance counselor (Nidia Cotera); grade level chairpersons in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade; the school psychologist and social worker. The administrators ensure commitment and allocate resources. The coach and teachers share a common goal of improving instruction for all students. Team members work to build staff support, internal capacity and sustainability over time.

#### Tier 1

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

#### Tier 2

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

#### Tier 3 SST

- Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

#### Tier 1

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

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

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

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

While the SIP plan does not focus on the primary grades (these students are not administered the FCAT 2.0 or FSA battery of tests), the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades, as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

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

#### Title I, Part C- Migrant

Not Applicable

#### Title I, Part D

Not Applicable

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs such as Reading, ESOL, and Gifted
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-12)

- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-12)
- Reading and supplementary instructional materials(K-12)
- Hardware and software for the development of language and literacy skills in
- Reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application.

#### Title X- Homeless

At Palm Springs Elementary, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Palm Springs Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists the school with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to the school. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The school will identify a school based homeless coordinator, to be trained on the McKinney-Vento Law, ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Palm Springs Elementary School will receive funding from Supplemental Academic Instruction (SAI), as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Palm Springs Elementary implements the KAPOW (Kids and the Power of Work) program. KAPOW is

a national network of business-elementary school partnerships which introduces young students to work-related concepts and experiences. KAPOW system of affiliates brings trained volunteers from partner companies into our classrooms. The volunteer visits seven times during the school year to teach a one-hour class relevant to the business world. Components/lessons include: job and career awareness, positive work habits and attitudes, and team works and independence. In addition, the school participates in a yearly celebration called Career Day. Presenters from a variety of fields come and speak to our students about their career path, experiences and work trainings.

Job Training

Not Applicable

Other

Parental

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

Palm Springs Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Palm Springs Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact; the school's Title I Parental Involvement Plan; scheduling the Title I Annual meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Palm Springs Elementary School also conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

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

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

Voluntary Public School Choice Program

The Voluntary Public School Choice Program (I Choose!) is a federally funded grant and district-wide initiative designed to assist in achieving Miami-Dade County Public Schools' District Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate



programs, inform parents of educational options, and reculture teaching practices to establish quality school environments. All parent notifications of school status and resulting available services were sent by U.S. Mail and sent home a second time with students on the first day of school.

**IDEA**

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

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Roxana Herrera	Principal
Anneris Rivera	Teacher
Lupe Lago	Teacher
Elisa Toledo-Resende	Teacher
Marina Walles	Teacher
Zonia Illa	Teacher
Charmaine Johnson	Teacher
Yariza Martin	Education Support Employee
Leonor Marrero	Parent
Rebecca Thrasher	Parent
Christina Napoles	Parent
Tania Greene	Parent
Kattia Rubio	Parent
Lizet Diaz	Parent
Diane Kiukens	Parent
Annie Valladares	Parent
Leyci Rondon	Parent
Melissa Padin	Parent
Deanna Marrie	Student
Silvia Garcia-Tunon	Business/Community

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

At the end of last school year (April/May 2014), SAC members analyzed and discussed school progress by comparing student performance on district-wide end-of-year assessments to the same baseline assessments administered at the beginning of the year. After making these data-driven observations, the SAC re-examined the School Improvement Plan to determine what goals were

accomplished, what strategies and action steps were successful and what areas needed to be readdressed. Then, the SAC aligned their findings with the new Florida Standards to determine instructional priorities, future goals, strategies and courses of action, in preparation for the current school year (2014-2015).

*Development of this school improvement plan*

The SAC reviewed the 2014 SAT and FCAT 2.0 results, along with the Florida Standards and Florida Standards Assessment (FSA) test design and item specifications, and made recommendations for each of the areas. All stakeholders were involved in this process.

*Preparation of the school's annual budget and plan*

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

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

\$1200 in SAC funds were allocated last school year for the purchase of supplemental reading and mathematics materials to enhance instruction for students performing in the lowest 35% of the population.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

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

According to our calculations, the SAC is in compliance with section 1001.452 of the Florida Statutes. However, feedback from digital input of the roster indicates that the SAC is not in compliance with the "Participation by the Public" component. Therefore, the SAC will revisit this issue to balance the allocation of school board employees to parents, according to the guidelines.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Herrera, Roxana	Principal
Horta, Patricia	Assistant Principal
Toledo-Resende, Elisa	Instructional Coach
Rivera, Anneris	Instructional Media
Chirino, Iliana	Teacher, K-12
Salgueiro, Soraya	Teacher, K-12
Rentas, Liza	Teacher, K-12
Lane, Gisela	Teacher, K-12
Guillen, Maria	Teacher, K-12
Rodriguez, Janet	Teacher, K-12
Paula, Yaquelin	Teacher, K-12
McDougall, Anna	Teacher, ESE

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT's has 2 major initiatives this year.

They are to:

- support teachers with the implementation of the new Florida Standards and the integration of cross-curricular lessons that involve the use reading and writing tasks, in all subject areas/classes. The LLT will discuss innovative and classroom-tested ideas to share and implement across grade levels and classrooms. In conjunction with this School Improvement Plan, the LLT will confer with teachers and administrators regarding an action plan for how to improve student reading achievement, suggest professional development, and review progress monitoring data at the grade and classroom level. The LLT will identify students who are at moderate or high risk of not meeting high standards to provide support and ensure that all students are provided with appropriate instruction to meet their needs and promote growth.
- ensure that all students are receiving reading intervention or enrichment that corresponds to and meets their academic needs. Progress will be monitored continuously through analysis of formal and informal data and adjusted, as necessary. In addition, students who read “beyond the bell,” or beyond the school day, will be recognized.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

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

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

meaningful conversations, which, in turn, support one another's learning.

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

Teachers also meet weekly for common planning during prescheduled blocks of time. They meet with their grade level colleagues, in order to collaboratively plan upcoming lessons.

Furthermore, teachers are provided opportunities to visit each other's classes to observe model lessons in action. This not only benefits the teacher observer in his/her learning and individual support, but it facilitates a positive working relationship with the mentor colleague through peer coaching which, in turn, leads to collaborative planning activities.

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

In an effort to recruit highly qualified teachers, we have developed partnerships with neighboring colleges and universities including Florida International University, Nova University, Carlos Albizu University and Miami-Dade College. Students from these higher education institutions perform their internships and observational hours at our school with teachers who are certified in Clinical Supervision. The school principal provides current teachers with opportunities and time to participate in ongoing professional development activities, in order to retain highly qualified, certified and effective teachers.

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

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

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

Currently, the school has one beginning teacher who is receiving mentoring support from a fellow teacher in the deaf and hard of hearing program. This teacher has been trained by the district in the (MINT) beginning teacher program.

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school's instructional coach provides professional development to teachers, based on their needs as determined by current student data and a professional development survey. Needs are aligned with the requirements of the new Florida Standards and the Florida Standards Assessments. Grade level teams meet weekly and plan collaboratively to develop and implement lessons that are standards-driven and aligned with District pacing guides. Professional learning communities (PLC)

provide a platform for teachers to share sound instructional practices and expertise in use of resources. Administration provides support by enabling teachers opportunities to observe fellow teachers in model classrooms. Administrators also conduct regular walkthroughs to monitor implementation of instructional programs and delivery of rigorous lessons with higher levels of cognitive complexity, as they relate to the standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

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

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

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

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

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 2,160

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

**Strategy Rationale**

To increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Herrera, Roxana, pr4261@dadeschools.net

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,160

Chess

**Strategy Rationale**

To enhance students' critical thinking skills

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Herrera, Roxana, pr4261@dadeschools.net

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

Performance in practice and local chess tournaments

**Strategy:** Extended School Day

**Minutes added to school year:** 360

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Herrera, Roxana, pr4261@dadeschools.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

Palm Springs Elementary School's High Scope Preschool Curriculum focuses on developing the skills necessary for future success in school. Emphasis is placed on increasing development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Preschool students are taught pre-readiness skills using the Scholastic's Big Day reading curriculum which includes (but is not limited to) skills such as rhyme, letter recognition, letter and sound relationships, and counting. Students follow routines and a structured daily schedule in a developmentally appropriate environment, which promotes learning, acquisition of early literacy skills, and socialization skills. Instruction and activities are provided in small groups, facilitated by a teacher and full-time paraprofessional. Florida's Voluntary Pre-Kindergarten (VPK) Assessment is used to measure each student's phonological awareness, print knowledge, oral language, vocabulary and mathematics skills.

The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children. The technical assistance plan for school readiness program providers encompasses a holistic approach to the professional development of all individuals associated with the delivery of quality educational programming. The delivery of staff development activities includes the use of mini-workshops, classroom observation/feedback, modeling/demonstration lessons, and peer mentors.

In order to effectively determine incoming Kindergarten students' school readiness, a developmental

screening instrument called the Work Sampling System (WSS) is administered during the first 30 calendar days of school, as part of the Florida Kindergarten Readiness Screener (FLKRS). Students obtain a score in one of three categories: "Proficient," "In Process," "Not Yet Demonstrating." Using the results of the screening, certified teachers work with students on individual needs through small group instruction.

### **College and Career Readiness**

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

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas.
- G2.** Palm Springs Elementary School's goal is to use the Early Warning Systems (EWS) indicators to identify at-risk students, in order to provide appropriate support and timely intervention, that will lead to greater success and academic achievement.
- G3.** Palm Springs Elementary School's goal is to prepare students to be college and career ready by increasing participation in STEM-related activities.
- G4.** Palm Springs Elementary School's goal is to build strong, continuing family and community involvement, in all aspects of school programs and activities, in support of increasing student achievement. "See Title I PIP"

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas. **1a**

G050814

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Math - African American	40.0
AMO Math - ED	73.0
AMO Math - ELL	68.0
AMO Math - Hispanic	75.0
AMO Math - SWD	56.0
Math Gains	81.0
Math Lowest 25% Gains	71.0
AMO Reading - All Students	71.0
AMO Reading - African American	33.0
AMO Reading - ED	69.0
AMO Reading - ELL	65.0
AMO Reading - Hispanic	71.0
AMO Reading - SWD	48.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	59.0

**Resources Available to Support the Goal** **2**

- Reading: • Core curriculum reading program: McGraw-Hill Wonders • Professional development (school-based, District-based and vendor-based): Face-to-face trainings, webinar trainings and digital PD video clips (McGraw-Hill Wonders online - connected.) • Personnel resources: Part-time reading coach, Literacy Leadership Team, ESOL department lead teacher, ESE department lead teacher, MTSS/Rtl team • Computer-assisted instructional programs: iReady, Reading Plus, Imagine Learning, Waterford • Other computer-based programs which support reading goals: MyOn Reader, Accelerated Reader • Digital resources for the teacher: McGraw-Hill online, Discovery Education, Smart Exchange (Smartboard), www.prometheanplanet.com (Promethean board), cpalms.org • Digital practice for the student: McGraw-Hill online, iReady, Reading Plus, Imagine Learning • Instructional tools: graphic organizers, computers, Promethean boards, Smart boards, projectors, core curriculum reading program digital resources (connected.mcgraw-hill.com), McGraw-Hill Wonders print components (complex texts, leveled readers, etc.) and teaching aids, Florida Standards Assessment (FSA) Item Specifications, district Language Arts Florida Standards task cards, visual aids, Discovery Education website • Instructional resources: Dadeschools English Language Arts website (languageartsreading.dadeschools.net), Dadeschools Reading and Writing Pacing Guides, FCRR Learning Center binders, fcrr.org, professional texts, www.freereading.net, http://www.nefec.org/learn/, leveled guided reading libraries, Common Core exemplar texts library • Intervention materials: WonderWorks (print), iReady (differentiated/adaptive computer-assisted instruction) • Data resources: 2014 FCAT 2.0 Reading assessment reports, 2014 CELLA assessment reports, Thinkgate data reports from district quarterly Reading progress monitoring assessments such as Baseline and Interims, FAIR-FS assessment data reports • Student resources: Spanish-English dictionaries (ELL)

- Writing: Core curriculum reading/language arts program: McGraw-Hill Wonders (Writing components include: analytic writing-writing to a text source citing evidence from that source, 6 traits of writing for author's craft, process writing, daily grammar lessons, daily spelling/phonics lessons, daily vocabulary lessons) • Professional development (school-based, District-based and vendor-based): face-to-face trainings, webinar trainings and digital PD video clips • Personnel resources: Part-time reading coach, Literacy Leadership Team, ESOL department lead teacher, ESE department lead teacher • Digital resources for the teacher: McGraw-Hill online, Discovery Education, Smart Exchange (Smartboard), [www.prometheanplanet.com](http://www.prometheanplanet.com) (Promethean board) • Digital practice for the student: McGraw-Hill online (Writer's Workspace), iReady, Reading Plus, Imagine Learning • Instructional tools: graphic organizers, Promethean board, Smartboard, Writing reference/anchor charts, McGraw-Hill Wonders, Florida Standards Assessment Genre-specific rubrics • Instructional resources: Dadeschools Writing pacing guide, Melissa Forney professional resources, The Trait Crate (Scholastic), other professional books about writing (Make It Real by Linda Hoyt, Mechanically Inclined by Jeff Anderson, etc.), mentor texts, state-released calibrated student exemplar papers • Data resources: Pre-/Post-test district writing assessments, monthly writing samples • Student resources: McGraw-Hill Wonders, Writers Survival Kit (Melissa Forney and teacher developed resources), Spanish-English dictionaries (ELL)
- Mathematics: • Core curriculum mathematics program: Houghton Mifflin Harcourt Go Math • Professional development (school-based and district-based) • Personnel resources: mathematics leader/liason, ESOL lead teacher, ESE lead teacher • Digital resources: [math.dadeschools.net](http://math.dadeschools.net), [thinkcentral.com](http://thinkcentral.com), [khanacademy.org](http://khanacademy.org), Go Math online, [www.prometheanplanet.com](http://www.prometheanplanet.com) (Promethean board), Smart Exchange (Smartboard), Discovery Education • Computer assisted instructional programs: iReady, Reflex • Instructional tools: graphic organizers, computers, Promethean boards, Smartboards, projectors, connected to thinkcentral with re-teach/enrich intervention programs, manipulatives, Florida Standards Assessment (FSA) Math task cards, HMH GM Grab-and-Go Centers kit, Go Math teacher resource print components (such as transparencies, HMH GM standards practice books, HMH enrichment practice books, HMH GM assessment guide). Instructional resources: Scholastic Success with Fractions teacher resource book • Instructional resources: Dadeschools mathematics pacing guide • Instructional routines: Problem of the Day, multiplication drills • Differentiated instruction/Intervention resources: Soar to Success Math on [thinkcentral.com](http://thinkcentral.com), Rtl resource on [thinkcentral.com](http://thinkcentral.com), Successmaker Math, Voyager Math, HMH Go Math reteach practice books • Data resources: 2014 FCAT 2.0 Mathematics test reports, Thinkgate data reports from district quarterly progress monitoring assessments such as Baseline and Interims, iReady Math reports
- Science: • Core curriculum science program: Scott Foresman Science • Professional development (school-based and District-based) • Personnel resources: Science leader/school liasion • Digital resources: [science.dadeschools.net](http://science.dadeschools.net), GIZMOS-explorelearning, [cpalms.org](http://cpalms.org) • Instructional tools: graphic organizers, computers, Promethan boards, Smartboards, core curriculum science program digital resources ([pearsonsuccess.net](http://pearsonsuccess.net)), FCAT 2.0 Science Item Specifications, Discovery Education website, AIMS Physical Science, manipulatives • Instructional resources: Dadeschools science pacing guide • Data resources: 2014 FCAT 2.0 Science assessment reports, Thinkgate data reports from science progress monitoring assessments such as district baseline and quarterly interims • Student resources: 4-5 Sciencesaurus Handbooks

### Targeted Barriers to Achieving the Goal 3

- There is limited evidence of a consistent instructional framework across grade levels, which is highly dependent upon quality teacher collaboration for effective common planning. The master schedule secures a minimum of four hours per week for common planning; however, the need to deliver intervention to less proficient students during half of this time (outside of core instruction),

in order to service all of those who have been targeted, creates staggered and diminished opportunities for teachers to meet face-to-face for common planning.

## Plan to Monitor Progress Toward G1. 8

The administration, LLT, all classroom teachers and the MTSS/RtI team will:

Analyze:

- quarterly district interim assessment student performance data reports to drive instruction and decision-making
- progress, identify areas of need and adjust instruction (or differentiate), as appropriate

Discuss:

- student progress
- best practices/effective strategies

Conduct:

- professional learning communities

Collaborate on next course of action

The administration will:

- provide ongoing support and resources necessary to increase student achievement as determined by identified areas of need, recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher and providing opportunities for teachers to meet in professional learning communities.

Review all evidence over time to ensure that progress is being made.

### **Person Responsible**

Roxana Herrera

### **Schedule**

Monthly, from 10/2/2014 to 6/4/2015

### **Evidence of Completion**

Student performance data reports for District Interim progress monitoring assessments, data chat schedules, Florida Standards Assessment for Reading (Grades 3-5), Writing (Grades 4-5) and Mathematics (Grades 3-5), FCAT 2.0 Science assessment (Grade 5), Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) for grades 3-5, Stanford Achievement Test (SAT-10) for grades K-2.

**G2.** Palm Springs Elementary School's goal is to use the Early Warning Systems (EWS) indicators to identify at-risk students, in order to provide appropriate support and timely intervention, that will lead to greater success and academic achievement. 1a

G050819

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	5.0
Attendance Below 90% Kindergarten	12.0
Attendance Below 90% Grade 01	6.0
Attendance Below 90% Grade 02	1.0
Attendance Below 90% Grade 03	3.0
Attendance Below 90% Grade 04	6.0
Attendance Below 90% Grade 05	3.0
One or More Suspensions	0.0
Level 1 - Grade 04	20.0
Level 1 - Grade 04	24.0
Level 1 - Grade 05	16.0
Level 1 - Grade 05	23.0
Non-proficient Reading by Grade 03	30.0

**Resources Available to Support the Goal** 2

- Attendance: •daily attendance bulletins •district-generated monthly attendance reports •excused/unexcused absence reports •excused/unexcused tardy reports •MDCPS portal attendance rate report (every grading period/quarter) •truancy referral reports •SCAMs documentation of excessive excused/unexcused absences and tardies •parent contact log for students who are consistently absent or tardy •attendance intervention meeting log •school-developed charts •student incentives •Community Involvement Specialist •attendance intervention committee
- Behavior/Discipline: •M-DCPS Student Code of Conduct •behavior contracts •"Got Caught" school-developed character values recognition program •"Healthy Me" Citrus health organization character education/health program •guidance counselor
- Performance/Academics: •Electronic Gradebook (Pinnacle 8) •FCAT 2.0 reports (and upcoming FSA reports) •SAT-10 reports •FAIR-FS reports (Grades 3-5) •CELLA reports •Thinkgate data management system reports (for quarterly District Interim assessments) •iReady reports •Reading Plus reports •Imagine Learning reports •Waterford Early Learning reports •Wonderworks intervention program checkpoints/assessments •McGraw-Hill online (www.connected...) •www.fcrr.org •FCRR Learning Center binders •professional development •graphic organizers •manipulatives •District Pacing Guides per subject area (iVillage) •M-DCPS Curriculum Department/District Office Websites (languageartsreading.dadeschools.net, bilingual.dadeschools.net, math.dadeschools.net, science.dadeschools.net, socialsciences.dadeschools.net, rti.dadeschools.net, spededservices.dadeschools.net, osi.dadeschools.net, oada.dadeschools.net, oat.dadeschools.net, etc.) •Curriculum Support Specialists •MTSS/Rtl records •MTSS/Rtl team •Literacy Leadership Team •Curriculum leaders (Reading, Mathematics, Writing, Science) •ESE lead teacher •ESOL resource/lead teacher •LEP committee •interventionists •school-site Parent Resource Center, etc.

**Targeted Barriers to Achieving the Goal** 3

- Attendance: Communicable illnesses and the onset of related symptoms keep students at home. Without proper care or good hygiene habits, illnesses can also be spread to others at school. In

other instances, some parents and students need guidance in understanding the correlation between school attendance and student achievement to make sound decisions about when it is appropriate for a student to miss school. Also, some students require motivation to attend school everyday, arrive on time and thrive for perfect attendance.

- Behavior/Discipline: Students with behavior referrals require more opportunities to be recognized when positive behavior is shown. Some students also need continued support in understanding alternative methods to resolve conflict.
- Performance/Academics: Students who are retained as a result of a lack of proficiency in reading, often have foundational skills needs and wide skill gaps that need to be addressed, in order for them to be able to read and comprehend at grade level. These students require individualized, systematic instruction, in smaller group settings, to meet their academic needs and close learning gaps. Parents also require additional support and strategies to help improve their child's academic progress. Similarly, students who are not proficient in reading by third grade, also require more individualized and systematic instruction in smaller group settings to meet their academic needs. These students often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. It is critical that teachers in the primary grades (K-2) conduct early identification of students in need of additional support. The assistance of the MTSS/Rtl team will serve a critical purpose for identified students.

## Plan to Monitor Progress Toward G2. 8

### Attendance

Follow-up implemented support and interventions for targeted students in the area of attendance by reviewing all evidence and documentation subsequent to providing services, in order to identify students who have improved or who need further support or intervention.

#### **Person Responsible**

Roxana Herrera

#### **Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Attendance reports, COGNOS report, "Be Here or Lose Out" school-developed attendance recognition program records/data

## Plan to Monitor Progress Toward G2. 8

### Behavior/Discipline

- Observe, analyze and determine if the pattern and/or quantity of negative behaviors being reported and/or treated have been reduced or eliminated, overall and for individual students.
- Discuss student progress.
- Identify areas of need and make adjustments, as necessary.
- Determine whether/which MTSS/Rtl team meetings need to be conducted.
- Provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals.
- Provide continued opportunities for targeted students to be recognized when positive behavior is shown.
- Review all evidence over time to ensure that progress is being made.

These students will be tracked and monitored throughout the course of the year to ensure that individual progress is occurring; otherwise, each student's plan of action (behavior intervention plan) will be revisited and revised with support.

### **Person Responsible**

Roxana Herrera

### **Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

### **Evidence of Completion**

Reports, anecdotal records, SCAMS and suspension records... Code of Student Conduct, Code of Student Conduct signature slips confirming review by student and parent, Code of Student Conduct consequence protocol parent conference log, School-wide Discipline Plan, Discipline Advantage Learning Discipline packet system records, counselor referrals/requests for assistance (SCAMs for misbehavior), administrator referrals/requests for assistance (SCAMs for misbehavior), Student Case Management forms, log of office discipline referrals, counseling log, parent contact record for behavioral issues, Behavior Intervention Plans (BIPs), monthly record of students who "Got Caught", "Got Caught" certificates and event photos, suspension records, monthly district-generated suspension rate report

**Plan to Monitor Progress Toward G2. 8**

Performance/Academics

The administration, LLT, all classroom teachers and the MTSS/RtI team will:

Analyze:

- the impact of intervention, on progress with core curriculum, by comparing intervention data to core data, in order to drive instruction and decision-making
- identify areas of need and adjust instruction (differentiate or accelerate), as appropriate

Discuss:

- student progress
- best practices/effective strategies

Conduct:

- MTSS/RtI team meetings, as necessary

Collaborate on next course of action.

The administration will provide ongoing support and resources necessary to increase student achievement, as determined by identified areas of need, recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher and providing opportunities for teachers to meet in professional learning communities and/or MTSS/RtI team meetings.

Review all evidence over time to ensure that progress is being made.

These students will be tracked and monitored throughout the course of the year to ensure academic progress is occurring; otherwise, each student's plan of action (SST intervention plan) will be revisited and revised with support.

**Person Responsible**

Roxana Herrera

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Intervention data, MTSS/RtI forms for tracking implementation of interventions



**G3.** Palm Springs Elementary School's goal is to prepare students to be college and career ready by increasing participation in STEM-related activities. 1a

G050820

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- All mathematics and science resources including: Mathematics • Core curriculum mathematics program: Houghton Mifflin Harcourt Go Math • Professional development (school-based and district-based face-to-face trainings, webinars, etc.) • Personnel resources: mathematics leader/liason, ESOL lead teacher, ESE lead teacher • Digital resources: math.dadeschools.net, thinkcentral.com, khanacademy.org, Go Math online, Smart Exchange (Smartboard), Promethean Planet (Promethean board), Discovery Education, Reflex Math, Computer-assisted instructional programs: iReady • Instructional tools: graphic organizers, computers, Smart boards, projectors, Promethan boards, thinkcentral's re-teach/enrich intervention programs, manipulatives, Florida Standards Assessment (FSA) Mathematics Item Specifications, Math task cards, HMH GM Grab-and-Go Centers kit, Go Math teacher resource print components (such as transparencies, HMH GM standards practice books, HMH enrichment practice books, HMH GM assessment guide). • Instructional resources: Scholastic Success with Fractions teacher resource book • Instructional routines: Problem of the Day, multiplication drills • Differentiated instruction/Intervention resources: Soar to Success Math on thinkcentral.com, Rtl resource on thinkcentral.com, HMH Go Math reteach practice books • Data resources: FCAT 2.0 Mathematics test reports, Thinkgate data reports from progress monitoring assessments such as Baseline and quarterly interims, iReady Math reports, Reflex math reports Science • Core curriculum science program: Scott Foresman Science • Professional development (school-based and District-based face-to-face trainings, webinars, etc.) • Personnel resources: Science leader/school liaison • Digital resources: science.dadeschools.net, GIZMOS-explorelearning • Instructional tools: graphic organizers, computers, Smart boards, Promethean boards, core curriculum science program digital resources (pearsonsuccess.net), FCAT 2.0 Science Item Specifications, Discovery Education website, AIMS Physical Science, manipulatives • Data resources: FCAT 2.0 Science assessment reports, Thinkgate data reports from scienceb progress monitoring assessments such as district baseline and quarterly interims • Student resources: 4-5 Sciencesaurus Handbooks STEM • Digital resources: stem.dadeschools.net

**Targeted Barriers to Achieving the Goal** 3

- Students need to develop higher order thinking skills across all curricular areas. Therefore, more opportunities need to be provided for students to engage in interdisciplinary project-based learning, so they can excel at the skills these projects require and perhaps become motivated to pursue related career fields, which are becoming increasingly high in demand.

**Plan to Monitor Progress Toward G3. 8**

Analyze:

- the impact of STEM-related activities on interest and progress with core curriculum
- identify areas of need and adjust instruction (differentiate or accelerate), as appropriate

Discuss:

- student progress
- best practices/effective strategies

Determine whether support or professional development is necessary.

The administration will provide ongoing support and resources necessary to increase student achievement, as determined by identified areas of need, recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher and providing opportunities for teachers to meet in professional learning communities.

Review all evidence over time to ensure that progress is being made.

**Person Responsible**

Roxana Herrera

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, lab journals, photos/data/evidence, authentic student work, classroom walkthrough observation log/checklists, event participation sign-in sheets, event photos/data/evidence, Science Fair outcomes, Science fair score sheets, STEM-related destination fieldtrip requests, core curriculum progress monitoring data

**G4.** Palm Springs Elementary School's goal is to build strong, continuing family and community involvement, in all aspects of school programs and activities, in support of increasing student achievement. "See Title I PIP" 1a

G050821

**Targets Supported 1b**

Indicator	Annual Target
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**Resources Available to Support the Goal 2**

**Targeted Barriers to Achieving the Goal 3**

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas. **1**

 G050814

**G1.B1** There is limited evidence of a consistent instructional framework across grade levels, which is highly dependent upon quality teacher collaboration for effective common planning. The master schedule secures a minimum of four hours per week for common planning; however, the need to deliver intervention to less proficient students during half of this time (outside of core instruction), in order to service all of those who have been targeted, creates staggered and diminished opportunities for teachers to meet face-to-face for common planning. **2**

 B127400

**G1.B1.S1** Effective Planning and Instructional Delivery **4**

 S139576

### Strategy Rationale

It is essential that instruction be focused on the Florida Standards as well as delivered at a pace that is both appropriate for the learners while maximizing student achievement. Therefore, when teachers effectively plan and deliver instruction, students will master course content and skills as a result of rigorous, purposeful and engaging activities.

### Action Step 1 **5**

Provide professional development regarding how to develop an effective instructional framework per content area.

#### Person Responsible

Roxana Herrera

#### Schedule

On 10/1/2014

#### Evidence of Completion

Sign-in sheets, Agenda, Workshop handouts

**Action Step 2** 5

Teachers will implement the instructional frameworks, as developed, by content area.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 10/6/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, class schedule, classroom (student-friendly daily focus) agenda, instructional delivery

**Action Step 3** 5

Provide professional development regarding how to plan for and deliver instruction that is based on the Florida Standards, as driven by specific curriculum course content. Included in the PD will be recommendations for pre-planning, face-to-face planning and post-meeting activities, in order to maximize effectiveness during the planning process.

**Person Responsible**

Roxana Herrera

**Schedule**

On 11/4/2014

**Evidence of Completion**

Sign-in sheets, Agenda, Workshop handouts

#### Action Step 4 5

Teachers will meet weekly, by grade level and/or content area, to collaboratively plan high quality, standards-driven instruction. Teachers will deliver high quality instruction which includes rigorous, purposeful and engaging activities that will, in turn, enable students to master course content and skills.

##### **Person Responsible**

Roxana Herrera

##### **Schedule**

Daily, from 11/5/2014 to 6/4/2015

##### ***Evidence of Completion***

Lesson plans, instructional delivery, evident use of a variety of instructional materials (resources for planning, instructional tools), meeting log, classroom walkthrough observation log/checklists, authentic student work

#### Action Step 5 5

Secure the resources necessary to carry out the instruction that will support and increase student achievement. Ensure that ongoing opportunities are provided to observe and share best practices.

##### **Person Responsible**

Roxana Herrera

##### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

##### ***Evidence of Completion***

Support from an instructional coach or mentor teacher (targeted schedule), accessible instructional materials, lesson plans, instructional delivery, classroom walkthrough observation log, meeting log

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will be present during professional development.

**Person Responsible**

Roxana Herrera

**Schedule**

On 11/4/2014

**Evidence of Completion**

Participant Sign-in sheets; Agenda; PD handouts/deliverables

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Conduct classroom walkthroughs to observe implementation of effective collaborative planning and delivery of instruction.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 10/2/2014 to 6/4/2015

**Evidence of Completion**

Review lesson plans and classroom walkthrough observation logs/checklists. Review authentic student work and monitor use of response journals (in Reading, Writing, Mathematics and Science) for evidence of quality learning tasks

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Facilitate opportunities for teachers to collaborate, share best practices and observe a model peer/colleague, coach or curriculum support specialist.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Peer observation schedule, observation logs, common planning time, meeting logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Continuously review and monitor:

- quality of student work samples
- quality of students' responses in reading, writing, mathematics, science journals
- in-class assessments

Discuss:

- student progress
- best practices/effective strategies

-recognize students through targeted monthly recognition activities from October through April

**Person Responsible**

Roxana Herrera

**Schedule**

Biweekly, from 10/2/2014 to 6/4/2015

**Evidence of Completion**

Authentic student work, curriculum-specific response journals (Reader's Response Journal, Science Lab journal, etc.), in-class assessments, formal and informal observations

**G2.** Palm Springs Elementary School's goal is to use the Early Warning Systems (EWS) indicators to identify at-risk students, in order to provide appropriate support and timely intervention, that will lead to greater success and academic achievement. **1**

G050819

**G2.B1** Attendance: Communicable illnesses and the onset of related symptoms keep students at home. Without proper care or good hygiene habits, illnesses can also be spread to others at school. In other instances, some parents and students need guidance in understanding the correlation between school attendance and student achievement to make sound decisions about when it is appropriate for a student to miss school. Also, some students require motivation to attend school everyday, arrive on time and thrive for perfect attendance. **2**

B127674

**G2.B1.S1** Reduction of students with less than 90% attendance **4**

S139805

### Strategy Rationale

Extensive research indicates that poor school attendance is a highly predictive key factor of potential student failure.

### Action Step 1 **5**

Explain to students the importance of being in school and being on time.

#### Person Responsible

Roxana Herrera

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Morning announcements, record/log of student meeting (as needed)

### Action Step 2 **5**

Monitor student attendance and tardies daily by checking the attendance bulletin printed in the main office each day.

#### Person Responsible

Roxana Herrera

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Electronic Gradebook (Pinnacle 8), Daily attendance bulletin/report



### Action Step 3 5

Provide motivation for students to attend school everyday and arrive on time by implementing a school-developed incentive program called "Be Here or Lose Out." With this program, the top classes with perfect attendance in each grade level will be recognized and rewarded. Individual students with perfect attendance will also be recognized and rewarded at quarterly assemblies and at end-of-year awards ceremonies.

#### **Person Responsible**

Roxana Herrera

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### ***Evidence of Completion***

Perfect attendance tracking chart in which classes with perfect attendance are identified daily, student attendance reports which track individual students with perfect attendance, log of monthly "Be Here or Lose Out" winners, "Be Here or Lose Out" event photos, rewards, "Perfect Attendance" trophies/medals/certificates (awards)

### Action Step 4 5

Maintain a weekly perfect attendance bulletin board in the main hallway titled, "Be Here or Lose Out," for all key stakeholders to see. This bulletin board will visually track classes with daily perfect attendance and showcase monthly perfect attendance winners.

#### **Person Responsible**

Roxana Herrera

#### **Schedule**

Weekly, from 8/18/2014 to 6/4/2015

#### ***Evidence of Completion***

Perfect attendance tracking chart in which classes with perfect attendance are identified daily, student attendance reports which track individual students with perfect attendance, log of monthly "Be Here or Lose Out" winners, "Be Here or Lose Out" event photos, "Be Here or Lose Out" bulletin board

**Action Step 5** 5

Document students who have developed a pattern of five or more absences or tardies on a Student Case Management (SCAM) form.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Electronic Gradebook (Pinnacle 8), Daily attendance bulletins/reports, Student Case Management (SCAM) forms

**Action Step 6** 5

Conduct an attendance intervention meeting with parents of students who have accumulated 5 or more absences or tardies to explain the correlation between attendance and student achievement and develop an attendance intervention plan.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Electronic Gradebook (Pinnacle 8), Daily attendance bulletins/reports, Notification of Excessive Absences/Tardies letter, truancy referral reports, attendance intervention meeting log, attendance intervention plan.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review daily attendance bulletins, which are posted in the main office, to ensure that teachers have checked it for accuracy by the end of the day, made any necessary corrections, and initialed the bulletin for verification

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Daily attendance bulletin/report indicating students absent and tardy that day

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitor tracking records of the classes with perfect attendance in each grade level and the individual students with perfect attendance.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Tracking records of the classes and individual students who have perfect attendance

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Observe and monitor maintenance of the weekly perfect attendance bulletin board in the main hallway titled, "Be Here or Lose Out," which visually tracks and showcased classes with daily perfect attendance.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

"Be Here or Lose Out" Perfect Attendance bulletin board

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review Student Case Management (SCAM) forms which document students who have a pattern of five or more absences or tardies.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student Case Management (SCAM) forms which document students who have a pattern of five or more absences or tardies.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review parent contact logs of students with excessive absences/tardies.

Review attendance intervention meeting logs.

Review attendance intervention plan documents which were developed jointly with parents of students who have accumulated 5 or more absences or tardies.

**Person Responsible**

Roxana Herrera

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Parent contact log of students with excessive absences/tardies, attendance intervention meeting logs, attendance intervention plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Observe, analyze and note changes in the frequency of absences and tardies of identified students, following parent contact and intervention for this purpose, to see if they have diminished.

If the frequency of absences and tardies has not diminished or been eliminated:

- Review interventions for absences or tardies.
- Analyze the data to determine if there is a specific pattern to the absences/tardies that can be addressed. Review any information received from parents regarding reasons for student absences/tardies and determine whether a different intervention treatment is necessary.
- Explain the importance of being in school and being on time to students with poor attendance or excessive tardies.
- Create a revised, individualized attendance intervention plan which includes specific incentives for measurable improvement, if needed
- Discuss transportation options, if needed
- Encourage parents and students to take advantage of the M-DCPS free breakfast program, before school hours
- Consider conducting a home visit.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Attendance reports, parent contact logs, parent conference logs, student conference logs, attendance intervention plans, home visit log

**G2.B2 Behavior/Discipline:** Students with behavior referrals require more opportunities to be recognized when positive behavior is shown. Some students also need continued support in understanding alternative methods to resolve conflict. 2

 B127678

**G2.B2.S1** Maintenance of zero suspensions through prevention, early intervention and support 4

 S139808

### Strategy Rationale

Extensive research indicates that poor behavior is a highly predictive key factor of potential student failure.

### Action Step 1 5

Familiarize students and parents with the Code of Student Conduct and Schoolwide Discipline Plan, during the first few weeks of school.

The Code of Student Conduct describes the rules of acceptable behavior.

The Schoolwide Discipline Plan involves the following consequence protocol for lack of compliance to the Code of Student Conduct: 1. Warning, 2. Parent phone call, 3. Lunch detention, 4. Parent conference, 5. Referral to guidance counselor, 6. Referral to administrator or Suspension for severe infractions.

#### Person Responsible

Roxana Herrera

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Code of Student Conduct, School-wide Discipline Plan, signed acknowledgments confirming review of the Code of Student Conduct and School-wide Discipline Plan by parents and students

### Action Step 2 5

Personalize the learning environment, as possible. This includes both the classroom environment and the alternative setting within the school for students to complete classwork assignments when they must be removed from the classroom (level 6 discipline protocol).

#### Person Responsible

Roxana Herrera

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Learning environments (classrooms and alternative setting)

**Action Step 3** 5

Utilize the Discipline Advantage Learning Packet system to provide students with alternative ways to respond to altercations.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Discipline Advantage Learning Packet system materials

**Action Step 4** 5

Provide students with character values mini-lessons through the Healthy Me program, in conjunction with the local Citrus Health Organization.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

"Healthy Me" program materials, "Healthy Me" program student work samples

**Action Step 5** 5

Promote good behavior daily and reward students who demonstrate model citizenship and positive character values monthly through a school-wide, school-developed initiative called "Got Caught".

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Code of Student Conduct, School-wide Discipline Plan, monthly record of students who "Got Caught," "Got Caught" certificates, hallway bulletin board with photos of students recognized through the "Got Caught" program

**Action Step 6** 5

Offer students counseling in school to promote good behavior.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Code of Student Conduct, School-wide Discipline Plan, counselor referrals/requests for assistance (Student Case Management forms - SCAMs - for reporting misbehavior), record of student chats/counseling log

**Action Step 7** 5

Maintain communication with parents of students who are exhibiting unacceptable rules of behavior and collaborate on an action plan. Discuss and agree upon ways to help the student understand why it is important to follow acceptable rules of behavior. Reinforce/reward positive behavior and provide consequences for negative behavior.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Code of Student Conduct, School-wide Discipline Plan, counselor referrals/requests for assistance (Student Case Management forms - SCAMs - for reporting misbehavior), Discipline Advantage Learning Packet materials, parent contact record for behavioral issues (teacher, counselor, administrator), behavior contract, Behavior Intervention Plan (BIP) as appropriate, evidence of ongoing communication between school and parent to provide feedback on the targeted student's daily progress (i.e. special feedback paper-pencil form, email, phone call, cell phone application - clasdojo, etc.)



**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct. Signatures should be collected within the first two weeks each student attends our school.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Class checklists of received acknowledgments from students and parents confirming review of the Code of Student Conduct, Code of Student Conduct signature slips confirming review by student and parent

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Monitor student compliance with the Code of Student Conduct, including review of office discipline referrals (School-wide Discipline Plan level 6 protocol) .

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Code of Student Conduct, School-wide Discipline Plan, counselor referrals/requests for assistance (Student Case Management reports - SCAMs - of misbehavior), office discipline/administrator referrals - requests for assistance (SCAMs for misbehavior), log of office discipline referrals

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review records from the Discipline Advantage Learning Discipline packet system.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Discipline Advantage student records

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Monitor the schedule of Healthy Me program classroom mini-lessons on character values and conduct classroom walkthroughs to observe implementation.

**Person Responsible**

Roxana Herrera

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

"Healthy Me" program student work samples

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Monitor the nomination records of students being recognized through the school-developed "Got Caught" program, which encourages model behavior, good citizenship and positive character values.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

monthly record of students who "Got Caught", bulletin board with photos of students recognized through the "Got Caught" program

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review the log of students counseled.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Counseling log, record of counselor-student chats

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review the parent conference log stemming from enforcement of the Code of Student Conduct/ implementation of the consequence protocol.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

parent contact record for behavioral issues (teacher, counselor, administrator), Code of Student Conduct consequence protocol parent conference log

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review Student Case Management form reports (SCAMs) and suspension records.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student Case Management forms (SCAMs) used to report misbehavior and request assistance, school suspension records, monthly district-generated suspension rate report

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Observe, analyze and note patterns of misbehavior from review of records of incidents in which requests for assistance are being sought from the counselor or administrator (School-wide Discipline Plan level 5 and level 6 protocol), to see if they have diminished.

If misbehavior has not diminished:

- Review implemented treatments for misbehaviors and the outcomes (impact/affect) it had on each student.
- Analyze the data to determine which character values may need continued reinforcement through counseling and/or mentoring and whether a change in treatments is necessary.
- Conduct further observations in the environment(s) where the misbehaviors/incidents occurred.
- If needed, implement an individualized behavior intervention plan (BIP), with assistance and support from the MTSS/Rtl team.
- Provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals.
- Provide more opportunities for targeted students to be recognized when positive behavior is shown.

**Person Responsible**

Roxana Herrera

**Schedule**


Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**


Reports, anecdotal records, SCAMS and suspension records... Code of Student Conduct, Code of Student Conduct signature slips confirming review by student and parent, Code of Student Conduct consequence protocol parent conference log, School-wide Discipline Plan, Discipline Advantage Learning Discipline packet system records, counselor referrals/requests for assistance (SCAMs for misbehavior), administrator referrals/requests for assistance (SCAMs for misbehavior), Student Case Management forms, log of office discipline referrals, counseling log, parent contact record for behavioral issues, Behavior Intervention Plans (BIPs), monthly record of students who "Got Caught", "Got Caught" certificates and event photos, suspension records, monthly district-generated suspension rate report

**G2.B3** Performance/Academics: Students who are retained as a result of a lack of proficiency in reading, often have foundational skills needs and wide skill gaps that need to be addressed, in order for them to be able to read and comprehend at grade level. These students require individualized, systematic instruction, in smaller group settings, to meet their academic needs and close learning gaps. Parents also require additional support and strategies to help improve their child's academic progress. Similarly, students who are not proficient in reading by third grade, also require more individualized and systematic instruction in smaller group settings to meet their academic needs. These students often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. It is critical that teachers in the primary grades (K-2) conduct early identification of students in need of additional support. The assistance of the MTSS/RtI team will serve a critical purpose for identified students.

2

 B127681

**G2.B3.S1** Reduction in the percentage of students who: •are non-proficient in reading by 3rd grade •score Level 1 on state assessments in grades 3-5 •are retained in grades K-5 through early identification of risk and implementation of immediate and intensive intervention. 4

 S139800

### Strategy Rationale

Extensive research indicates that poor performance is a highly predictive key factor of potential student failure.

### Action Step 1 5

Identify students who, last school year, failed an English Language Arts or Mathematics course, scored a Level 1 in the Reading or Mathematics FCAT 2.0 statewide assessment or were retained.

#### Person Responsible

Roxana Herrera

#### Schedule

Quarterly, from 8/18/2014 to 4/30/2015

#### Evidence of Completion

Student performance data reports from assessments including FCAT 2.0, SAT-10, FAIR, Baseline, District Fall and Winter Interims, diagnostic assessment data

### Action Step 2 5

Develop an individualized instructional plan, called a Progress Monitoring Plan (PMP), for each student, in order to address academic needs.

**Person Responsible**

Roxana Herrera

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Progress Monitoring Plan (PMP)

### Action Step 3 5

Provide students with differentiated small group instruction, during the corresponding core instructional block, based on data.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Screening, diagnostic and progress monitoring data, student work samples, informal/formal observations, tracking student progress

### Action Step 4 5

Provide students with data-driven intensive intervention, outside of the core instructional block, to meet students' individualized immediate academic needs and accelerate instruction to reduce the achievement gap and increase proficiency.

**Person Responsible**

Roxana Herrera

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Screening, diagnostic and progress monitoring data, student work samples, informal/formal observations, tracking student progress, attendance rosters (during and/or after school, as appropriate)

### Action Step 5 5

Provide students with increased access to computer-assisted instructional (CAI) software programs including iReady, Reading Plus, Imagine Learning, Waterford or other programs, through use of the school's computer labs before and during school, and classroom computers during learning center activities.

#### **Person Responsible**

Roxana Herrera

#### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

CAI program activity reports including: iReady usage reports, Reading Plus usage reports, Imagine Learning usage reports, Waterford usage reports, etc.

### Action Step 6 5

Provide ongoing support and resources directly to the teachers of these students, the students themselves and their parents, in order to increase student achievement.

#### **Person Responsible**

Roxana Herrera

#### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Data reports, informal/formal observations, checklists, parent contact log

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Conduct classroom observations and walk-throughs to observe implementation of small group differentiated instruction (Tier 1) during the core instructional block.

#### **Person Responsible**

Roxana Herrera

#### **Schedule**

Weekly, from 9/1/2014 to 5/29/2015

#### **Evidence of Completion**

Review: lesson plans, classroom walkthrough observation logs/checklists\*, differentiated instruction student work samples (as appropriate).

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Conduct classroom observations and walk-throughs to observe implementation of small group (Tier 2) or individual (Tier 3) intervention outside of the core instructional block.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Review: lesson plans, classroom walkthrough observation logs/checklists, intervention lesson student work samples, intervention/tutoring attendance records.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Examine computer-assisted instructional (CAI) software program USAGE reports including iReady, Reading Plus, Imagine Learning, Waterford or other programs.

**Person Responsible**

Roxana Herrera

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

CAI program activity reports including: iReady usage reports, Reading Plus usage reports, Imagine Learning usage reports, Waterford usage reports, etc.



**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Continuously monitor student academic progress to determine if interventions are working by reviewing:

- student work samples from differentiated lessons during core (Tier 1 data)
- student work samples from intervention lessons outside of core (Tier 2 data)
- data from intervention program progress monitoring assessments (Tier 2 and/or Tier 3 data)
- other implemented progress checkpoints, as relevant (Tier 2 and/or Tier 3 data)

Analyze MTSS/RtI Tier 1, 2 and 3 ongoing progress monitoring assessment data, as applicable to each student's stage of intervention. Ensure that progress is being made or make leveled placement or target skill adjustments, as necessary. Continue to provide targeted assistance and support, as needed.

If interventions are not working and adjustments have already been made, initiate (or reinstate) a request for MTSS/RtI team assistance, in order to begin (or continue) the response to intervention process with MTSS team support, if lack of adequate growth or academic regression is evident for any student.

**Person Responsible**

Roxana Herrera

**Schedule**

Every 6 Weeks, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Intervention checkpoint data (WonderWorks for Reading, etc.)

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Examine computer-assisted instructional (CAI) software program PROGRESS reports including iReady, Reading Plus, Imagine Learning, Waterford or other programs.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

CAI program PROGRESS reports including: iReady progress reports, Reading Plus progress reports, Imagine Learning progress reports, Waterford progress reports, etc.

**G3.** Palm Springs Elementary School's goal is to prepare students to be college and career ready by increasing participation in STEM-related activities. 1

G050820

**G3.B1** Students need to develop higher order thinking skills across all curricular areas. Therefore, more opportunities need to be provided for students to engage in interdisciplinary project-based learning, so they can excel at the skills these projects require and perhaps become motivated to pursue related career fields, which are becoming increasingly high in demand. 2

B127451

**G3.B1.S1** Interdisciplinary Project-Based Learning 4

S139905

### Strategy Rationale

80% of the fastest growing occupations in the United States depend upon mastery of mathematics and scientific knowledge and skills so we must prepare students for this workforce.

### Action Step 1 5

Students will work cooperatively in ongoing mini-science experiments in the classroom, which require them to follow, identify and analyze the steps of the scientific method. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data and draw conclusions, based on qualitative and quantitative observations.

#### Person Responsible

Roxana Herrera

#### Schedule

Biweekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Lab journals, photos/data/evidence

## Action Step 2 5

Conduct an afterschool science and math camp in which a variety of ongoing inquiry-based activities will be implemented that allow for testing of hypothesis, data analysis, explanation of variables and experimental design. Activities will be provided for students to design and develop projects to increase scientific thinking.

### **Person Responsible**

Roxana Herrera

### **Schedule**

Weekly, from 2/4/2015 to 3/25/2015

### **Evidence of Completion**

attendance records, student work, photos/data/evidence

## Action Step 3 5

Conduct a Family Science Night in which parents and students participate in teacher-led science stations, which engage students in hands-on experiments to develop their science process skills.

### **Person Responsible**

Roxana Herrera

### **Schedule**

Annually, from 10/8/2014 to 10/8/2014

### **Evidence of Completion**

Event participation sign-in sheets, event photos/data/evidence

## Action Step 4 5

Host semi-annual Family Math Nights, in partnership with Winn Dixie, where students and their families participate in hands-on real-world mathematics activities.

### **Person Responsible**

Roxana Herrera

### **Schedule**

Semiannually, from 8/18/2014 to 6/4/2015

### **Evidence of Completion**

Event participation sign-in sheets, event photos/data/evidence

**Action Step 5** 5

Host an annual school-wide Science Fair in which students complete a science project, under the guidance of a teacher. Upon completion, the project will be submitted, judged and exhibited in the school and ideas will be shared with other students.

Pre-Kindergarten through 2nd grade students will complete class projects.

3rd and 4th grade students will complete small group projects in class.

5th grade students will complete individual projects at home.

Students earning top achievements will enter their projects for participation in the District Science Fair.

**Person Responsible**

Roxana Herrera

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Event participation sign-in sheets, students' science fair projects, event photos/data/evidence, Science fair score sheets

**Action Step 6** 5

Host an annual Math and Science Olympiad, in which students and their families participate in various math and science station activities.

**Person Responsible**

Roxana Herrera

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Event participation sign-in sheets, photos/data/evidence

**Action Step 7** 5

Integrate STEM projects and activities that infuse mathematics, science and technology concepts into additional events and activities throughout the school year and involve parents and community partners, so that students can make real world connections. STEM-related events could also include Earth Day and Career Day, for example.

**Person Responsible**

Roxana Herrera

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Event participation sign-in sheets, photos/data/evidence

**Action Step 8** 5

Visit STEM-related places/destinations in the community for fieldtrips like the Biscayne Nature Center, Cordis, Museum of Science, Butterfly Garden, Jungle Island, Everglades National Park, Miami Metro Zoo, Miami Seaquarium, etc.

**Person Responsible**

Roxana Herrera

**Schedule**

Semiannually, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Fieldtrip forms, fieldtrip photos

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Conduct classroom walkthroughs to observe:

- implementation of ongoing mini-science experiments during school
- implementation of Science Fair project activities during school (as appropriate to grade level) and
- inquiry-based science and math camp projects afterschool.

**Person Responsible**

Roxana Herrera

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, lab journals, photos/data/evidence, afterschool camp attendance records, authentic student work, classroom walkthrough observation log/checklists

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Review evidence of Family Math Nights, Family Science Night, Math and Science Olympiad, Science Fair, other STEM-related events and STEM-related fieldtrips.

**Person Responsible**

Roxana Herrera

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Event participation sign-in sheets, event photos/data/evidence, students' science fair projects, Science fair score sheets, fieldtrip forms

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Continuously review and monitor:

- quality of experiments/activities
- quality of students' work samples
- quality of students' entries and responses in lab journals
- quality of instruction
- impact of activities on student achievement

Determine if support or professional development is necessary.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, lab journals, photos/data/evidence, authentic student work, classroom walkthrough observation log/checklists

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Review impact of Family Math Nights, Family Science Night, Math and Science Olympiad, Science Fair, other STEM-related events and STEM-related fieldtrips on subsequent student interest/ motivation, participation and achievement.

**Person Responsible**

Roxana Herrera

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Event participation sign-in sheets, event photos/data/evidence, Science Fair outcomes, Science fair score sheets, STEM-related destination fieldtrip requests

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development regarding how to develop an effective instructional framework per content area.	Herrera, Roxana	10/1/2014	Sign-in sheets, Agenda, Workshop handouts	10/1/2014 one-time

**Dade - 4261 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Identify students who, last school year, failed an English Language Arts or Mathematics course, scored a Level 1 in the Reading or Mathematics FCAT 2.0 statewide assessment or were retained.	Herrera, Roxana	8/18/2014	Student performance data reports from assessments including FCAT 2.0, SAT-10, FAIR, Baseline, District Fall and Winter Interims, diagnostic assessment data	4/30/2015 quarterly
G2.B2.S1.A1	Familiarize students and parents with the Code of Student Conduct and Schoolwide Discipline Plan, during the first few weeks of school. The Code of Student Conduct describes the rules of acceptable behavior. The Schoolwide Discipline Plan involves the following consequence protocol for lack of compliance to the Code of Student Conduct: 1. Warning, 2. Parent phone call, 3. Lunch detention, 4. Parent conference, 5. Referral to guidance counselor, 6. Referral to administrator or Suspension for severe infractions.	Herrera, Roxana	8/18/2014	Code of Student Conduct, School-wide Discipline Plan, signed acknowledgments confirming review of the Code of Student Conduct and School-wide Discipline Plan by parents and students	6/4/2015 daily
G2.B1.S1.A1	Explain to students the importance of being in school and being on time.	Herrera, Roxana	8/18/2014	Morning announcements, record/log of student meeting (as needed)	6/4/2015 daily
G3.B1.S1.A1	Students will work cooperatively in ongoing mini-science experiments in the classroom, which require them to follow, identify and analyze the steps of the scientific method. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data and draw conclusions, based on qualitative and quantitative observations.	Herrera, Roxana	8/18/2014	Lab journals, photos/data/evidence	6/4/2015 biweekly
G1.B1.S1.A2	Teachers will implement the instructional frameworks, as developed, by content area.	Herrera, Roxana	10/6/2014	Lesson plans, class schedule, classroom (student-friendly daily focus) agenda, instructional delivery	6/4/2015 daily
G2.B3.S1.A2	Develop an individualized instructional plan, called a Progress Monitoring Plan (PMP), for each student, in order to address academic needs.	Herrera, Roxana	8/18/2014	Progress Monitoring Plan (PMP)	5/29/2015 quarterly
G2.B2.S1.A2	Personalize the learning environment, as possible. This includes both the classroom environment and the alternative setting within the school for students to complete classwork assignments when they must be removed from the classroom (level 6 discipline protocol).	Herrera, Roxana	8/18/2014	Learning environments (classrooms and alternative setting)	6/4/2015 daily
G2.B1.S1.A2	Monitor student attendance and tardies daily by checking the attendance bulletin printed in the main office each day.	Herrera, Roxana	8/18/2014	Electronic Gradebook (Pinnacle 8), Daily attendance bulletin/report	6/4/2015 daily
G3.B1.S1.A2	Conduct an afterschool science and math camp in which a variety of ongoing inquiry-based activities will be implemented that allow for testing of hypothesis, data analysis, explanation of variables and experimental design. Activities will be provided for students to design and develop projects to increase scientific thinking.	Herrera, Roxana	2/4/2015	attendance records, student work, photos/data/evidence	3/25/2015 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Provide professional development regarding how to plan for and deliver instruction that is based on the Florida Standards, as driven by specific curriculum course content. Included in the PD will be recommendations for pre-planning, face-to-face planning and post-meeting activities, in order to maximize effectiveness during the planning process.	Herrera, Roxana	11/4/2014	Sign-in sheets, Agenda, Workshop handouts	11/4/2014 one-time
G2.B3.S1.A3	Provide students with differentiated small group instruction, during the corresponding core instructional block, based on data.	Herrera, Roxana	9/1/2014	Screening, diagnostic and progress monitoring data, student work samples, informal/formal observations, tracking student progress	5/29/2015 daily
G2.B2.S1.A3	Utilize the Discipline Advantage Learning Packet system to provide students with alternative ways to respond to altercations.	Herrera, Roxana	8/18/2014	Discipline Advantage Learning Packet system materials	6/4/2015 daily
G2.B1.S1.A3	Provide motivation for students to attend school everyday and arrive on time by implementing a school-developed incentive program called "Be Here or Lose Out." With this program, the top classes with perfect attendance in each grade level will be recognized and rewarded. Individual students with perfect attendance will also be recognized and rewarded at quarterly assemblies and at end-of-year awards ceremonies.	Herrera, Roxana	8/18/2014	Perfect attendance tracking chart in which classes with perfect attendance are identified daily, student attendance reports which track individual students with perfect attendance, log of monthly "Be Here or Lose Out" winners, "Be Here or Lose Out" event photos, rewards, "Perfect Attendance" trophies/medals/certificates (awards)	6/4/2015 monthly
G3.B1.S1.A3	Conduct a Family Science Night in which parents and students participate in teacher-led science stations, which engage students in hands-on experiments to develop their science process skills.	Herrera, Roxana	10/8/2014	Event participation sign-in sheets, event photos/data/evidence	10/8/2014 annually
G1.B1.S1.A4	Teachers will meet weekly, by grade level and/or content area, to collaboratively plan high quality, standards-driven instruction. Teachers will deliver high quality instruction which includes rigorous, purposeful and engaging activities that will, in turn, enable students to master course content and skills.	Herrera, Roxana	11/5/2014	Lesson plans, instructional delivery, evident use of a variety of instructional materials (resources for planning, instructional tools), meeting log, classroom walkthrough observation log/checklists, authentic student work	6/4/2015 daily
G2.B3.S1.A4	Provide students with data-driven intensive intervention, outside of the core instructional block, to meet students' individualized immediate academic needs and accelerate instruction to reduce the achievement gap and increase proficiency.	Herrera, Roxana	9/1/2014	Screening, diagnostic and progress monitoring data, student work samples, informal/formal observations, tracking student progress, attendance rosters (during and/or after school, as appropriate)	5/29/2015 daily
G2.B2.S1.A4	Provide students with character values mini-lessons through the Healthy Me program, in conjunction with the local Citrus Health Organization.	Herrera, Roxana	8/18/2014	"Healthy Me" program materials, "Healthy Me" program student work samples	6/4/2015 weekly
G2.B1.S1.A4	Maintain a weekly perfect attendance bulletin board in the main hallway titled, "Be Here or Lose Out," for all key stakeholders to see. This bulletin board will visually track classes with daily perfect attendance and showcase monthly perfect attendance winners.	Herrera, Roxana	8/18/2014	Perfect attendance tracking chart in which classes with perfect attendance are identified daily, student attendance reports which track individual students with perfect attendance, log of monthly "Be Here or Lose Out" winners, "Be Here or Lose Out" event photos, "Be Here or Lose Out" bulletin board	6/4/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A4	Host semi-annual Family Math Nights, in partnership with Winn Dixie, where students and their families participate in hands-on real-world mathematics activities.	Herrera, Roxana	8/18/2014	Event participation sign-in sheets, event photos/data/evidence	6/4/2015 semiannually
G1.B1.S1.A5	Secure the resources necessary to carry out the instruction that will support and increase student achievement. Ensure that ongoing opportunities are provided to observe and share best practices.	Herrera, Roxana	8/18/2014	Support from an instructional coach or mentor teacher (targeted schedule), accessible instructional materials, lesson plans, instructional delivery, classroom walkthrough observation log, meeting log	6/4/2015 daily
G2.B3.S1.A5	Provide students with increased access to computer-assisted instructional (CAI) software programs including iReady, Reading Plus, Imagine Learning, Waterford or other programs, through use of the school's computer labs before and during school, and classroom computers during learning center activities.	Herrera, Roxana	8/18/2014	CAI program activity reports including: iReady usage reports, Reading Plus usage reports, Imagine Learning usage reports, Waterford usage reports, etc.	6/4/2015 daily
G2.B2.S1.A5	Promote good behavior daily and reward students who demonstrate model citizenship and positive character values monthly through a school-wide, school-developed initiative called "Got Caught".	Herrera, Roxana	8/18/2014	Code of Student Conduct, School-wide Discipline Plan, monthly record of students who "Got Caught," "Got Caught" certificates, hallway bulletin board with photos of students recognized through the "Got Caught" program	6/4/2015 daily
G2.B1.S1.A5	Document students who have developed a pattern of five or more absences or tardies on a Student Case Management (SCAM) form.	Herrera, Roxana	8/18/2014	Electronic Gradebook (Pinnacle 8), Daily attendance bulletins/reports, Student Case Management (SCAM) forms	6/4/2015 daily
G3.B1.S1.A5	Host an annual school-wide Science Fair in which students complete a science project, under the guidance of a teacher. Upon completion, the project will be submitted, judged and exhibited in the school and ideas will be shared with other students. Pre-Kindergarten through 2nd grade students will complete class projects. 3rd and 4th grade students will complete small group projects in class. 5th grade students will complete individual projects at home. Students earning top achievements will enter their projects for participation in the District Science Fair.	Herrera, Roxana	8/18/2014	Event participation sign-in sheets, students' science fair projects, event photos/data/evidence, Science fair score sheets	6/4/2015 annually
G2.B3.S1.A6	Provide ongoing support and resources directly to the teachers of these students, the students themselves and their parents, in order to increase student achievement.	Herrera, Roxana	8/18/2014	Data reports, informal/formal observations, checklists, parent contact log	6/4/2015 daily
G2.B2.S1.A6	Offer students counseling in school to promote good behavior.	Herrera, Roxana	8/18/2014	Code of Student Conduct, School-wide Discipline Plan, counselor referrals/ requests for assistance (Student Case Management forms - SCAMs - for reporting misbehavior), record of student chats/counseling log	6/4/2015 daily
G2.B1.S1.A6	Conduct an attendance intervention meeting with parents of students who have accumulated 5 or more absences or tardies to explain the correlation between attendance and student	Herrera, Roxana	8/18/2014	Electronic Gradebook (Pinnacle 8), Daily attendance bulletins/reports, Notification of Excessive Absences/ Tardies letter, truancy referral reports, attendance intervention meeting log, attendance intervention plan.	6/4/2015 daily

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*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	achievement and develop an attendance intervention plan.				
G3.B1.S1.A6	Host an annual Math and Science Olympiad, in which students and their families participate in various math and science station activities.	Herrera, Roxana	8/18/2014	Event participation sign-in sheets, photos/data/evidence	6/4/2015 annually
G2.B2.S1.A7	Maintain communication with parents of students who are exhibiting unacceptable rules of behavior and collaborate on an action plan. Discuss and agree upon ways to help the student understand why it is important to follow acceptable rules of behavior. Reinforce/reward positive behavior and provide consequences for negative behavior.	Herrera, Roxana	8/18/2014	Code of Student Conduct, School-wide Discipline Plan, counselor referrals/ requests for assistance (Student Case Management forms - SCAMs - for reporting misbehavior), Discipline Advantage Learning Packet materials, parent contact record for behavioral issues (teacher, counselor, administrator), behavior contract, Behavior Intervention Plan (BIP) as appropriate, evidence of ongoing communication between school and parent to provide feedback on the targeted student's daily progress (i.e. special feedback paper-pencil form, email, phone call, cell phone application - classdojo, etc.)	6/4/2015 daily
G3.B1.S1.A7	Integrate STEM projects and activities that infuse mathematics, science and technology concepts into additional events and activities throughout the school year and involve parents and community partners, so that students can make real world connections. STEM-related events could also include Earth Day and Career Day, for example.	Herrera, Roxana	8/18/2014	Event participation sign-in sheets, photos/data/evidence	6/4/2015 quarterly
G3.B1.S1.A8	Visit STEM-related places/destinations in the community for fieldtrips like the Biscayne Nature Center, Cordis, Museum of Science, Butterfly Garden, Jungle Island, Everglades National Park, Miami Metro Zoo, Miami Seaquarium, etc.	Herrera, Roxana	8/18/2014	Fieldtrip forms, fieldtrip photos	6/4/2015 semiannually
G1.MA1	The administration, LLT, all classroom teachers and the MTSS/Rtl team will: Analyze: - quarterly district interim assessment student performance data reports to drive instruction and decision-making - progress, identify areas of need and adjust instruction (or differentiate), as appropriate Discuss: - student progress -best practices/ effective strategies Conduct: - professional learning communities Collaborate on next course of action The administration will: -provide ongoing support and resources necessary to increase student achievement as determined by identified areas of need, recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher and providing opportunities for teachers to meet in professional	Herrera, Roxana	10/2/2014	Student performance data reports for District Interim progress monitoring assessments, data chat schedules, Florida Standards Assessment for Reading (Grades 3-5), Writing (Grades 4-5) and Mathematics (Grades 3-5), FCAT 2.0 Science assessment (Grade 5), Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) for grades 3-5, Stanford Achievement Test (SAT-10) for grades K-2.	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	learning communities. Review all evidence over time to ensure that progress is being made.				
G1.B1.S1.MA1	Continuously review and monitor: - quality of student work samples - quality of students' responses in reading, writing, mathematics, science journals - in-class assessments Discuss: -student progress -best practices/effective strategies - recognize students through targeted monthly recognition activities from October through April	Herrera, Roxana	10/2/2014	Authentic student work, curriculum-specific response journals (Reader's Response Journal, Science Lab journal, etc.), in-class assessments, formal and informal observations	6/4/2015 biweekly
G1.B1.S1.MA1	Administrators will be present during professional development.	Herrera, Roxana	10/1/2014	Participant Sign-in sheets; Agenda; PD handouts/deliverables	11/4/2014 one-time
G1.B1.S1.MA2	Conduct classroom walkthroughs to observe implementation of effective collaborative planning and delivery of instruction.	Herrera, Roxana	10/2/2014	Review lesson plans and classroom walkthrough observation logs/ checklists. Review authentic student work and monitor use of response journals (in Reading, Writing, Mathematics and Science) for evidence of quality learning tasks	6/4/2015 weekly
G1.B1.S1.MA3	Facilitate opportunities for teachers to collaborate, share best practices and observe a model peer/colleague, coach or curriculum support specialist.	Herrera, Roxana	8/18/2014	Peer observation schedule, observation logs, common planning time, meeting logs	6/4/2015 weekly
G2.MA1	Attendance Follow-up implemented support and interventions for targeted students in the area of attendance by reviewing all evidence and documentation subsequent to providing services, in order to identify students who have improved or who need further support or intervention.	Herrera, Roxana	8/18/2014	Attendance reports, COGNOS report, "Be Here or Lose Out" school-developed attendance recognition program records/data	6/4/2015 quarterly
G2.MA2	Behavior/Discipline •Observe, analyze and determine if the pattern and/or quantity of negative behaviors being reported and/or treated have been reduced or eliminated, overall and for individual students. •Discuss student progress. •Identify areas of need and make adjustments, as necessary. •Determine whether/which MTSS/Rtl team meetings need to be conducted. • Provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals. • Provide continued opportunities for targeted students to be recognized when positive behavior is shown. • Review all evidence over time to ensure that progress is being made. These students will be tracked and monitored throughout the course of the year to ensure that individual progress is occurring; otherwise, each student's plan of action (behavior intervention plan) will be revisited and revised with support.	Herrera, Roxana	8/18/2014	Reports, anecdotal records, SCAMS and suspension records... Code of Student Conduct, Code of Student Conduct signature slips confirming review by student and parent, Code of Student Conduct consequence protocol parent conference log, School-wide Discipline Plan, Discipline Advantage Learning Discipline packet system records, counselor referrals/ requests for assistance (SCAMs for misbehavior), administrator referrals/ requests for assistance (SCAMs for misbehavior), Student Case Management forms, log of office discipline referrals, counseling log, parent contact record for behavioral issues, Behavior Intervention Plans (BIPs), monthly record of students who "Got Caught", "Got Caught" certificates and event photos, suspension records, monthly district-generated suspension rate report	6/4/2015 quarterly
G2.MA3	Performance/Academics The administration, LLT, all classroom teachers and the MTSS/Rtl team will: Analyze: - the impact of intervention, on progress with core curriculum, by	Herrera, Roxana	8/18/2014	Intervention data, MTSS/Rtl forms for tracking implementation of interventions	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	<p>comparing intervention data to core data, in order to drive instruction and decision-making - identify areas of need and adjust instruction (differentiate or accelerate), as appropriate Discuss: -student progress -best practices/effective strategies Conduct: -MTSS/Rtl team meetings, as necessary Collaborate on next course of action. The administration will provide ongoing support and resources necessary to increase student achievement, as determined by identified areas of need, recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher and providing opportunities for teachers to meet in professional learning communities and/or MTSS/Rtl team meetings. Review all evidence over time to ensure that progress is being made. These students will be tracked and monitored throughout the course of the year to ensure academic progress is occurring; otherwise, each student's plan of action (SST intervention plan) will be revisited and revised with support.</p>				
G2.B3.S1.MA1	<p>Continuously monitor student academic progress to determine if interventions are working by reviewing: • student work samples from differentiated lessons during core (Tier 1 data) • student work samples from intervention lessons outside of core (Tier 2 data) • data from intervention program progress monitoring assessments (Tier 2 and/or Tier 3 data) • other implemented progress checkpoints, as relevant (Tier 2 and/or Tier 3 data) Analyze MTSS/Rtl Tier 1, 2 and 3 ongoing progress monitoring assessment data, as applicable to each student's stage of intervention. Ensure that progress is being made or make leveled placement or target skill adjustments, as necessary. Continue to provide targeted assistance and support, as needed. If interventions are not working and adjustments have already been made, initiate (or reinstate) a request for MTSS/Rtl team assistance, in order to begin (or continue) the response to intervention process with MTSS team support, if lack of adequate growth or academic regression is evident for any student.</p>	Herrera, Roxana	8/18/2014	Intervention checkpoint data (WonderWorks for Reading, etc.)	5/29/2015 every-6-weeks
G2.B3.S1.MA4	<p>Examine computer-assisted instructional (CAI) software program PROGRESS reports including iReady, Reading Plus, Imagine Learning, Waterford or other programs.</p>	Herrera, Roxana	8/18/2014	CAI program PROGRESS reports including: iReady progress reports, Reading Plus progress reports, Imagine Learning progress reports, Waterford progress reports, etc.	5/29/2015 monthly

**Dade - 4261 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Conduct classroom observations and walk-throughs to observe implementation of small group differentiated instruction (Tier 1) during the core instructional block.	Herrera, Roxana	9/1/2014	Review: lesson plans, classroom walkthrough observation logs/ checklists*, differentiated instruction student work samples (as appropriate).	5/29/2015 weekly
G2.B3.S1.MA3	Conduct classroom observations and walk-throughs to observe implementation of small group (Tier 2) or individual (Tier 3) intervention outside of the core instructional block.	Herrera, Roxana	8/18/2014	Review: lesson plans, classroom walkthrough observation logs/ checklists, intervention lesson student work samples, intervention/tutoring attendance records.	5/29/2015 weekly
G2.B3.S1.MA5	Examine computer-assisted instructional (CAI) software program USAGE reports including iReady, Reading Plus, Imagine Learning, Waterford or other programs.	Herrera, Roxana	8/18/2014	CAI program activity reports including: iReady usage reports, Reading Plus usage reports, Imagine Learning usage reports, Waterford usage reports, etc.	5/29/2015 weekly
G2.B1.S1.MA1	Observe, analyze and note changes in the frequency of absences and tardies of identified students, following parent contact and intervention for this purpose, to see if they have diminished. If the frequency of absences and tardies has not diminished or been eliminated: • Review interventions for absences or tardies. • Analyze the data to determine if there is a specific pattern to the absences/tardies that can be addressed. Review any information received from parents regarding reasons for student absences/tardies and determine whether a different intervention treatment is necessary. • Explain the importance of being in school and being on time to students with poor attendance or excessive tardies. • Create a revised, individualized attendance intervention plan which includes specific incentives for measurable improvement, if needed • Discuss transportation options, if needed • Encourage parents and students to take advantage of the M-DCPS free breakfast program, before school hours • Consider conducting a home visit.	Herrera, Roxana	8/18/2014	Attendance reports, parent contact logs, parent conference logs, student conference logs, attendance intervention plans, home visit log	6/4/2015 monthly
G2.B1.S1.MA1	Review daily attendance bulletins, which are posted in the main office, to ensure that teachers have checked it for accuracy by the end of the day, made any necessary corrections, and initialed the bulletin for verification	Herrera, Roxana	8/18/2014	Daily attendance bulletin/report indicating students absent and tardy that day	6/4/2015 daily
G2.B1.S1.MA2	Monitor tracking records of the classes with perfect attendance in each grade level and the individual students with perfect attendance.	Herrera, Roxana	8/18/2014	Tracking records of the classes and individual students who have perfect attendance	6/4/2015 weekly
G2.B1.S1.MA3	Observe and monitor maintenance of the weekly perfect attendance bulletin board in the main hallway titled, "Be Here or Lose Out," which visually tracks and showcased classes with daily perfect attendance.	Herrera, Roxana	8/18/2014	"Be Here or Lose Out" Perfect Attendance bulletin board	6/4/2015 monthly
G2.B1.S1.MA4	Review Student Case Management (SCAM) forms which document students who have a pattern of five or more absences or tardies.	Herrera, Roxana	8/18/2014	Student Case Management (SCAM) forms which document students who have a pattern of five or more absences or tardies.	6/4/2015 monthly

**Dade - 4261 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA5	Review parent contact logs of students with excessive absences/tardies. Review attendance intervention meeting logs. Review attendance intervention plan documents which were developed jointly with parents of students who have accumulated 5 or more absences or tardies.	Herrera, Roxana	8/18/2014	Parent contact log of students with excessive absences/tardies, attendance intervention meeting logs, attendance intervention plans	6/4/2015 quarterly
G2.B2.S1.MA1	Observe, analyze and note patterns of misbehavior from review of records of incidents in which requests for assistance are being sought from the counselor or administrator (School-wide Discipline Plan level 5 and level 6 protocol), to see if they have diminished. If misbehavior has not diminished: • Review implemented treatments for misbehaviors and the outcomes (impact/affect) it had on each student. • Analyze the data to determine which character values may need continued reinforcement through counseling and/or mentoring and whether a change in treatments is necessary. • Conduct further observations in the environment(s) where the misbehaviors/incidents occurred. • If needed, implement an individualized behavior intervention plan (BIP), with assistance and support from the MTSS/RtI team. • Provide continued support (counseling and mentoring) in understanding alternative methods to resolve conflict for students with behavior referrals. • Provide more opportunities for targeted students to be recognized when positive behavior is shown.	Herrera, Roxana	8/18/2014	Reports, anecdotal records, SCAMS and suspension records... Code of Student Conduct, Code of Student Conduct signature slips confirming review by student and parent, Code of Student Conduct consequence protocol parent conference log, School-wide Discipline Plan, Discipline Advantage Learning Discipline packet system records, counselor referrals/ requests for assistance (SCAMs for misbehavior), administrator referrals/ requests for assistance (SCAMs for misbehavior), Student Case Management forms, log of office discipline referrals, counseling log, parent contact record for behavioral issues, Behavior Intervention Plans (BIPs), monthly record of students who "Got Caught", "Got Caught" certificates and event photos, suspension records, monthly district-generated suspension rate report	6/4/2015 monthly
G2.B2.S1.MA1	Review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct. Signatures should be collected within the first two weeks each student attends our school.	Herrera, Roxana	8/18/2014	Class checklists of received acknowledgments from students and parents confirming review of the Code of Student Conduct, Code of Student Conduct signature slips confirming review by student and parent	6/4/2015 daily
G2.B2.S1.MA2	Monitor student compliance with the Code of Student Conduct, including review of office discipline referrals (School-wide Discipline Plan level 6 protocol) .	Herrera, Roxana	8/18/2014	Code of Student Conduct, School-wide Discipline Plan, counselor referrals/ requests for assistance (Student Case Management reports - SCAMs - of misbehavior), office discipline/ administrator referrals - requests for assistance (SCAMs for misbehavior), log of office discipline referrals	6/4/2015 monthly
G2.B2.S1.MA3	Review records from the Discipline Advantage Learning Discipline packet system.	Herrera, Roxana	8/18/2014	Discipline Advantage student records	6/4/2015 monthly
G2.B2.S1.MA4	Monitor the schedule of Healthy Me program classroom mini-lessons on character values and conduct classroom walkthroughs to observe implementation.	Herrera, Roxana	8/18/2014	"Healthy Me" program student work samples	6/4/2015 biweekly
G2.B2.S1.MA5	Monitor the nomination records of students being recognized through the school-developed "Got Caught" program, which encourages model	Herrera, Roxana	8/18/2014	monthly record of students who "Got Caught", bulletin board with photos of students recognized through the "Got Caught" program	6/4/2015 monthly

**Dade - 4261 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	behavior, good citizenship and positive character values.				
G2.B2.S1.MA6	Review the log of students counseled.	Herrera, Roxana	8/18/2014	Counseling log, record of counselor-student chats	6/4/2015 monthly
G2.B2.S1.MA7	Review the parent conference log stemming from enforcement of the Code of Student Conduct/ implementation of the consequence protocol.	Herrera, Roxana	8/18/2014	parent contact record for behavioral issues (teacher, counselor, administrator), Code of Student Conduct consequence protocol parent conference log	6/4/2015 monthly
G2.B2.S1.MA8	Review Student Case Management form reports (SCAMs) and suspension records.	Herrera, Roxana	8/18/2014	Student Case Management forms (SCAMs) used to report misbehavior and request assistance, school suspension records, monthly district-generated suspension rate report	6/4/2015 monthly
G3.MA1	Analyze: - the impact of STEM-related activities on interest and progress with core curriculum - identify areas of need and adjust instruction (differentiate or accelerate), as appropriate Discuss: - student progress -best practices/ effective strategies Determine whether support or professional development is necessary. The administration will provide ongoing support and resources necessary to increase student achievement, as determined by identified areas of need, recommendations for instruction and next course of action, including scheduling professional development, observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher and providing opportunities for teachers to meet in professional learning communities. Review all evidence over time to ensure that progress is being made.	Herrera, Roxana	8/18/2014	Lesson plans, lab journals, photos/ data/evidence, authentic student work, classroom walkthrough observation log/checklists, event participation sign-in sheets, event photos/data/evidence, Science Fair outcomes, Science fair score sheets, STEM-related destination fieldtrip requests, core curriculum progress monitoring data	6/4/2015 quarterly
G3.B1.S1.MA1	Continuously review and monitor: - quality of experiments/activities - quality of students' work samples - quality of students' entries and responses in lab journals - quality of instruction - impact of activities on student achievement Determine if support or professional development is necessary.	Herrera, Roxana	8/18/2014	Lesson plans, lab journals, photos/ data/evidence, authentic student work, classroom walkthrough observation log/checklists	6/4/2015 monthly
G3.B1.S1.MA4	Review impact of Family Math Nights, Family Science Night, Math and Science Olympiad, Science Fair, other STEM-related events and STEM-related fieldtrips on subsequent student interest/motivation, participation and achievement.	Herrera, Roxana	8/18/2014	Event participation sign-in sheets, event photos/data/evidence, Science Fair outcomes, Science fair score sheets, STEM-related destination fieldtrip requests	6/4/2015 monthly
G3.B1.S1.MA1	Conduct classroom walkthroughs to observe: • implementation of ongoing mini-science experiments during school • implementation of Science Fair project activities during school (as appropriate to grade level) and • inquiry-based science and math camp projects afterschool.	Herrera, Roxana	8/18/2014	Lesson plans, lab journals, photos/ data/evidence, afterschool camp attendance records, authentic student work, classroom walkthrough observation log/checklists	6/4/2015 biweekly
G3.B1.S1.MA2	Review evidence of Family Math Nights, Family Science Night, Math and	Herrera, Roxana	8/18/2014	Event participation sign-in sheets, event photos/data/evidence, students'	6/4/2015 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Science Olympiad, Science Fair, other STEM-related events and STEM-related fieldtrips.			science fair projects, Science fair score sheets, fieldtrip forms	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas.

**G1.B1** There is limited evidence of a consistent instructional framework across grade levels, which is highly dependent upon quality teacher collaboration for effective common planning. The master schedule secures a minimum of four hours per week for common planning; however, the need to deliver intervention to less proficient students during half of this time (outside of core instruction), in order to service all of those who have been targeted, creates staggered and diminished opportunities for teachers to meet face-to-face for common planning.

**G1.B1.S1** Effective Planning and Instructional Delivery

### PD Opportunity 1

Provide professional development regarding how to develop an effective instructional framework per content area.

#### Facilitator

Elizabeth Rodriguez, District Curriculum Support Specialist; Marica Mitchell, District Curriculum Support Specialist; Elisa Toledo-Resende, Part-time school-site reading coach/PT teacher

#### Participants

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

#### Schedule

On 10/1/2014

## **PD Opportunity 2**

Provide professional development regarding how to plan for and deliver instruction that is based on the Florida Standards, as driven by specific curriculum course content. Included in the PD will be recommendations for pre-planning, face-to-face planning and post-meeting activities, in order to maximize effectiveness during the planning process.

### **Facilitator**

Elizabeth Rodriguez, District Curriculum Support Specialist; Marica Mitchell, District Curriculum Support Specialist

### **Participants**

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

### **Schedule**

On 11/4/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas.	126,422
<b>Goal 2:</b> Palm Springs Elementary School's goal is to use the Early Warning Systems (EWS) indicators to identify at-risk students, in order to provide appropriate support and timely intervention, that will lead to greater success and academic achievement.	300
<b>Goal 3:</b> Palm Springs Elementary School's goal is to prepare students to be college and career ready by increasing participation in STEM-related activities.	8,500
<b>Grand Total</b>	<b>135,222</b>

### Goal 1: Palm Springs Elementary School will increase student achievement by improving core instruction across all content areas.

Description	Source	Total
<b>B1.S1.A5</b> - Instructional materials	General Fund	2,000
<b>B1.S1.A5</b> - Computers	General Fund	2,000
<b>B1.S1.A5</b> - Instructional personnel (teacher)	Title I Part A	51,255
<b>B1.S1.A5</b> - Part-time paraprofessionals	Title I Part A	47,730
<b>B1.S1.A5</b> - Instructional materials	Title I Part A	2,000
<b>B1.S1.A5</b> - Accelerated Reader Program from Renaissance Learning	School Improvement Funds	3,112
<b>B1.S1.A5</b> - Reading intervention materials	School Improvement Funds	325
<b>B1.S1.A5</b> - Paraprofessional for Deaf and Hard of Hearing Unit	IDEA	18,000
<b>Total Goal 1</b>		<b>126,422</b>

### Goal 2: Palm Springs Elementary School's goal is to use the Early Warning Systems (EWS) indicators to identify at-risk students, in order to provide appropriate support and timely intervention, that will lead to greater success and academic achievement.

Description	Source	Total
<b>B1.S1.A3</b> - Parent-Teachers Association (PTA) funding for attendance incentives/rewards	Other	300
<b>Total Goal 2</b>		<b>300</b>

### Goal 3: Palm Springs Elementary School's goal is to prepare students to be college and career ready by increasing participation in STEM-related activities.

Description	Source	Total
<b>B1.S1.A2</b> - STEM-based afterschool camp	Other	8,500
<b>Total Goal 3</b>		<b>8,500</b>