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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Palm Springs Elementary School faculty and staff believe that all students can become participatory citizens in a global society. Our mission is to engage and motivate all students, by providing them valuable learning experiences and the tools necessary to become independent, critical thinkers and life-long learners.

Provide the school's vision statement

Palm Springs Elementary School will foster an educational setting which meets the academic and social needs of all students, in a safe and accepting environment.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Gonzalez

JenGonzalez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal is the instructional leader of the school who imparts the collective vision and mission to all stakeholders and oversees all aspects of day-to-day operations. He allocates and manages resources, focuses on student learning, professional growth, and continuous improvement which is aligned to the school's and District's goals.

Leadership Team Member #2

Employee's Name

Patricia Horta

PHorta@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal as an instructional leader, imparts the school's collective vision and mission to all stakeholders, provides equity and access to curriculum and support services, monitors systems and structures which impact school culture and safety, and manages school personnel.

Leadership Team Member #3

Employee's Name

Aurora Pelaez

APelaez@dadeschools.net

Position Title

Counselor

Job Duties and Responsibilities

The guidance counselor supports students by providing counseling and guidance services to students based on early warning indicators criteria; social, emotional, behavioral or academic barriers inhibiting student success/ progress; coordinates referrals to community resources, support groups and social service agencies, as appropriate.

Leadership Team Member #4

Employee's Name

Anneris Rivera

arrivera@dadeschools.net

Position Title

Instructional Media Specialist

Job Duties and Responsibilities

The media specialist works cooperatively with staff, students, families, and the community in order to address the educational needs of learners and implement a program that integrates and embeds 21st

century skills through a visionary school library media program. The media specialist maintains a diverse and current media (digital and print) collection and facilitates student and staff use of the media center resources. The position emphasizes effective integration of instructional technologies with general education curriculum, communication with families and continual program evaluation and development.

Leadership Team Member #5

Employee's Name

Elisa Toledo-Resende

EToledo-Resende@dadeschools.net

Position Title

Instructional Coach for Reading/English Language Arts

Job Duties and Responsibilities

The reading coach supports the school's vision and mission by working with teachers in all aspects of English Language Arts curriculum and instruction. The reading coach leads implementation of research-based and evidence-based practices, facilitates coaching cycles of support, builds capacity for professional growth of highly effective educators in a collaborative and collegial environment, and monitors student progress through ongoing data analysis, to ensure that all students receive high quality literacy instruction. The reading coach also helps students by ensuring they receive the supports they need to be successful independent readers and writers.

Leadership Team Member #6

Employee's Name

Maritza Salazar

249488@dadeschools.net

Position Title

S.T.E.A.M. liaison

Job Duties and Responsibilities

The S.T.E.A.M. liaison assists with delivering STEAM lessons, conducts bi-weekly science labs, submits documentation for STEAM certification, attends science/math ICADS professional development, secures partnerships between the community and the school, and registers students for Science Fair and Competitions related to STEAM.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Palm Springs Elementary includes all stakeholders in developing its School Improvement Plan to ensure that every voice—from classrooms to the community—is heard and valued and reflects shared priorities. Community leaders, parents, students, and school staff are represented by members of the Educational Excellence School Advisory Committee (EESAC). Monthly meetings are held in open session and welcome additional participation. The leadership team leads the process, analyzes data and aligns goals with district expectations. Teachers and staff contribute in shaping instructional strategies and professional development. Parents and families share feedback, influence engagement and support initiatives. Upper elementary students provide input on school climate and learning experiences. Community and business leaders offer insights on partnerships and resources. By including all stakeholders, input and feedback is inclusive of various points of view and innovative ideas, making continuous action steps increasingly supportive of the needs and interests of the community.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Palm Springs Elementary Strategies for Monitoring Effective SIP Implementation & Achievement Gap Impact

1. Targeted Data-Tracking

- Quarterly Data Reviews: Academic performance, attendance, and behavior data will be broken down by subgroups (e.g., ELLs, students with disabilities, economically disadvantaged) and achievement levels to identify trends, disparities, growth and regression.
- Progress Monitoring Tools: Use F.A.S.T., i-Ready and core curriculum assessments to track

growth and instructional impact, especially for students below grade level.

2. Student Focus

- Tiered Intervention Plans: Students in Tier 2 and/or 3 receive personalized academic and behavioral goals and supports.
- Case Management Meetings: Specialists, instructional coaches and teachers collaborate to adjust interventions, based on student progress.

3. Instructional Fidelity Checks

- Classroom Walkthroughs and Impact Reviews: Administrators will observe instruction using SIP-aligned rubrics, with a focus on strategies for high-need learners.

4. Staff Collaboration and Instructional Support

- Regular Data Reviews with Analysis and Feedback: Teachers will reflect on individual student progress and collective outcomes in grade level or department team meetings and adjust instructional strategies.
- Teacher Coaching: Collaborative planning in grade level team meetings, professional learning communities (PLCs) and instructional coaching cycles support staff in refining practices that directly impact student achievement.

5. Stakeholder Engagement & Voice

- Parent Conferences and Check-Ins: Teachers and parents/caregivers will communicate for progress updates and goal-setting.
- Student Reflections: Students engage in goal tracking and reviews to build ownership of learning.
- Feedback Cycle: Families, teachers/staff, students and community partners alike will be provided continuous opportunities to participate in meetings, surveys, and suggestion boxes. Input will be collected and reviewed continuously.

6. Continuous Review & Adjustment for Improvement

- Mid-Year & End-of-Year SIP Reviews: Formal evaluations, which include SIP Impact Reviews, will be conducted to guide plan revisions. Leadership and instructional coaches will also review mid-point progress monitoring and end-of-year outcome data and report findings to staff and stakeholders.
- Adjustments: Strategies will be revised based on what's working—and what's not—to ensure continuous improvement. Feedback from stakeholders will be used to refine implementation strategies.
- Updates: Transparent communication of changes based on student outcomes and stakeholder input will ensure responsiveness and effectiveness.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	75	91	109	88	113				547
Absent 10% or more school days	0	4	13	11	7	6				41
One or more suspensions	0	0	0	0	3	0				3
Course failure in English Language Arts (ELA)	0	0	1	15	3	4				23
Course failure in Math	0	0	11	16	7	0				34
Level 1 on statewide ELA assessment	0	0	0	23	17	12				52
Level 1 on statewide Math assessment	0	0	0	19	9	8				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	19	24	37	27	51				172
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	8	10	11	1	0				37

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	16	41	24	15				102

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	11	0	1				12
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		3	13	11	7	5				39
One or more suspensions					3					3
Course failure in English Language Arts (ELA)			1	15	3	3				22
Course failure in Math			11	16	7					34
Level 1 on statewide ELA assessment				14	13	17				44
Level 1 on statewide Math assessment				8	16	20				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		18	29	49						96
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	5	16	14					43

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	11	33	25	20				96

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				16						16
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	65	59	52	63	57	52	60	53
Grade 3 ELA Achievement	54	65	59	40	63	58	33	60	53
ELA Learning Gains	65	65	60	65	64	60			
ELA Lowest 25th Percentile	67	62	56	67	62	57			
Math Achievement*	64	72	64	51	69	62	54	66	59
Math Learning Gains	75	66	63	63	65	62			
Math Lowest 25th Percentile	79	59	51	73	58	52			
Science Achievement	49	63	58	60	61	57	58	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	66	63	68	64	61	48	63	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	586
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	60%	53%	66%	43%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
English Language Learners	64%	No		
Hispanic Students	66%	No		
Economically Disadvantaged Students	67%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%	54%	65%	67%	64%	75%	79%	49%					76%
Students With Disabilities	33%	23%	63%	69%	37%	79%	82%	29%					65%
English Language Learners	54%	49%	68%	68%	63%	76%	79%	39%					76%
Hispanic Students	59%	54%	67%	70%	65%	76%	80%	50%					77%
Economically Disadvantaged Students	60%	60%	69%	72%	63%	74%	77%	48%					76%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	40%	65%	67%	51%	63%	73%	60%					68%
Students With Disabilities	30%	33%	57%	92%	36%	62%	81%	47%					50%
English Language Learners	48%	40%	65%	65%	49%	66%	72%	61%					68%
Hispanic Students	53%	42%	65%	67%	53%	63%	74%	61%					68%
Economically Disadvantaged Students	51%	34%	71%	65%	47%	63%	68%	60%					68%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	33%			54%			58%					48%
Students With Disabilities	31%	7%			34%			60%					58%
English Language Learners	44%	19%			51%			60%					68%
Hispanic Students	52%	33%			55%			59%					69%
Economically Disadvantaged Students	48%	27%			53%			55%					63%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	44%	60%	-16%	57%	-13%
ELA	4	52%	59%	-7%	56%	-4%
ELA	5	42%	60%	-18%	56%	-14%
Math	3	52%	69%	-17%	63%	-11%
Math	4	57%	68%	-11%	62%	-5%
Math	5	54%	62%	-8%	57%	-3%
Science	5	38%	56%	-18%	55%	-17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Utilizing data reports inclusive of ALL students (ELL1 newcomers & ESE), the greatest overall improvement on the 2025 F.A.S.T. PM3 assessments was in **4th grade Mathematics** followed closely by **4th grade English Language Arts**, then **3rd grade Mathematics**.

MATH same STUDENT POPULATION comparison:

Grade 3 (2024) to **Grade 4** (2025) increased proficiency **22% points** from 35% to 57%

ELA SAME STUDENT POPULATION COMPARISON:

Grade 3 (2024) to **Grade 4** (2025) increased proficiency **19% points** from 33% to 52%

ELA SAME GRADE LEVEL COMPARISON:

4th grade increased proficiency **18% pts** **2024 = 34%** **2025 = 52%**

MATH same GRADE LEVEL comparison:

3rd grade increased proficiency **17% pts** **2024 = 35%** **2025 = 52%**

Lowest Performance

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

Utilizing data reports inclusive of ALL students (ELL1 newcomers & ESE), **1st grade** had the lowest 2025 F.A.S.T. PM3 performance in **ELA** while **Kindergarten** had the lowest PM3 performance in **Math**.

Grade 1 ELA proficiency was **28%**

Grade 1 ELA is **22% below** the 50% proficiency state threshold

Kindergarten Math proficiency was **37%**

Kindergarten Math is **13% below** the 50% proficiency state threshold

Greatest Decline

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

Utilizing data reports inclusive of ALL students (ELL1 newcomers & ESE), **1st grade** had the greatest decline in 2025 F.A.S.T./Star Reading and Math PM3 performance.

ELA same grade level comparison:

1st grade decreased proficiency **11% pts.** **2024 = 39%** **2025 = 28%**

Grade 1 is **22% below** the 50% proficiency state threshold

ELA same student population comparison:

Grade K (2024) to **Grade 1** (2025) decreased proficiency **14% points** from 42% to 28%

Math same grade level comparison:

1st grade decreased proficiency **13% pts.** **2024 = 52%** **2025 = 39%**

1st grade is **11% below** below the 50% proficiency state threshold

Math same student population comparison:

Grade 2 (2024) to **Grade 3** (2025) decreased proficiency 2% points from 54% to 52%

Greatest Gap

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

The greatest gaps were evident in 1st grade.

F.A.S.T. ELA PM3 data from the flfast.org Cambium portal reflects the following:

Grade 1 Star Reading School=28% proficient State=58% proficient

F.A.S.T. Math PM3 data from the flfast.org portal reflects the following:

Grade 1 Star Math School=39% proficient State=62% proficient

EWS Areas of Concern

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

2024-2025 Attendance (Source: Synergy Data Map)

School (Tier 1) = 37% of the population had 11 or more absences

41 students were absent 18 or more days

District Tier 1 Schools = 35% of this population had 11 or more absences

Percent of Students with a Substantial ELA Deficiency

School = 29% Tier 1 Schools = 15% District = 16%

Percent of Students with a Substantial Math Deficiency

School = 6% Tier 1 Schools = 2% District = 2%

Percent of Students with 2 or more Early Warning Systems Indicators

School = 17% Tier 1 Schools = 12% District = 14%

Highest Priorities

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

1. ELA proficiency, especially in K-3
2. Science proficiency
3. Attendance
4. Technology integration
5. Math proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Scientific Inquiry and Hands-On Exploration

Data: According to Statewide Science Assessment (SSA) results, 49% of students in grade 5 demonstrated proficiency in 2025 compared to 60% in 2024. This indicates a decrease in year-to-year proficiency, with current results reflecting a difference of 11 percentage points below the targeted goal.

Impact on student learning: Science encourages curiosity through observation, questioning, and experimentation which builds foundational skills in scientific thinking and fosters engagement across disciplines.

Rationale: Classroom walkthroughs and student work samples revealed limited opportunities for hands-on science activities. There is a crucial need to ensure that students develop stronger foundations across science domains and increase science achievement.

Based on the data and the identified contributing factors, bi-weekly science labs will be implemented for all students in 4th and 5th grade. This will make science content more interactive, multisensory, and inquiry-driven.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With implementation of an interactive learning environment through bi-weekly science labs, an 11 percentage point increase in science proficiency will be evident on the 2026 Grade 5 Science Statewide Assessment. This will yield a desired 60% of 5th grade students scoring achievement level 3 or above outcome in 2026, as compared to 49% in 2025.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure consistent, high-quality lab experiences that boost science proficiency, this evidence-based intervention will be monitored as follows:

Implementation

- Lab Schedules and Student Science Journals: Lab activities will be scheduled bi-weekly for each 4th and 5th grade class with the S.T.E.A.M. liaison. Science journals will reflect participation and desired inquiry-based applications.
- Lesson Plans: The administrative team will review lesson plans for indication and frequency of lab activities.
- Walkthroughs: The administrative team will observe labs using a science rubric.
- Data Analysis to Inform Instruction: Quarterly data chats will be conducted between teachers and the administrative team. Bi-weekly grade level meetings will be used to analyze and discuss student performance on topic assessments.
- Professional Development Tracking: Monitor teacher participation in science-focused trainings, especially as it relates to S.T.E.A.M.
- Hands-On Applications: Hands-on learning projects will be displayed in quarterly S.T.E.A.M. showcases.

Impact:

- Topic Assessment Proficiency Data: Track student growth in scientific reasoning using the topic assessments, measure the percentage of students who are demonstrating proficiency. Identify strengths, areas in need of improvement and next steps for instruction.
- Student Reflection and Feedback: Students will use data trackers to reflect on their progress and set goals. Reflections will gauge engagement.

Person responsible for monitoring outcome

Jennifer Gonzalez, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the targeted element of Science, our school will focus on the evidence-based intervention of Interactive Learning Environment. Implementation of an interactive learning environment will allow

students to engage in critical thinking and science inquiry skills, with support. It will provide them with opportunities to connect to and apply what they have learned in class, promoting retention of concepts. By allowing students to interact with visual, auditory and kinesthetic tools, it will result in a deeper understanding of learned scientific concepts, reinforced by student engagement in scientific inquiry - the process of learning by doing, in a multisensory environment.

Rationale:

Rationale: An interactive learning environment is an evidence based strategy which fosters deeper understanding by actively engaging students in the learning process. Research and classroom data show that the contrary, traditional passive instruction, often leads to low retention and limited critical thinking. Interactive methods—such as collaborative activities, simulations, and real-time feedback—address these gaps by: - Encouraging student participation and ownership of learning - Supporting diverse learning styles and needs - Improving academic outcomes through active engagement Expected Impact/Outcomes - Higher student achievement and retention - Builds critical thinking and inquiry skills - Stronger problem-solving and communication skills - Increased motivation and classroom engagement - Reduced achievement gaps This evidence-based intervention supports long-term growth by making learning dynamic, inclusive, and student-centered and is fully aligned with the standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Hands-On Science Labs

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement hands-on, one-hour science labs, bi-weekly, for students in grades 4 and 5. As a result, this will lead to increased engagement, better understanding, greater retention, enhanced collaboration and improved science achievement.

Action Step #2

Collaborative Planning

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teams will meet weekly to discuss current and upcoming instructional content based on District science pacing guides, lab resources, share best practices and plan accordingly. Teams will also dissect topic assessment data in order to drive differentiated instruction. As a result, these

meetings will guide teacher instruction and meet students' needs.

Action Step #3

Student data trackers

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta,
Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will use individual data trackers to monitor their progress in science content mastery, based on ongoing topic assessments, baseline and mid-year exams. As a result, students will take ownership of their learning, better understand what they are working toward, reflect on their strengths and areas for improvement, and see growth over time - thus increasing motivation and confidence.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: The Florida Department of Education's (FDOE) Reading Achievement Initiative for Scholastic Excellence (RAISE) program is a statewide initiative designed to improve reading proficiency among students, particularly in the early grades.

How It Affects Student Learning:

- * Improves Early Literacy Skills: RAISE focuses on foundational reading skills—phonological awareness, phonics, fluency, vocabulary, and comprehension—especially in grades K–3, which are critical for long-term academic success.
- * Targets Struggling Readers: Schools where 50% or more students score below the 40th percentile/level 3/proficiency in statewide reading assessments receive support, including on-site coaching from a state regional literacy director and targeted interventions for struggling readers.
- * Empowers Teachers: Through targeted professional development and coaching, teachers learn evidence-based strategies grounded in the science of reading, leading to more effective instruction and better student outcomes.
- * Closes Achievement Gaps: By focusing on data-driven instruction and tiered support, RAISE helps reduce gaps among subgroups, including English Language Learners and students with disabilities.
- * Boosts Reading Growth: RAISE support accelerates learning and results in significant reading

gains.

Rationale/Data Points:

K-2

According to the FDOE Report based on the most recent 2025 Star Early Literacy (K) and Star Reading (1-2) statewide, standardized ELA PM3 assessments,

- 65% of our school's currently enrolled 1st grade students (former Kindergarten 2024-2025) scored below proficiency
- 79% of our school's currently enrolled 2nd grade students (former 1st grade 2024-2025) scored below proficiency

This data indicates that these students are not on track for reading proficiency by 3rd grade and are in critical need of support, as tier 2 and 3 students who are reading one or more grade levels below.

3-5

According to the FDOE Report based on the most recent 2025 F.A.S.T. Reading PM3 statewide, standardized ELA assessments,

- 65% of our currently enrolled 3rd grade students (former 2nd grade 2024-2025) scored below Achievement Level 3 reading proficiency
- 53% of our currently enrolled 4th grade students (former 3rd grade 2024-2025) scored below Achievement Level 3 reading proficiency
- 55% of our former 5th grade (2024-2025) students scored below Achievement Level 3 reading proficiency

This data indicates that these students are not demonstrating reading proficiency and are in critical need of support, as tier 2 and 3 students who are reading one or more grade levels below.

It is important to note that 54% of our currently enrolled 5th graders (former 4th grade 2024-2025) are on track to reading proficiency, which means that this population of students does not represent an underperforming majority.

As a school identified under RAISE, Palm Springs Elementary will focus on fine-tuning the quality of our literacy practices aligned with the science of reading.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the data, contributing factors and evidence, the instructional practice to be implemented with R.A.I.S.E. in grades K-2 Reading/ELA is the Gradual Release of Responsibilities Model (GRRM) with a focus on evidence-based practices which strengthen foundational reading skills.

The GRRM will provide a best practice structure with which teachers purposefully and gradually shift

the cognitive work to the student from focused instruction with clear explanations and model demonstrations of the instructional target ("I do"), to strategic guided practice and feedback between teacher and students ("We do"), to gradually releasing students to practice the new skill together collaboratively ("They do"), to requiring students to demonstrate mastery of the learning target independently through repeated application and practice ("You do"). If students are provided with multiple opportunities for independent practice after explicit and guided instruction and given timely, corrective feedback from the teacher, it will positively impact students' focus, foster independence and improve performance.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the data, contributing factors and evidence, the instructional practice to be implemented with R.A.I.S.E. in grades 3-5 Reading/ELA is the Gradual Release of Responsibilities Model (GRRM) with a focus on evidence-based practices which strengthen vocabulary and comprehension across texts.

The GRRM will provide a best practice structure with which teachers purposefully and gradually shift the cognitive work to the student from focused instruction with clear explanations and model demonstrations of the instructional target ("I do"), to strategic guided practice and feedback between teacher and students ("We do"), to gradually releasing students to practice the new skill together collaboratively ("They do"), to requiring students to demonstrate mastery of the learning target independently through repeated application and practice ("You do"). If students are provided with multiple opportunities for independent practice after explicit and guided instruction and given timely, corrective feedback from the teacher, it will positively impact students' focus, foster independence and improve performance.

Grades K-2: Measurable Outcome(s)

With the implementation of the Gradual Release of Responsibilities Model (GRRM) in K-2, the following measurable outcomes will be evident on the Star Early Literacy and Star Reading statewide ELA PM3 Assessments:

- * An additional 15% of current Kindergarten students will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to the Kindergarteners during 2024-2025 (35%).
- * An additional 24% of current 1st grade students will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to the 1st graders during 2024-2025 (21%).
- * An additional 15% of current 2nd grade students will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to the 2nd graders during 2024-2025 (35%).

Achieving these targets will indicate improved instructional efficacy, demonstrate greater reading proficiency in the early grades (K-2), and reduce the achievement gap.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Gradual Release of Responsibilities Model (GRRM) in grades 3-5, the following measurable outcomes will be evident on the Florida's Assessment of Student Thinking (F.A.S.T.) Reading statewide ELA PM3 Assessments:

* An additional 3% of current 3rd graders will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to 3rd graders during 2024-2025 (47%).

** An additional 3% of current 4th graders will demonstrate proficiency by scoring Achievement Level 3 or above, as compared to overall proficiency of the same students when they were in 3rd grade during 2024-2025 (47%).

Note: Former 4th grade proficiency during 2024-2025 was 54%, not requiring RAISE support for current 5th grade students.

Achieving these targets will indicate improved instructional efficacy, demonstrate greater reading proficiency in the intermediate grades 3-5, and reduce the achievement gap.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation Monitoring:

- Lesson Walkthroughs & Observations: Administrators, the reading coach and the RAISE support SRLD will conduct classroom walkthroughs using a structured literacy-focused observation tool to ensure fidelity to the "I Do, We Do, You Do" framework, combined with high quality routines, timely corrective feedback from teacher to students and ongoing cumulative review.
- Small Group Instruction: Small group instruction reflects use of current student performance data, which is differentiated for Tier 2 and Tier 3 students.
- Lesson Plans: Weekly lesson plans confirm alignment with foundational skill B.E.S.T. benchmark targets (phonological awareness, phonics, fluency).
- Collaborative Planning, Professional Learning Communities (PLCs) and Coaching Cycles: Teachers will meet to plan benchmark-aligned lessons and activities, share and reflect on instructional practices, and adjust strategies based on data. Coach collaboration and coaching impact cycles will provide support and ensure fidelity, as needed.

Impact:

- Progress Monitoring Assessments: Students will participate in ongoing progress monitoring assessments including (but not limited to) F.A.S.T. Progress Monitoring (PM1 and PM2), *i-Ready* Reading Diagnostics (AP1 and AP2), *Reading Horizons* intervention assessments and

McGraw-Hill Reading Wonders core curriculum Progress Monitoring Assessments to track growth in foundational reading skills and comprehension.

- **Data Chats:** Administrators, teachers, and the reading coach will conduct ongoing data chats, in real time, to analyze trends, track incremental progress toward proficiency in each grade level to ensure that students are demonstrating growth - especially targeted Tier 2 and 3 students, identify any additional students needing intervention/regressors, and adjust instruction accordingly. It will be evident that students' needs are informing lessons and high quality instruction and independent practice are being provided with appropriate differentiation, scaffolding and rigor.
- **Student Work:** Student reading and writing work samples will be reviewed to assess mastery of targeted skills and independence in applying them.

Job-embedded professional development and continuous coaching will be provided, as needed. Additional support will be provided to students not progressing adequately.

Desired Outcome: By systematically monitoring both instructional delivery and student performance, our school aims to increase the percentage of students reading on grade level, reduce the number of students below proficiency, and close achievement gaps.

Person responsible for monitoring outcome

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal; Elisa Toledo-Resende, Reading Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the targeted instructional practice of the Gradual Release of Responsibility Model (GRRM), data-driven instruction will be implemented as our focus evidence-based intervention strategy. Data-driven instruction is a systematic approach which relies on the teacher's use of student performance data to inform instructional planning and delivery. This approach of instruction uses assessment, analysis, and actions to meet students' needs. When aligned with curriculum standards and the gradual release of responsibility model, student outcomes can be significantly improved and positively impact student achievement. Report data from F.A.S.T. Reading assessments (including Star), i-Ready and McGraw-Hill Reading Wonders progress monitoring tests will be utilized to BOTH drive instructional planning AND monitor student progress.

Rationale:

Data-driven instruction ensures that teachers use ongoing data to realign whole group and small group instruction. Data-driven lessons strategically target and meet students' individual needs in real time - which is especially critical for those who are reading one or more grade levels below (Tier 2 or Tier 3). Hard data drives instructional planning and helps monitor progress. Soft data provides

comprehensive insight. This practice allows teachers to make immediate adjustments to instruction, in order to maximize growth and continuously improve student learning. Together, the targeted element of GRRM with the evidence-based strategy of data-driven instruction, increases the potential to greatly narrow achievement gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement the Gradual Release of Responsibilities Model (GRRM)

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal; Elisa Toledo-Resende, Reading Coach

By When/Frequency:

August 11-September 26, 2025 (Q1)/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement the gradual release of responsibilities model (GRRM). Literacy Leadership: Ensures a daily, uninterrupted 90-minute block of time for reading instruction and 30 minutes for language arts plus 2.5 hours a week (or more) of intervention for targeted Tier 2 and 3 students during the school day. Literacy Coaching: Provide teachers with opportunities to - observe gradual release of responsibility models in the reading classroom, highlighting effective practices during teacher responsibility components (focused and guided instruction/"I do," "We do") and student responsibility components (collaborative and independent practice application/"They do," "You do"), and/or -receive coaching from an instructional leader or other highly effective mentor teacher. Assessment: During each instructional cycle, opportunities to learn and apply the targeted and stacked/integrated skills and strategies, are provided at varying levels of support through the gradual release model. After instruction, reading assessments are administered. Student performance will be analyzed to determine what learning gaps exist for subsequent targeted instruction, scaffolding or remediation. Professional Learning: Schedule and/or provide training opportunities for teachers who would like support with the GRRM structures in the reading classroom through in-person, virtual, and live trainings or on-demand webinars or videos. In addition to implementation of the GRRM during whole group grade level instruction, extra support can be provided through differentiated instruction in small groups during the core ELA block, Tier 2 and 3 intervention for less-proficient students outside the ELA block, and extended learning opportunities before and/or after-school, to ensure support for all learners. During these times, previously taught skills can be retaught, current skills can be scaffolded, and essential skills can be targeted by providing lessons to meet ongoing individual or small group needs, as evident according to historical, formative, or ongoing progress monitoring assessment data. Coach impact cycles will provide further support.

Action Step #2

Utilize data-driven instruction to meet students' needs

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta,

By When/Frequency:

August 11-September 26, 2025 (Q1)/Ongoing

Assistant Principal; Elisa Toledo-Resende,
Reading Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize data-driven decisions to align strategies and resources with individual student needs to support instruction, learning and accelerate growth. Literacy Leadership: Use Power BI, Performance Matters, Renaissance, Cambium and i-Ready data management platforms to identify Tier 2 (one grade level below) and Tier 3 (2 grade levels or more below) students, based on overall performance on Star Early Literacy, Star Reading, F.A.S.T. Reading and i-Ready Reading Assessments. Analyze corresponding assessment data reports and conduct data chats accordingly (administration/teacher/reading coach and teacher/student). Literacy Coaching: Utilize collaborative planning sessions to discuss ongoing data, identify specific areas in need of improvement, and plan subsequent, targeted, B.E.S.T. standards-aligned teacher-led instruction for small groups of identified students. Align strategies and resources with individual student needs to support learning and accelerate growth. Assessment: After each reading/ELA test administration, participate in ongoing data chats and protocols to monitor student progress, make data-driven decisions, and take appropriate action, utilizing current reports from Renaissance, the Cambium FAST portal and i-Ready. Professional Learning: Provide follow-up opportunities/ experiences after training/implementation of newly gained knowledge, to ensure understanding.

Action Step #3

"Phonics Bootcamp" for students struggling with foundational skills

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta,
Assistant Principal; Elisa Toledo-Resende,
Reading Coach

By When/Frequency:

August 25-September 26, 2025 (Q1)/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a short term i-Ready "Phonics Bootcamp" for students in grades 2-5 who are struggling with foundational skills. Teachers will temporarily customize the instructional pathways of these targeted students to focus only on the phonological awareness and phonics digital lessons they need to reach grade level proficiency in these domains. One lesson will be assigned per school day (M-F), for a period of up to 4-weeks, or the date each student reaches the first on-grade level lesson in these domains (whichever comes first). Literacy Leadership: Reviews i-Ready instructional pathway reports of targeted students, during the Bootcamp implementation period, and facilitates data meetings to ensure fidelity and progress. Literacy Coaching: Facilitates implementation, manages targeted i-Ready Phonics Bootcamp report groups, monitors instructional pathway progress, supports implementation through the use of student lesson trackers and recognition of students' Bootcamp progress, and guides teachers through coaching cycles tied to phonics routines. Assessment: Use i-Ready diagnostics and growth monitoring assessments to track student progress in foundational skills and guide instruction. Professional Learning: Provide training and resources on phonics content and routines, supports PLCs, and ensures alignment with the science of reading.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Integrate the Florida Computer Science Standards Across Curriculum Areas with the Substitution, Augmentation, Modification, Redefinition (SAMR) Technology Integration Model and Problem-Based Learning (PBL)

Description: This area focuses on a school-wide initiative to teach students how to think like a computer scientist in a way that's age-appropriate and highly engaging while building a strong foundation through the SAMR Model. By embedding computational thinking and digital literacy into core instruction, technology use will be elevated from basic substitution to transformative learning experiences. Coupled with PBL, students will engage in authentic, inquiry-driven tasks which foster collaboration, creativity, and real-world problem solving. Therefore, computers and digital tools will not only improve traditional learning tasks but be used as a tool for exploring content and deeper learning while enhancing skills in reading, mathematics, science, social studies, and the arts.

Impact on student learning:

SAMR Model

- Elevates technology use from basic substitution to transformative learning experiences.
- Encourages creativity, collaboration, and deeper engagement through digital tools.

Computer Science Standards

- Builds computational thinking, problem-solving, and digital literacy across subjects.
- Prepares students for future academic and career success in a tech-driven world.

Problem-Based Learning (PBL)

- Promotes critical thinking and real-world application of knowledge.
- Fosters student ownership, inquiry, and collaboration through authentic challenges.
- Increased engagement and motivation

Rationale:

For K-2 students, this will build foundational literacy skills and a computational mindset while matching developmental needs, making learning interactive and building comfort with technological tools. For grade 3-5 students, technology integration will be tied to a specific learning objective and move students from basic tool use to leveraging technology to expand content knowledge and engage in problem based tasks to truly improve and enhance their learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By pairing the SAMR Model of technology infusion with integration of the K-5 Florida Computer Science standards across subjects, a 1-point metric increase in the Problem-Based Learning component of the STEAM School Designation will be achieved on the 2026 STEAM evaluation rating. This will result in the desired 2026 "Clearly Evident" metric rating of 3, as compared to the 2025 "Some Evidence" metric rating of 2 for STEAM activities focusing on real-world measurable problems.

Furthermore, the Technology (SAMR) Infusion component of the STEAM School Designation will be expected to earn a second consecutive "Clearly Evident" metric rating of 3, as it did in 2025, but was not achieved in 2024, with a metric rating of 2 ("Some Evidence"), for STEAM activities focusing on the development of skills that students will use in future careers and life.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation Monitoring

- Quarterly walkthroughs using a school-developed SAMR-aligned rubric by grade level
- Quarterly cross-curricular STEAM project lesson plan reviews with Computer Science standards integration
- Evidence of students using computer science in the technology component of STEAM projects
- Student digital artifacts/portfolio showcasing real-world problem-solving
- Teacher reflections & Professional Learning Communities focused on tech infusion

Impact Monitoring

- Mock STEAM evaluations to track metric progress during quarterly walkthroughs
- Student performance data on STEAM tasks
- Surveys for student/teacher engagement and feedback
- PD tracking to ensure readiness and application

Person responsible for monitoring outcome

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal; Maritza Salazar, S.T.E.A.M. Liaison

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based intervention is technology integration. This involves the use of technology tools, in different subject areas, to allow students to apply computer and technology skills to learning and problem-solving. The curriculum drives the use of technology. Technology is the vehicle through which to expand knowledge, conduct problem-based tasks and expand learning.

Rationale:

The rationale for integrating technology through the SAMR model with Problem-Based Learning (PBL) through the computer science standards is rooted in enhancing student engagement, deepening critical thinking, and preparing students for real-world challenges. It: 1. Elevates Learning Experiences 2. Supports 21st-Century Skills 3. Differentiates Instruction 4. Aligns with Standards and STEAM Goals 5. Makes Learning Visible and Measurable Together, they create a dynamic, student-centered environment where technology isn't just a tool but a catalyst for deeper learning and real-world impact.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development on the Florida Computer Science (CS) Standards and the Problem-Based Learning (PBL) Framework

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all Pre-K - Grade 5 teachers with training on the Standards for Computer Science and Problem-Based Learning strategies aligned to STEAM, with a focus on integrating technology using the SAMR model and explicit strategies for cross-curricular connections.

Action Step #2

Collaborative Planning

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level teams will participate in collaborative planning sessions focused on designing interdisciplinary STEAM lessons that integrate the SAMR model and align Florida Computer Science standards through Problem-Based Learning. The S.T.E.A.M. liaison will provide support, as needed.

Action Step #3

S.T.E.A.M. Showcase

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal; Maritza Salazar, S.T.E.A.M. Liaison

By When/Frequency:

August 11-September 26, 2025 (Q1) for October 17, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Organize a quarterly STEAM Showcase where PK-5 students present interdisciplinary projects which demonstrate application of Florida Computer Science standards within the S.T.E.A.M. technology component, integrated with the SAMR model, and application of Problem-Based Learning strategies.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: According to the Power BI Student Attendance Report for the 2024-2025 school year, 14% of our student population were absent more than 16-30 days as compared to 28% during the 2023-2024 school year. According to the 2025 Data Map, an additional 2% were absent 31 or more days, totaling 16% of our student population with more than 15 absences. While this data reflects a significant improvement from the prior year, it remains a cause for concern.

Based on our statistics and evidence review, a school wide attendance plan will be implemented to reduce the number of students with 16 or more absences.

Rationale: If students are not in school, they miss out on important learning. If this happens, then they are in jeopardy of falling behind, which will subsequently impact their academic progress and performance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With implementation of a new and improved school wide attendance plan, we will reduce the number of students with 16 or more absences by 10 percentage points from 16% in 2024-2025 to 6% in 2025-2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring to achieve the desired outcome:

- the daily attendance bulletin will be monitored and parent contact will be made.
- the Attendance Review Committee (ARC) will meet monthly to review attendance, truancy reports,

communication logs, meeting logs, home visit logs, individual student attendance profiles, attendance contracts, etc.

- a monthly calendar with scheduled truancy meetings will be shared with teachers

Ongoing attendance monitoring boosts student outcomes by:

- Spotting early signs of disengagement
- Enabling timely support and interventions
- Improving communication with families
- Strengthening academic performance and belonging

Person responsible for monitoring outcome

Jennifer Gonzalez, Principal; Patricia Horta, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based strategy of Attendance Initiatives aims to reduce student absences across grade levels. These initiatives include a comprehensive school wide attendance plan in which student absences are closely tracked, monitored and reported. This plan incorporates proactive and reactive strategies to prevent chronic truancy and intervene before students risk academic setbacks. First and foremost, an attendance incentive program is created and implemented which rewards both individual students and classes for school attendance. The comprehensive attendance plan also targets students who develop a pattern of absences, tardies and/or early departures, and includes calls to parents, meetings with parents, home visits, counseling and referrals to outside agencies to address these concerns.

Rationale:

To ensure that students can achieve success to their fullest potential, it is critical that they attend school regularly and remain engaged in the learning process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Incentive Program

Person Monitoring:

By When/Frequency:

Jennifer Gonzalez, Principal; Patricia Horta,
Assistant Principal

August 11-September 26, 2025 (Q1)/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create and implement an attendance incentive program which rewards both individual students and classes for perfect attendance.

Action Step #2

Attendance Intervention Parent Meetings

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta,
Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Require and implement meetings with parents of students who accrue 5 or more absences, tardies or early departures, per (9-week) grading period.

Action Step #3

Truancy Intervention

Person Monitoring:

Jennifer Gonzalez, Principal; Patricia Horta,
Assistant Principal

By When/Frequency:

August 11-September 26, 2025 (Q1)/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement regular home visits for students who exhibit excessive absences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Dissemination Plan to Students, Families, Staff and Leadership, Local Businesses and Organizations

- A digital copy is available on the school website - <https://palmspringses.org/title-i/>
- A printed copy is located in the Title 1 area of our main office
- The SIP is shared at the Opening of School's Title 1 Parent Meeting/Open House within the first few weeks of the school year.
- The plan and progress toward plan goals are discussed during every Educational Excellence Advisory Committee (EESAC) meeting (6-8 per school year)
- The plan and progress toward school goals is discussed during various faculty meetings
- Classroom discussions
- Data chats (Faculty, Parents, Students)
- Visuals displayed in hallways and common areas.
- Deliverables to the community and invite collaboration.

Protocol

- Explain the plan in parent-friendly language.
- Ensure interpreters and translations are available during parent meetings.
- Update stakeholders via multiple channels.

Positive Relationships With Parents, Families and other Community Stakeholders

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

parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Building Positive Relationships

1. Family Engagement

- Host an array of academic and social events to foster connection and trust such as *Reading Under the Stars*, quarterly *STEAM Nights*, *Donuts with Dad*, *Muffins with Mom*, the *Hispanic Heritage Parade of Flags and Extravaganza*, and the *Black History Month Show*, to name a few.
- Create a welcoming front office environment with bilingual staff and accessible materials.
- Invite participation in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC)
- Utilize the Title I Community Involvement Specialist (CIS) to support communication between school and family and to offer assistance, as needed
- Title I School-Parent Compact

2. Transparent Communication

- Use multiple platforms—texts, emails, phone calls, virtual meetings (Google Meet), the school website and apps including *Class Dojo*, *Instagram* and *Twitter* —to keep parents informed.
- Provide progress reports and updates in plain language and translated formats, including access to the parent portal and electronic Gradebook.
- Conduct parent-teacher conferences, data chats, and targeted support meetings, such as IEP and MTSS, to discuss academic and behavioral growth.
- Link to the school's webpage where the Family Engagement Plan is publicly available:
<https://palmspringses.org/title-i/>

3. Community Partnerships

- Collaborate with local businesses, organizations and nonprofits to support student needs (e.g., mentoring, donations).
- Invite community members to participate in school events and volunteer opportunities.

4. Support Services

- Connect families with services like counseling, food assistance, and academic support.
- Provide training and resources to help parents support learning at home.

This ensures that families feel valued, informed, and empowered to be active partners in their child's education.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Academic Strengthening Plan

1. Areas of Focus

- Reading Proficiency: Implementation of the driving principles of the science of reading and targeted interventions to improve foundational skills. **(from SIP Part II)**
- B.E.S.T. Standards-Aligned Instruction: Emphasis on rigorous, grade-level content across subjects. **(from SIP Part II)**

2. Increasing Learning Time

- Extended Day Learning Opportunities: Before- and after-school tutoring in reading, math and science.
- Intervention Blocks: Dedicated time during the school day for intervention using research-based and multisensory programs
- Differentiated Instruction: Personalized learning paths using data-driven strategies.
- Summer Learning: Academic boot camps and project-based learning to accelerate instruction or prevent learning loss.

3. Enriched & Accelerated Curriculum

- Club Offerings: Chess, Art, Chorus, Strings, Robotics, and Environmental, to name a few.
- STEAM Integration: Hands-on learning and projects in science, technology, engineering, arts, and math.

4. Additional services

- Mental health counseling
- Speech/language services
- Multi-Tiered Systems of Support
- And more.

5. Professional Development

- Ongoing training for teachers in high-impact instructional strategies and curriculum design.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Coordinated & Integrated Planning Approach

The School Improvement Plan (SIP) is developed to align with and leverage multiple support systems:

1. Federal & State Programs

- **Title I Funds:** Used to increase resources including personnel, implementation of evidence-based academic interventions, extended learning time, and professional development.
- **IDEA:** Integrated to ensure services for students with disabilities are reflected in instructional strategies and family engagement.
- **Title III:** Integrated to ensure services for English language learners are reflected in instructional strategies and family engagement.

2. Community & Local Services

- **Programs:** Partner with local agencies to implement school initiatives and social-emotional learning (Citrus).
- **Nutrition & Housing Services:** Coordinate with district and community providers to ensure students have access to meals and housing stability, which directly impact academic success.
- **Early Childhood Programs:** Align kindergarten readiness goals and transition supports for incoming students.

These enhance the entire educational program, in order to close achievement gaps and increase student proficiency across all curriculum areas. Together these programs allow us to provide all students with what they need to make learning accessible, equitable, and of high quality. These various funds are used to support specific strategies and activities as they relate to their intended purpose, in the form of personnel, educational materials, assistive devices, and more. We strive to maximize the impact of all these resources, in order to carryout the schoolwide program in the best ways possible.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Student Support Beyond Academics

The school ensures holistic development through:

- Counseling & Mental Health: On-site counselors and mental health professionals provide individual support, crisis intervention, and referrals.
- Specialized Services: Behavior specialists, social workers, and support staff address emotional and behavioral needs.
- Skill-Building Strategies: SEL curriculum, extracurriculars, and service learning foster teamwork, empathy, and leadership.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Schoolwide Tiered Model for Behavior & Early Intervention

The school implements a Multi-Tiered System of Supports (MTSS) to proactively address student behavior and provide early intervention services, aligned with IDEA provisions:

Tier 1: Universal Prevention

- Schoolwide expectations and behavior norms are explicitly taught and reinforced.
- Positive Behavioral Interventions and Supports (PBIS) promote a safe, respectful learning environment.

- Data is collected regularly to monitor school climate and student behavior trends.

Tier 2: Targeted Supports

- Small group interventions (e.g., social skills training, check-in/check-out systems) support students at risk.
- Behavior specialists and counselors provide targeted strategies and monitor progress.
- Coordination with IDEA ensures students with emerging needs are identified early for evaluation or support.

Tier 3: Intensive Interventions

- Individualized behavior plans are developed for students with chronic or severe challenges.
- Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are conducted in compliance with IDEA.
- Services are integrated with IEP goals and related services to ensure consistency and legal alignment.

Coordination with IDEA

- Early intervening services are designed to reduce referrals to special education by addressing needs proactively.
- Collaboration between general and special education staff ensures seamless support.
- Data from MTSS informs eligibility decisions and supports ongoing progress monitoring for students with disabilities.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional Learning & Support Activities

1. Improving Instruction & Data Use

- Ongoing PD Workshops: Focused on standards-based instruction, differentiated strategies, and integrating technology.
- Data-Driven Instruction Training: Teachers and staff learn to analyze assessment data to guide planning and interventions.
- Collaborative Planning Time: Weekly team planning which includes data review and instructional alignment.

2. Support for Paraprofessionals & Staff

- Targeted Training: Small-group instruction and support for students with disabilities and English Language Learners.
- Mentorship: Pair new paraprofessionals with experienced staff for coaching and growth.

3. Recruitment & Retention of Effective Teachers

- New Teacher Induction: Structured onboarding with mentoring, classroom support, and regular feedback through the Mentoring Induction for New Teachers (M.I.N.T.) Program.
- Positive Work Culture: Recognition programs, wellness initiatives, and leadership development to boost morale and retention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Transition Strategies to Kindergarten

To ensure a smooth and supportive transition from early childhood programs to kindergarten, the school implements:

1. Family Engagement

- Orientation events and school tours for families and children before kindergarten starts.
- Parent workshops on kindergarten readiness, routines, and academic expectations.

2. Student Support Activities

- Use of transition books, visuals, and social stories to ease anxiety and build excitement.

3. Data Sharing & Continuity

- Sharing of developmental assessments and learning profiles between preschool and kindergarten staff.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00