

Miami-Dade County Public Schools

Palm Lakes Elementary School



2015-16 School Improvement Plan

Palm Lakes Elementary School

7450 W 16TH AVE, Hialeah, FL 33014

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Palm Lakes Elementary School is to Strive for Excellence in Education for Kids (SEEK) by providing our students with the tools, which will enable them to become life-long, self-sufficient learners. This daily mission of preparing life-long, self-sufficient learners will be achieved through the dedication and commitment of staff, administration, parents and community participation. We are committed to this endeavor and will support, encourage, and engage our students in meaningful activities that will promote their growth toward becoming independent, literate and productive citizens of the world.

Provide the school's vision statement

Palm Lakes Elementary supports the neighborhood it serves by providing the best possible educational experiences for our students and the surrounding community and the extension of the services of the school to encompass the needs of the whole individual. Our vision is to create citizens that are productive members of society.

School Environment

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

The instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. Support is provided through a variety of means, such as the Rtl process, Community Involvement Specialist, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes respect, love and compassion for one another through the implementation of the Values Matter curriculum.

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

Students at Palm Lakes Elementary are greeted each morning by staff and administrators during the morning arrival process. Although, we have a closed campus, parents are always welcome to come to the office for assistance. Security Monitors are visible throughout the school day and staff is vigilant as well. All visitors are directed to the main office and/or escorted to the requested area. Fire drills, evacuation drills and lock down drills are performed regularly throughout the school year. Students feel comfortable to approach staff members for assistance and/or guidance.

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

Faculty and staff implement the MDCPS Code of Student Conduct. The district's Values Matter initiative is implemented year round. Action is taken depending on the level of the infraction. All teachers have classroom rules and behavior plans which are utilized with fidelity. Students are required to obtain a pass when leaving the classroom during the school day. Policies and procedures

are posted on the school's website for easy access. Referrals to the student services team and/or the administration are completed in order to minimize the severity of the infractions. Staff training is provided throughout the school year in order to assist staff and minimize distractions. Additionally, the staff is provided with strategies to minimize disruptive behaviors and assist students with special needs, such as Autism, ADD and ADHD.

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

Teachers identify students that may benefit from counseling services and that may be in need of additional support. The school leadership team and student services team refers families to local community agencies which provide therapeutic services for the students and their families. Faculty and staff serve as mentors for students throughout the year. The students services department is responsible for designating students to the staff mentors. Presentations are scheduled throughout the year that emphasize the schools anti bullying and anti-discrimination policies. The Values Matter initiative is implemented year round.

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

The administration and student services team monitors student attendance and suspension reports regularly. Letters are sent home to parents of students who are exhibiting excessive absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

- Attendance below 90 percent
- One or more suspensions
- Course failure in ELA or Math
- Level 1 on statewide assessment

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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	3	5	10	7	5	32
Level 1 on statewide assessment	6	20	55	0	24	52	157
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	10	28	5	14	27	87

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

- Parent conferences
- Referral to Social Worker
- RTI Process
- Tier 2/Tier 3 Interventions for Reading
- Tier 2/Tier 3 Interventions for Behavior
- Attendance letters issued at mid-point and end of grading periods
- Referral to outside agencies
- Mentoring program
- Review of incoming student records

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/196557>.

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

Palm Lakes Elementary has partnered with various agencies and businesses to support the mission and vision of the school. Companies, such as The Graham Company and the City of Hialeah provide resources and personnel to support the academic program. Business partners attend EESAC meetings and provide input and feedback on sound business practices. The administration, leadership team, Community Involvement Specialist, and PTA work collaboratively to recruit and secure resources through community partnerships. An example of this collaboration is the active partnership with The Institute for Child and Family Health which provides therapeutic services for students.

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:

Name	Title
Iglesias, Alina	Principal
Sanchez, Sophia	Instructional Coach
Garcia, Ivette	Instructional Coach
Rose, Dianna	Instructional Media
Del Cristo, Ana	Assistant Principal

Duties

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

The School Leadership/Literacy Team will:

1. Monitor academic and behavior data through data talks and grade level meetings.
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold monthly team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) will ensure commitment and allocate resources;

- Teacher(s) and Coaches who share the common goal of improving instruction for all students.
- Team members who will work to build staff support, internal capacity, and sustainability over time.

The school's Literacy Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

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

Palm Lakes has an MTSS process which includes:

1. Quarterly Data Talks with grade level and individual teachers.
2. Dissemination of grade level and individual student data to identify students needs.
3. A process to request assistance for students not responding to interventions and grade level instruction.
4. Intervention program implemented with fidelity.

5. Tutoring available for subgroups through federal grants (Title III).
6. Daily walkthroughs with feedback on instructional practices.
7. Title I funds are allocated to support student achievement through hourly paraprofessionals that work with targeted students.
8. SAC funds are allocated to support student achievement through incentives and the technology programs at the school.

Members of the MTSS/Rtl team include:

- Principal-Alina Q. Iglesias
- Assistant Principal-Ana Del Cristo
- Primary Teacher-Lisa Reyes
- Intermediate Teacher-Esther Overton
- SPED Teacher-Isabel Soto
- ELL Teacher-Magda Perez
- Gifted Teacher-Idalmys Sanchez
- Reading Coach-Ivette Garcia
- Math/ Science Coach-Sophia Sanchez
- Counselor-Sandra McGlynn
- Psychologist- Claudia Arce
- Social Worker- Ofelia Diaz

Title I, Part A

Palm Lakes Elementary provides services to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches at Palm Lakes Elementary lead and evaluate school core content standards/program; 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; assist 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 and special support services to special needs population as Homeless, Migrant and Neglected or Delinquent students (as needed).

Title I, Part C

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

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, Gifted, and ESOL.
- Training and substitute release time for Profession Development Liaisons (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

- 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)
- Purchase of supplemental 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 students (K-12, RFP Process)

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors 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 all the schools - each 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 2011 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.
- Each 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) N/A

Violence Prevention Programs

Palm Lakes will participate in the district's research based bullying program.

Nutrition Programs

1. Palm Lakes adheres to and implements the nutrition requirements stated in the District's Wellness Policy. We offer free breakfast to all interested students. Lunch is available for all students and is served by the food and nutrition staff at the school site. Many students benefit from free or reduced lunch.
2. The physical education department and classroom teachers teach nutrition education as per state statute. Additionally, school wide events are held to promote good nutrition throughout the year.
3. 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. Cafeteria staff prepare snacks for the YWCA, which provide the after school program.
4. Common Threads program is implemented in grades 3-5 (Cooking Skills & World Cultures/Small Bites/Family Cooking and Gardens).
5. Education Fund (CNI) Collaborative Nutrition Initiative- Farm to Cafeteria Program (PK-5th)

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend 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 (NCLB) and other referral services. Increase parental engagement/involvement through developing (with ongoing parental input) our Title I School- Parent Compact (for each student); our school’s Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/ activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents’ schedules as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM 6914 revised 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with the NCLB Section 1118. Confidential “as needed services” will be provided to any students in the school in “homeless situations” as applicable.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alina Q. Iglesias	Principal
Sophia Sanchez	Teacher
Dianna Rose	Teacher
Lisa Reyes	Teacher
Yanissa Delgado	Teacher
Nancy Gonzalez	Teacher
Vivian Aleman	Teacher
Pedro Gonzalez	Education Support Employee
Barbara Aleman	Parent
Jennifer Rodriguez	Parent
Barbara Gonzalez	Parent
Monica Neri-Gutierrez	Parent
Beth Martinez	Business/Community
Eduardo Gonzalez	Business/Community
Rey Sanchez	Business/Community
Lucas Alonso	Student
	Student

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

Student Assessment data for the 2014-2015 school year was disaggregated by grade group/sub groups/subject area/ teacher and individual students to identify areas of growth and areas of weakness. This data was shared with the EESAC members to allow for feedback in the development

of the new plan.

Currently, the school is awaiting Florida Standards Assessment (FSA) results to disaggregate data and take appropriate action. In the meantime, the i-Ready data from 2014-2015 Diagnostic 3 and the 2015-2016 Diagnostic 1 results have been used to identify students needing intervention in reading and mathematics.

Development of this school improvement plan

The SAC participates in the development of the School Improvement Plan by developing objectives/ goals, suggesting activities that should be incorporated into the plan, developing a school budget that will support the plan, and constantly analyzing student data to adjust the plan as needed.

Preparation of the school's annual budget and plan

The School Based Budget is developed to maintain the maximum support to the instructional program. Due to a decline in enrollment, instructional staff has been surplus and adjustments have been made to each of the grade groups. All instructional staff with elementary education certification is utilized to maximize student achievement. The Title I budget is used to support the instructional program as well, through the allocation of part time and full time personnel. The EESAC supports the use of these federal funds to assist with hiring part time/full time staff to implement the intervention programs. Funds are also allocated to support professional development of teachers and staff and to solicit parental and community involvement.

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

Core Subjects- Student Incentives (\$1000.00)
 Attendance-Student Incentives (\$500.00)

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Iglesias, Alina	Principal
Garcia, Ivette	Instructional Coach
Sanchez, Sophia	Instructional Coach
Rose, Dianna	Instructional Media
Del Cristo, Ana	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team for the 2015 – 2016 school year will be to maintain the fidelity of the Reading Program, intervention groups, and continue to promote the technology program for use at home. Additionally, the use of the technology programs (iReady, myOn Reader) will be promoted and monitored to provide Differentiated Instruction and data-driven lessons

within the reading classes.

The Core Reading Program, McGraw Hill Wonders, provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Sunshine State Standards and Common Core State Standards. The program addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers.

The Supplemental Intervention Reading Program (SIRP) Wonderworks is intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). SIRPs are used to support initial instruction provided by McGraw Hill. Teachers will place students in supplemental intervention programs based on data. Placement will be fluid and reevaluated after each progress monitoring assessment. Supplemental materials for advanced and gifted students include materials that accelerate and enrich with a higher degree of complexity and abstraction.

The Comprehensive Intervention Reading Program (CIRP) Wonderworks is intended for use in addition to the 90-minute reading block to provide immediate intensive intervention to students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. CIRPs include instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data. CIRPs provide more frequent assessments of student progress. Therefore, in order to ensure membership and proper pacing of instruction and mastery of all instructional components, placement will be fluid and reevaluated after each progress monitoring assessment.

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

Palm Lakes Elementary seeks to foster open lines of communication and productive collaboration between colleagues by scheduling vertical articulation and common planning. Additionally, teachers meet for grade level planning sessions and informal gatherings to discuss instructional strategies. Professional Learning Communities are encouraged and are used in order to foster collegial teamwork and problem solving.

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

Palm Lakes Elementary serves as a host school for interns from various universities. Additionally, we also welcome students completing field experience hours for their coursework. We are able to recruit teachers from the student interns that complete their internships with us, as well as teachers who are placed on the district surplus list. The administration and members from the leadership team interview potential candidates for open positions and are responsible for selecting new staff members.

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

Beginning teachers are provided with an orientation by the district office, as well as the school administration. Mentors are assigned to the beginning teachers from eligible personnel that have participated in the districts MINT Mentoring program. Additionally, Instructional coaches are assigned to model lessons and assist the beginning teachers with planning and implementation of the curriculum. Grade level Chairpersons are also responsible for guiding the beginning teachers with planning, as well as day to day school procedures.

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 instructional staff utilizes the district generated and approved Pacing guides, textbooks and materials which are directly aligned to the Florida Standards. Training has been provided for the instructional staff on how to locate and utilize all the resources available pertaining to the Florida Standards. ELA teachers will participate in district sponsored professional development sessions.

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

Data chats are conducted to assist teachers with identifying student deficiencies. This data is based on assessments given year to date. The i-Ready program will provide ongoing diagnostic data that will be used for differentiated instruction in both reading and mathematics. The "Tools for Instruction" component of i-Ready will be used for small group instruction. Reading interventions are provided for students exhibiting difficulties in reading through the part time intervention team and Title III tutoring will be provided for the ELL students.

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: Summer Program

Minutes added to school year: 300

Implement a Summer Reading Camp for 3rd grade retained students and targeted rising 3rd graders using district approved/selected reading intervention materials.

Strategy Rationale

Additional support is provided during the summer session for students who did not meet the state requirement for promotion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Iglesias, Alina, pr4241@dadeschools.net

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

A pre-test is administered on the first day of the summer school session to determine mastery of 3rd grade reading objectives. Teachers are provided with the results to assist in targeting individual/small group instruction.

A post-test is administered at the end of the Summer Reading Camp to determine mastery of 3rd grade reading skills re-taught during the summer.

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 Palm Lakes by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Pre-Kindergarten students are administered the VPK State Assessments three times per year which assesses Pre-Reading skills.

At Palm Lakes Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to determine their ELL level and to ascertain the individual and group needs. These assessments will allow for the development of the instructional/intervention programs. Specifically, the FLKRS Work Sampling System will be used to assess basic academic skill development and academic school readiness of incoming students. The OLPS-R will be used to assess the English language ability of the incoming students. Screening data is utilized to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Screening tools will be administered mid-year and at the end of the year in order to determine student learning gains. This will help determine the need for changes to the instruction/intervention programs. Local pre-school students are invited annually to visit the Kindergarten classes at Palm Lakes. This

provides them with an opportunity to become familiar with the school and staff. These meetings are arranged through the Community Involvement Specialist. Also, the school holds an orientation meeting for all incoming kindergarten students and their parents prior to the opening of school. Students and parents meet the instructional staff and are provided with a tour of the school. School tours are conducted by the administration for any parents who request it prior to enrolling their children.

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

G070699

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Curriculum Coaches, Professional Development, Title I Resources, 4 computer labs, Computer stations in classrooms, SmartBoards/Promethean Boards, Grade Level Chairpersons, Title I Parent Resource Center, Community Involvement Specialist.

Targeted Barriers to Achieving the Goal 3

- Need for instructional staff to use Differentiated Instruction effectively.

Plan to Monitor Progress Toward G1. 8

Monitor the monthly district mandated iReady growth monitoring assessments.

Person Responsible

Ana Del Cristo

Schedule

Monthly, from 10/12/2015 to 6/9/2016

Evidence of Completion

iReady Growth Monitoring Report

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. To increase student achievement by improving core instruction in all content areas. **1**

 G070699

G1.B2 Need for instructional staff to use Differentiated Instruction effectively. **2**

 B184236

G1.B2.S1 Data Guided Instruction- Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. **4**

 S195786

Strategy Rationale

Instructional staff needs to use Differentiated Instruction to maximize learning opportunities for the students, develop critical thinking and target students needs.

Action Step 1 **5**

Provide Professional Development support for the successful implementation of iReady as a differentiated instructional tool in the classroom.

Person Responsible

Ivette Garcia

Schedule

Monthly, from 10/7/2015 to 6/9/2016

Evidence of Completion

Training materials

Action Step 2 5

Provide instructions/information on gathering and interpreting data from various sources in order to group the students according to individual instructional needs.

Person Responsible

Ivette Garcia

Schedule

Quarterly, from 10/7/2015 to 6/9/2016

Evidence of Completion

Training materials, agendas, sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor the delivery of differentiated lessons through classroom walk throughs and data chats that will meet student needs.

Person Responsible

Alina Iglesias

Schedule

Quarterly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Lesson plans, data binders.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Provide support for teachers based on needs to create differentiated lessons/instruction/groups.

Person Responsible

Alina Iglesias

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

District mandated growth monitoring results

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor the implementation of differentiated lessons and groups through classroom walkthroughs/ IPEGS observations.

Person Responsible

Alina Iglesias

Schedule

Weekly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Walk through notes/log, IPEGS post observation conference.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration and Instructional coaches

Person Responsible

Alina Iglesias

Schedule

Quarterly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Administration will conduct data talks in order to disaggregate data and analyze results of Fall District Interim Assessments.

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.B2.S1.A1	Provide Professional Development support for the successful implementation of iReady as a differentiated instructional tool in the classroom.	Garcia, Ivette	10/7/2015	Training materials	6/9/2016 monthly
G1.B2.S1.A2	Provide instructions/information on gathering and interpreting data from various sources in order to group the students according to individual instructional needs.	Garcia, Ivette	10/7/2015	Training materials, agendas, sign in sheets.	6/9/2016 quarterly
G1.MA1	Monitor the monthly district mandated iReady growth monitoring assessments.	Del Cristo, Ana	10/12/2015	iReady Growth Monitoring Report	6/9/2016 monthly
G1.B2.S1.MA1	Administration and Instructional coaches	Iglesias, Alina	9/14/2015	Administration will conduct data talks in order to disaggregate data and analyze	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				results of Fall District Interim Assessments.	
G1.B2.S1.MA1	Monitor the delivery of differentiated lessons through classroom walk throughs and data chats that will meet student needs.	Iglesias, Alina	9/14/2015	Lesson plans, data binders.	6/9/2016 quarterly
G1.B2.S1.MA3	Provide support for teachers based on needs to create differentiated lessons/ instruction/groups.	Iglesias, Alina	9/14/2015	District mandated growth monitoring results	6/9/2016 monthly
G1.B2.S1.MA4	Monitor the implementation of differentiated lessons and groups through classroom walkthroughs/ IPEGS observations.	Iglesias, Alina	9/14/2015	Walk through notes/log, IPEGS post observation conference.	6/9/2016 weekly

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. To increase student achievement by improving core instruction in all content areas.

G1.B2 Need for instructional staff to use Differentiated Instruction effectively.

G1.B2.S1 Data Guided Instruction- Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide Professional Development support for the successful implementation of iReady as a differentiated instructional tool in the classroom.

Facilitator

PD Liaison (Sophia Sanchez), Administration (Alina Iglesias), Reading Coach (Ivette Garcia)

Participants

Instructional Staff

Schedule

Monthly, from 10/7/2015 to 6/9/2016

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B2 Need for instructional staff to use Differentiated Instruction effectively.

G1.B2.S1 Data Guided Instruction- Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide instructions/information on gathering and interpreting data from various sources in order to group the students according to individual instructional needs.

Facilitator

Instructional Leaders, Instructional staff

Participants

Instructional Staff

Schedule

Quarterly, from 10/7/2015 to 6/9/2016

Budget

Budget Data			
1	G1.B2.S1.A1	Provide Professional Development support for the successful implementation of iReady as a differentiated instructional tool in the classroom.	\$0.00
2	G1.B2.S1.A2	Provide instructions/information on gathering and interpreting data from various sources in order to group the students according to individual instructional needs.	\$0.00
Total:			\$0.00