

Palm Lakes Elementary School

7450 W 16TH AVE, Hialeah, FL 33014

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Palm Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Palm Lakes Elementary 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 productive citizens of the world.

2. School Environment

a. 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 Miami curriculum.

b. 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.

c. 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 Miami 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.

d. 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 who may benefit from counseling services and 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 staff mentors. Presentations are scheduled throughout the year that emphasize the schools anti-bullying and anti-discrimination policies. The Values Matter Miami initiative is implemented year round.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	5	7	22	8	6	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	1	15	17	33	25	32	0	0	0	0	0	0	0	123
	0	0	0	0	0	0	0	0	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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	12	15	18	33	36	0	0	0	0	0	0	0	115

c. 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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Palm Lakes Elementary provides parents with a plethora of resources to assist with each child's academic and social emotional needs. The school employs a full time Community Involvement Specialist (CIS) who is available to parents on a daily basis. The CIS also oversees the Parent Resource Center, where parents can come and check out educational materials to assist their children. The CIS also coordinates parent workshops with the school's leadership team to target areas of concern. Palm Lakes provides a variety of opportunities for parents to become informed, such as FSA ELA & Mathematics informational meetings, SESAT/SAT workshops, Parent Portal, technology programs and behavioral strategies workshops. In addition, parents are kept abreast of their child's progress through conferences, emails, progress reports and phone calls. School wide activities are posted on the school's website and social media accounts, as well as in the monthly calendar and quarterly newsletter. The Blackboard Connect telephone messaging system is used to communicate with all parents. In addition to our annual Open House night, the school also schedules an annual Family Night, Hispanic Heritage show, Holiday events and awards assemblies.

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Arias-Gonzalez, Jacqueline	Principal
Sanchez, Sophia	Instructional Coach
Valle, Maritza	Instructional Coach
Rose, Dianna	Instructional Media
Del Cristo, Ana	Assistant Principal

b. Duties

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

The administration is responsible for:

1. Monitoring academic and behavior data through data talks and grade level meetings;
2. Gathering and analyzing data to determine professional development for faculty as indicated by student intervention and achievement needs;
3. Holding monthly team meetings;
4. Maintaining communication with staff for input and feedback, as well as updating them on procedures and progress;
5. Ensuring commitment and allocating resources;
6. Hiring teachers and coaches who share the common goal of improving instruction for all students;
7. Mentoring team members who will work to build staff support, internal capacity, and sustainability over time.

The Instructional coaches are responsible for:

1. Supporting a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions;
2. Providing clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery;
3. Assisting with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

2. 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 student 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 walk-throughs 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/RtI team include:

- Principal-Alina Q. Iglesias
- Assistant Principal-Ana Del Cristo
- Primary Teacher-Lisa Reyes
- Intermediate Teacher-Idalmys Sanchez
- SPED Teacher-Isabel Soto
- ELL Teacher-Magda Perez
- Gifted Teacher-Vladimir Santana
- Reading Coach-Ivette Garcia
- Math Coach-Sophia Sanchez
- * Science Liaison- Dianna Rose
- Counselor-Sandra McGlynn
- Psychologist- Evelyn Argenal
- 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 for identified rising 3rd graders and retained 3rd graders. 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 III

Title III funds are used to supplement and enhance the programs for English Language Learners. The funds are used for:

- Tutorial programs (K-5);
- Parent outreach activities (K-5);
- Professional development on best practices for ESOL and content area teachers;
- Coaching and mentoring for ESOL and content area teachers(K-5);
- Reading and supplementary instructional materials(K-5);
- 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-5, 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.
- Palm Lakes Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists Palm Lakes Elementary with the identification, enrollment, attendance, and transportation of homeless students.
- The District's Homeless Liaison provides training for the school registrar at Palm Lakes Elementary 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 Palm Lakes Elementary school. The school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Palm Lakes Elementary has identified a school based homeless coordinator, school counselor, to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

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

Nutrition Programs

1. Palm Lakes Elementary 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) is implemented throughout the year.

Parental Involvement Program Description

At Palm Lakes Elementary, we 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 and other referral services.

Our goal is to 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. To achieve our goal, we 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. Our efforts are monitored through our full time Community Involvement Specialist which completes Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submits them to Title I Administration each month as documentation of compliance with state and federal requirements.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alina Q. Iglesias	Principal
Lisa Reyes	Teacher
Yanissa Delgado	Teacher
Vivian Aleman	Teacher
Barbara Gonzalez	Parent
Monica Neri-Gutierrez	Education Support Employee
Beth Martinez	Business/Community
Rey Sanchez	Business/Community
Sophia Sanchez	Teacher
Debbie Rodriguez	Parent
Ricardo Rodriguez	Parent
Ninoska Hernandez	Education Support Employee
Esther Overton	Teacher
Seth Rodriguez	Student
Alina Gonzalez	Parent
Adalis Hernandez	Business/Community
Dianna Rose	Teacher
Dianelys Plaza	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Student Assessment data for the 2016-2017 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 SAC members to allow for feedback in the development of the new plan.

Currently, the school is utilizing Florida Standards Assessment (FSA) results to disaggregate data

and take appropriate action. In addition, the i-Ready data from 2016-2017 Diagnostic 3 and the 2017-2018 Diagnostic 1 results have been used to identify students needing intervention in reading and mathematics.

b. 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.

c. Preparation of the school's annual budget and plan

The School Based Budget is developed to maintain the maximum support to the instructional program. 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 SAC 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.

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

Student Incentives (\$1500.00)
 EESAC funds will be used throughout the year to promote student achievement and attendance.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Arias-Gonzalez, Jacqueline	Principal
Valle, Maritza	Instructional Coach
Sanchez, Sophia	Instructional Coach
Rose, Dianna	Instructional Media
Del Cristo, Ana	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the Literacy Leadership Team for the 2017 – 2018 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 (i-Ready, myOn Reader) will be promoted and monitored to provide Differentiated Instruction and data-driven lessons within the reading classes.

The LLT has developed a calendar of activities that will be implemented throughout the year to promote literacy. We kick off the school year with an annual Book Fair which introduces parents and stakeholders to the media center, media specialist, as well as getting books into all students hands. Select classes attend the Miami Book Fair International Generation Genius Author Series. Students have the opportunity to meet award winning children's authors, as well as receive free autographed books. Additionally, literacy activities are integrated through the Fairchild Garden Challenge, offered to all grade levels. Activities include poetry, drama, script writing and informational brochures.

Other strategies used to promote literacy include teacher-developed interdisciplinary activities for Intensive Acceleration (IA) students to promote a love for reading through hands on activities. A Buddy Reading program pairing kindergarten students with IA students is being implemented to encourage our younger students to develop a passion for reading and provide motivation for these students.

Lastly, our school participates in district, state and nationally sponsored activities, such as Celebrate Literacy Week, National Library Month and National Poetry Month.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 on a weekly basis. Professional Learning Communities are encouraged and are used in order to foster collegial teamwork and problem solving.

2. 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 often 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Select ELA teachers will participate in district sponsored professional development sessions and North Region ELA ICADS. Select Mathematics teachers will participate in district sponsored professional development sessions and the school will be hosting the Mathematics ICADS sessions for the North Region. Additionally, the mathematics and ELL department will be providing on site support to teachers. The select teachers will share the information with the instructional staff at a faculty or grade level meeting.

b. Instructional Strategies

1. 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 on-going 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.

2. 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: Before School Program

Minutes added to school year: 2,160

Implement a Title III Before School tutoring program for targeted students using district approved/ selected reading intervention materials.

Strategy Rationale

Additional support is provided before school for ELL students to assist with language acquisition and ELA mastery.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Del Cristo, Ana, anadelcristo@dadeschools.net

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

i-Ready diagnostic data and previous year state assessment data is used to determine assistance needed for ELL students. Teachers are provided with the results to assist in targeting individual/ small group instruction.

i-Ready Student Profile reports will be used to monitor growth and mastery of skills.

Strategy: After School Program

Minutes added to school year: 2,160

Implement a Title III Before School tutoring program for targeted students using district approved/ selected reading intervention materials.

Strategy Rationale

Additional support is provided before school for ELL students to assist with language acquisition and ELA mastery.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Del Cristo, Ana, anadelcristo@dadeschools.net

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

i-Ready diagnostic data and previous year state assessment data is used to determine assistance needed for ELL students. Teachers are provided with the results to assist in targeting individual/ small group instruction.

i-Ready Student Profile reports will be used to monitor growth and mastery of skills.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 Elementary 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, select incoming kindergarten students are assessed prior to or upon entering kindergarten based on the Home Language Survey 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 (STAR) 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, such as i-Ready 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 Elementary. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction in all content areas is improved, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction in all content areas is improved, then student achievement will increase. 1a

G096926

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
FSA Mathematics Achievement	57.0
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal 3

- Need for instructional staff to use Differentiated Instruction effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Monitor the monthly district mandated i-Ready growth monitoring assessments.

Person Responsible

Ana Del Cristo

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

i-Ready 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. If core instruction in all content areas is improved, then student achievement will increase. 1

G096926

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

B260752

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

S276133

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 i-Ready as a differentiated instructional tool in the classroom and the use of WonderWorks e-assessments.

Person Responsible

Maritza Valle

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Training materials, sign in sheets, agendas

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

Maritza Valle

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Training materials, agendas, sign in sheets.

Action Step 3 5

Provide classroom support through the Curriculum Support Specialist assigned for Mathematics and ELL.

Person Responsible

Jacqueline Arias-Gonzalez

Schedule

Biweekly, from 10/9/2017 to 5/31/2018

Evidence of Completion

Debriefing notes and sign in sheet

Action Step 4 5

Select staff will participate in the ELA and Mathematics ICad sessions and the ELL summits provided by the district.

Person Responsible

Jacqueline Arias-Gonzalez

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Completion Certificates, training materials

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 target student needs.

Person Responsible

Jacqueline Arias-Gonzalez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans, data binders, walk-through logs.

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

Jacqueline Arias-Gonzalez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data chats, sign in sheets, schedule, lesson plans

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

Monitor the implementation of differentiated lessons and groups through classroom walk-throughs/ lesson plans.

Person Responsible

Jacqueline Arias-Gonzalez

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Walk-through notes/log, Data chats.

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

Monitor the delivery of differentiated instruction in order to increase student achievement.

Person Responsible

Jacqueline Arias-Gonzalez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Administration will conduct data chats to compare 2016-2017 i-Ready AP3 results to 2017-2018 i-Ready AP1 results to identify students for differentiated instruction groups. Power BI reports, i-Ready reports, and data binders will also assist with the identification of students for differentiated instruction. Walk-through logs will serve as evidence.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1 A371610	Provide Professional Development support for the successful implementation of i-Ready as a...	Valle, Maritza	10/2/2017	Training materials, sign in sheets, agendas	5/30/2018 monthly
G1.B2.S1.A2 A371611	Provide instructions/information on gathering and interpreting data from various sources in order...	Valle, Maritza	10/2/2017	Training materials, agendas, sign in sheets.	5/30/2018 monthly
G1.B2.S1.A3 A371612	Provide classroom support through the Curriculum Support Specialist assigned for Mathematics and...	Arias-Gonzalez, Jacqueline	10/9/2017	Debriefing notes and sign in sheet	5/31/2018 biweekly
G1.B2.S1.A4 A371613	Select staff will participate in the ELA and Mathematics ICad sessions and the ELL summits provided...	Arias-Gonzalez, Jacqueline	10/2/2017	Completion Certificates, training materials	5/31/2018 monthly
G1.MA1 M399860	Monitor the monthly district mandated i-Ready growth monitoring assessments.	Del Cristo, Ana	8/21/2017	i-Ready Growth Monitoring Report	6/7/2018 monthly
G1.B2.S1.MA1 M399852	Monitor the delivery of differentiated instruction in order to increase student achievement.	Arias-Gonzalez, Jacqueline	8/21/2017	Administration will conduct data chats to compare 2016-2017 i-Ready AP3 results to 2017-2018 i-Ready AP1 results to identify students for differentiated instruction groups. Power BI reports, i-Ready reports, and data binders will also assist with the identification of students for differentiated instruction. Walk-through logs will serve as evidence.	6/7/2018 quarterly
G1.B2.S1.MA1 M399853	Monitor the delivery of differentiated lessons through classroom walk-throughs and data chats that...	Arias-Gonzalez, Jacqueline	8/21/2017	Lesson plans, data binders, walk-through logs.	6/7/2018 quarterly
G1.B2.S1.MA3 M399854	Provide support for teachers based on needs to create differentiated lessons/instruction/groups.	Arias-Gonzalez, Jacqueline	8/21/2017	Data chats, sign in sheets, schedule, lesson plans	6/7/2018 monthly
G1.B2.S1.MA4 M399855	Monitor the implementation of differentiated lessons and groups through classroom walk-throughs/...	Arias-Gonzalez, Jacqueline	8/21/2017	Walk-through notes/log, Data chats.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction in all content areas is improved, then student achievement will increase.

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 i-Ready as a differentiated instructional tool in the classroom and the use of WonderWorks e-assessments.

Facilitator

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

Participants

Instructional Staff

Schedule

Monthly, from 10/2/2017 to 5/30/2018

PD Opportunity 2

Provide classroom support through the Curriculum Support Specialist assigned for Mathematics and ELL.

Facilitator

Curriculum Support Specialist assigned to Tier I schools

Participants

Instructional Staff

Schedule

Biweekly, from 10/9/2017 to 5/31/2018

PD Opportunity 3

Select staff will participate in the ELA and Mathematics ICad sessions and the ELL summits provided by the district.

Facilitator

District ELA/Mathematics/ELL staff

Participants

Select instructional staff

Schedule

Monthly, from 10/2/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. If core instruction in all content areas is improved, then student achievement will increase.

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.

TA 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

Monthly, from 10/2/2017 to 5/30/2018

VII. Budget

1	G1.B2.S1.A1	Provide Professional Development support for the successful implementation of i-Ready as a differentiated instructional tool in the classroom and the use of WonderWorks e-assessments.	\$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
3	G1.B2.S1.A3	Provide classroom support through the Curriculum Support Specialist assigned for Mathematics and ELL.	\$0.00
4	G1.B2.S1.A4	Select staff will participate in the ELA and Mathematics ICad sessions and the ELL summits provided by the district.	\$0.00
Total:			\$0.00