Palm Lakes Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Palm Lakes Elementary School

7450 W 16TH AVE, Hialeah, FL 33014

http://palmlakes.dadeschools.net/

Demographics

Principal: Jacqueline Arias Gonzalez

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: A (66%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Lakes Elementary is to Strive for Excellence in Education for Kids (SEEK) by providing students with the tools which will enable them to become life-long sufficient learners.

Provide the school's vision statement.

Palm Lakes Elementary's daily mission of preparing lifelong, self-sufficient learners will be achieved through the dedication and commitment of staff, administration, parents, and community participation. We are committed to this endevour and will support, encourage, and engage our students in meaningful activities that will promote their growth towards becoming independent, literate, and productive citizens of the world.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Arias-Gonzalez, Jacqueline	Principal	Oversee school operations and curriuculum delivery and engagement throughout the school.
Del Cristo, Ana	Assistant Principal	Support the principal and school staff in all curriculum areas and school operations.
Fernandez, Michelle	Reading Coach	Collaborate with grade level staff members and work with administration to communicate student goals and monitor progress as it relates to the SIP and curriculum. Reading and Instructional Coach while monitoring the plan and provide professional opportunities for teachers that need assistance in reading instruction.
Giannattasio, Sonia	Instructional Technology	To monitor SIP as it relates to the infusion of digital convergence implementation by the school's SIP.
Perez, Ivonne	Teacher, K-12	Collaborate with grade level staff members and work with administration to communicate student goals and monitor progress as it relates to the SIP. Assisting new teachers through MINT mentorship, and provide support for staff as necessary.
Acuna, Ingrid	Math Coach	Oversee the Mathematics program at the school. Provide professional development as needed. Monitor instruction and data for growth.

Demographic Information

Principal start date
Wednesday 7/17/2019, Jacqueline Arias Gonzalez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
22

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school

479

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	40	65	82	83	74	92	0	0	0	0	0	0	0	436
Attendance below 90 percent	4	11	14	17	8	5	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	7	5	5	0	0	0	0	0	0	0	19
Course failure in Math	0	0	4	6	6	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	8	44	46	33	25	0	0	0	0	0	0	0	156

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	5	7	6	7	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	8	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	78	86	84	84	103	98	0	0	0	0	0	0	0	533
Attendance below 90 percent	12	13	18	7	6	10	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	7	7	3	0	0	0	0	0	0	0	22
Course failure in Math	0	4	2	8	11	6	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	26	0	0	0	0	0	0	0	29

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	4	8	9	17	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	8	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	62%	57%	62%	62%	56%
ELA Learning Gains				60%	62%	58%	71%	62%	55%
ELA Lowest 25th Percentile				57%	58%	53%	78%	59%	48%
Math Achievement				53%	69%	63%	59%	69%	62%
Math Learning Gains				56%	66%	62%	65%	64%	59%
Math Lowest 25th Percentile				37%	55%	51%	61%	55%	47%
Science Achievement				51%	55%	53%	64%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-60%				
05	2021					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	67%	-21%	62%	-16%
Cohort Comparison						
04	2021					
	2019	53%	69%	-16%	64%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-46%				
05	2021					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include I-Ready Language Arts/ Reading and Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.7%	28.0%	45.3%
	Economically Disadvantaged	15.3%	23.7%	42.4%
	Students With Disabilities	11.1%	33.3%	44.4%
	English Language Learners	7.7%	7.7%	23.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.0%	28.0%	45.3%
	Economically Disadvantaged	252.9%	25.4%	42.4%
	Students With Disabilities	11.1%	33.3%	33.3%
	English Language Learners	7.7%	23.1%	38.5%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.7%	31.5%	47.9%
	Economically Disadvantaged	19.7%	29.5%	45.9%
	Students With Disabilities	30.0%	30.0%	50.0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.8%	34.2%	45.2%
	Economically Disadvantaged	14.8%	31.1%	42.6%
	Students With Disabilities	10.0%	30.0%	60.0%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3%	50.0%	54.2%
	Economically Disadvantaged	29.7%	48.4%	51.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	25.0%	34.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	36.1%	47.2%
	Economically Disadvantaged	0	34.4%	45.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	25.0%	34.4%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.3%	41.1%	54.7%
	Economically Disadvantaged	23.8%	36.3%	48.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	26.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.7%	42.1%	62.1%
	Economically Disadvantaged	13.8%	40.0%	61.3%
	Students With Disabilities	0	0	33.3%
	English Language Learners	0	26.9%	50.0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.4%	51.6%	50.5%
	Economically Disadvantaged	32.5%	45.5%	45.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.1%	44.1%	53.8%
	Economically Disadvantaged	27.3%	40.3%	50.7%
	Students With Disabilities	0	0	33.3%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	14.3%	0
	Economically Disadvantaged	0	13.3%	0
	Students With Disabilities	0	5.0%	0
	English Language Learners	0	0.0%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	24		18	14		10				
ELL	42	44	33	33	38	44	27				
HSP	49	46	37	37	40	45	36				
FRL	45	44	37	36	38	47	34				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	50	47	36	36	44	36	23				
ELL	55	56	59	51	55	33	50				
HSP	61	60	56	53	56	36	52				
FRL	57	58	57	50	55	36	48				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	76	93	47	68	58	27				
ELL	52	71	74	50	60	66	43				
HSP	61	71	77	59	66	60	64				
FRL	62	71	76	57	64	63	63				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The school to district comparison increased in the achievement gap from 3rd to 5th grade in ELA and Math. ELA achievement indicates a decrease from 2018 to 2019 of 1 percentage point, from 62% to 61%. Math achievement decreased from 2018 to 2019 to 6 percentage points, from 59% to 53%. All ELA Subgroups Achievement increased except for free and reduced lunch which decreased by 5 percentage points, from 62% to 67% from 2018 to 2019.All ELA Subgroups Learning Gains decreased, from 2018 to 2019, which includes SWD with a decrease of 29 percentage points from 2018-2019, from 76%-47%.All ELA Subgroups Learning Gains L25 decreased by at least 15 percentage points. All Mathematics Subgroups Learning Gains indicates a decrease except for ELL students which increased by 1 percentage point, from 2018-2019. All Mathematics Subgroups Learning Gains L25 decreased 22 percentage points overall. The Science achievement indicates a decrease from 2018 to 2019 of 13 percentage point, 64% to 51%.Science Subgroups Achievement levels decreased in FRL 15 percentage points and SWD 4 percentage points, from 2018 to 2019. The gap continues to widen between 2019 and 2021. ELA achievement indicates a decrease from 2019 to 2021 of 16.7 percentage points. Math achievement indicates a decrease from 2019 to 2021 of 18.4 percentage points, from 53% to 34.6%. ELA Learning Gains decreased by 14 percentage points. ELA L25 percent decreased 17 percentage points. Mathematics Learning Gains decreased by 16 percentage points. However, the Mathematics L25 percent increased by 6 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2019 data findings, the majority of our ELA Subgroups Learning Gains decreased by at least 11 percentage points. Students with Free and Reduced lunch decreased by 13 percentage points, Hispanic decreased by 11 percentage points and SWD students decreased by 29 percentage points.

According to the 2019 data findings, the majority of our Math Subgroups Learning Gains decreased by at least 5 percentage points. Students with Free and Reduced lunch decreased by 9 percentage points, Hispanic decreased by 10 percentage points and SWD students decreased by 24 percentage points.

Based on the presented data, Reading demonstrates the greatest need for improvement across all subgroups.

In comparing the achievement from 2019 to 2021, the greatest need for improvement in proficiency is in Mathematics, where achievement indicates a decrease from 2019 to 2021 of 18.4 percentage points, from 53% to 34.6%.. The greatest need for improvement in learning gains is in ELA lowest 25 percent, which decreased 17 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last 3 years, we have been focusing on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs for our students performing in the lower 25% percentile. We will also develop teacher strategies for scaffolding and intervention to enable Tier 1 and Tier 2 students to best access their educational needs. We will emphasize the use of data for progress monitoring and improving teacher instructional practices. from 2019 to 2021, the great contributing factor to this need for improvement is due to the pandemic. for 13 instructional months, the students were receiving virtual instruction. Albeit, quality instruction was occurring, the barrier of engagement due to 13 months receiving virtual instruction affects engagement and attendance. Additionally, physical interruption of quarantines for face-to-face students also indicated inconsistent continuity of instruction with the transfer for physical to virtual learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the data set, there was no improvements in the ELA and MATH percentages, overall from 2018-2019. However, from 2019-2021, the most improvement was displayed in the Mathematics learning gains of the lowest 25 percent, which increased by 6 percentage points.
.

What were the contributing factors to this improvement? What new actions did your school take in this area?

With the intent to improve student learning gains, we will provide more professional development opportunities that support student needs, promote teacher collaboration planning and technology infusion in the classroom. Additionally, the interpretation of data will be used to develop more effective intervention strategies and differentiated instruction implementation based on student needs using the new reading series, and accessing district supports in math.
Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

What strategies will need to be implemented in order to accelerate learning?

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group and grade level sessions on using data to drive and modify instruction as it relates to the new ELA series and interventions for a full day session. Additionally the

math coach will develop whole group session with the departmentalized Mathematics teacher on using data to drive instruction and Mathematics differentiated instruction on a half day session. (August 17 & 19, 2021) Ongoing professional development and professional growth sessions during faculty meetings will provide additional opportunities to view the new ELA Reading series/intervention information. Elementary Mathematics best practices using strategic tools to address core learning and learning loss in the grades K-2 and 3-5 classrooms. Aligning resources to small group instruction and correlate it with interventions. (October/2021) Tackling OPM Data and making adjustments to groups as data becomes available (01/2022) and continuous data chats with individualized feedback and next steps (ongoing). Feedback will be provided to support individual teachers with specific needs (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as possible Saturday Academies (starting in January, 2022), and special camps and STEAM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2021 FSA results, 40% of grade 3 students scored at a level 3 or above, 45% of grade 4 students scored at a level 3 or above, and 48% of grade 5 students scored at a level 3 or above and based on end of the year screening and progress monitoring data, 2% of students in Kindergarten through grade 2 are not on track to score Level 3 or above on statewide, standardized grade 3 ELA assessment, therefore our school will implement the Targeted Element of Differentiation in ELA. We selected the overarching area of Differentiation in ELA based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learn therefore it is evident that we must improve our ability to differentiate instruction in ELA based on the levels of the students we serve. This will be an ongoing process as we analyze assessment data throughout the year and provide appropriate differentiated instruction and interventions. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation in ELA, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation in ELA for L25 students. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPM.
Person responsible for monitoring outcome:	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation in ELA, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25 students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are tailored to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.
Action Steps to Implement	

9/2-Provide Professional Development on the effective implementation of the Reading Interventions program. As a result, teachers will develop classroom systems to conduct the intervention effectively.

Person Responsible	Ana Del Cristo (anadelcristo@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of differentiated instruction. Teachers will have student groups, resources and lesson plans that reflect differentiated instruction.

Person Responsible Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

8/31-10/11-Facilitate weekly collaborative planning meetings with the Reading Coach to provide teachers an opportunity to discuss challenges, needs and share best practices. Teachers will take turns modeling explicit instruction during small groups.

Person Responsible Michelle Fernandez (207686@dadeschools.net)

8/31-10/11-Teachers will collaboratively develop data trackers that can be used to track bi-weekly progress monitoring assessments in core instruction. Teachers will use data trackers to monitor student progress and adjust as needed. The Reading Coach will assist teachers in disaggregating data to form DI groups.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

11/1/21-12/21/21: Teachers will utilize the ELA differentiated instruction lesson resources available in the pacing guides by grade level and tier levels. The expected shifts in behavior outcome will be more targeted instruction at students' instructional level to show an increase in the i-Ready AP2 diagnostic.

Person Responsible Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

11/1/21-12/21/21: Teachers will finalize the i-ready report groups and leadership team will monitor the usage and passing rates of weekly progress. Celebrations will occur with classroom progress based on individual results.

Person Responsible Michelle Fernandez (207686@dadeschools.net)

1/31/22-4/29/22: Recently purchased laptop carts will be set up and deployed to those homeroom teachers who are currently sharing a cart. The expected shift in behavior is an increase in i-Ready usage and help with differentiated instruction in the classroom.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

1/31/22-4/29/22: Incentives and rewards programs will be scheduled for students who show an increase in i-Ready and in their academic goals. The expected shift in behavior due to the implementation of the action step is an increase in academic goals and i-Ready usage.

Person Responsible Michelle Fernandez (207686@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation in Mathematics. We selected the overarching area of Differentiation in Mathematics based on our findings that demonstrated Learning Gains for L25 subgroup were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction in Mathematics based on the levels of the L25 students we serve. This will be an ongoing process as we analyze assessment data throughout the year and provide appropriate differentiated instruction and interventions. We will provide the scaffolding necessary for L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation in Mathematics, then our L25 subgroup students will increase by a minimum of 5 percentage points increase in learning gains as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation in Mathematics for L25 subgroup students. Data Analysis of formative assessments of L25 subgroup students will be reviewed monthly to observe progress through the Performance Matters Platform. We will use the Performance Matters as an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPM.
Person responsible for monitoring outcome:	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation in Mathematics, our school will focus on the evidence-based strategy of: Check for Understanding. This instruction will assist in accelerating the learning gains of our L25 students as it is a systematic approach of instruction to meet the students' needs.
Rationale for Evidence-based Strategy:	Check for Understanding will ensure that students are mastering the skills taught within the lesson. During Differentiated Instruction in Mathematic students will receive instruction based on their understanding of specific mathematics concepts within each lesson. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31-10/11-The Math Coach will push in support to 2nd-5th grade math classes. The Math Coach will assist teachers in disaggregating data to form DI groups.

Person Responsible Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

8/31-10/11-Teachers will collaboratively develop data trackers that can be used to track Topic assessments. Teachers will use data trackers to monitor student progress and adjust as needed.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

8/31-10/11-Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to share best practices and discuss challenges. Teachers and the Math Coach will assist each other in modeling explicit instruction during small groups.

Person Responsible   Ana Del Cristo (anadelcristo@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of differentiated instruction. Teachers will have student groups, resources needed and lesson plans that reflect differentiated instruction.

Person Responsible   Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

11/1/21-12/21/21: Teachers will utilize the Mathematics differentiated instruction lesson resources available in the pacing guides by grade level and tier levels. The expected shifts in behavior outcome will be more targeted instruction at students' instructional level to show an increase in the i-Ready AP2 diagnostic.

Person Responsible   Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

11/1/21-12/21/21: Teachers will initiate their IXL account and assign students. Then, teachers will assign lessons on IXL per child or groups. Leadership Team will monitor the initiation of accounts for all stakeholders and usage/Smart score progress for students in each class. Additionally, teachers and students will continue their usage on i-ready mathematics. The Leadership Team will monitor students' growth by class. The expected shifts in behavior outcome will be that students will show growth in the AP2 i ready Mathematics diagnostic.

Person Responsible   Ingrid Acuna (iacuna@dadeschools.net)

1/31/22-4/29/22: Recently purchased laptop carts will be set up and deployed to those homeroom teachers who are currently sharing a cart. The expected shift in behavior is an increase in i-Ready usage and help with differentiated instruction in the classroom.

Person Responsible   Ana Del Cristo (anadelcristo@dadeschools.net)

1/31/22-4/29/22: Incentives and rewards programs will be scheduled for students who show an increase in i-Ready and in their academic goals. The expected shift in behavior due to the implementation of the action step is an increase in academic goals and i-Ready usage.

Person Responsible   Ingrid Acuna (iacuna@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Palm Lakes Elementary is focusing on engaging the learning environment, specifically in fostering high expectations through the use of a growth mind set and connecting student's life goals to educational opportunities. We will be focusing on careers which will encompass the goal of university attendance.
Measurable Outcome:	We will be incorporating activities that will build positive character development in students by celebrating their successes with the Values Matter program. Thereby, the building blocks in the current grade level and mastering standards towards higher education. This will be accomplished through varied data chat conferences with the students on their current achievement and how they could reach their academic goals.
Monitoring:	The team of professionals at our school will be engaged in team building and sharing of ideas, through peer mentoring opportunities. We will share best practices, brainstorming concerns, and solutions towards those concerns in faculty meetings as well as in grade group collaboration meetings. Teachers will collaborate in order to enhance teaching practices as it relates to technology infused instruction across the curriculum.
Person responsible for monitoring outcome:	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)
Evidence-based Strategy:	The stakeholders at our school include the administration, the leadership team which include the grade level chairpersons and classroom teachers. The evidence-based strategy we are using is celebrating success. The teachers will implement frequent data chat conferences with their students, in order to continue monitoring the students' achievement and having conversations on how to close the gap and reach their goals and how it relates to their attendance in higher education and their career paths. We will celebrate their successes. The school counselor will be spearheading the celebration of successes and the development of the Values Matter program, as it relates to the social emotional skills. The administrators will monitor the implementation of the data chat conferences and support celebrating successes.
Rationale for Evidence-based Strategy:	The evidence-based strategy we are using is celebrating success. Administration will empower and monitor the engagement of instructional teams and discuss the implementation of social emotional learning through varied hands-on activities and participation in schoolwide motivational activities presented throughout the school year.

Action Steps to Implement

9/30-10/29-The teachers will discuss the monthly Values Matter trait during the Social Science class. Teachers will then select students who display the trait of the month and submit the recommendation to the counselor for recognition in the Values Matter ceremony.

Person Responsible	Ana Del Cristo (anadelcristo@dadeschools.net)

8/31-10/11- During collaborative planning meetings, grade levels will discuss best practices for the implementation of social emotional learning with assistance from the counselor.

Person Responsible	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

8/31-10/11- The counselor will provide resources to assist teachers in the implementation of social emotional learning. The counselor will visit classrooms to support social emotional learning.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

8/31-10/11-Teachers and students will discuss different universities and select their favorite one to represent their class. Students will research the different aspects of the selected university and display information outside of classroom.

Person Responsible Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

11/1/21-12/21/21: Data chat conferences are implemented with students and teachers discussing their current achievement and how they could reach their academic goals. The shifts in behaviors due to this action plan can result in increased focus on academic achievement growth.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

11/1/21 - 12/21/21: Teachers and students will infuse technology in creating presentations on their researched university by groups and present their product in mini presentation sessions. The shifts in behaviors due to this action plan can result on increased knowledge and sparked interest in high education aspirations.

Person Responsible Michelle Fernandez (207686@dadeschools.net)

1/31/22-4/29/22: Data chat conferences will continue with teachers and students discussing the i-Ready AP2 diagnostic results and their progress towards their academic goals. A shift in behavior expected due to the implementation of the action step is an increase in focus towards achievement of academic growth.

Person Responsible Michelle Fernandez (207686@dadeschools.net)

1/31/22-4/29/22: The leadership team will meet with the mental health coordinator on a weekly basis to focus on possible referrals for targeted students that may indicated a need for follow up services an effort to increase their social emotional development. A shift in behavior expected due to the implementation of the action step is an increase level of positive mind-set and mental health.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had any voice in the decision-making process. Therefore, we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/31/-10/11-Teachers will be asked to volunteer to present best practices in an area of strength.during faculty meetings.

Person Responsible	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

8/31-10/11-Teachers who attend professional development sessions will be asked to present the information at common planning sessions or faculty meetings.

Person Responsible	Ana Del Cristo (anadelcristo@dadeschools.net)

8/31/-10/11-Teachers will be asked to volunteer to become experts and leaders in the different district and school initiatives and provide guidance to the remainder of the faculty.

Person Responsible Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

8/31-10/11-Administration and the leadership team will ask for teacher volunteers to head the different school committees and initiatives.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

11/1/21-12/21/21: Teachers who have volunteers to become MINT mentors will work collaboratively with the new teachers in provide support and mentorship. The shifts in behavior due to this action step is increased success in teaching transition for the new teachers. .

Person Responsible Ivonne Perez (ivonneperez@dadeschools.net)

1/31/22-4/29/22: The "Experts in my Building" will continue to provide professional growth in grade level collaborative or faculty meetings. The shift in behavior due to the implementation of this action step is increased knowledge gained by instructional staff in different specialty areas of instruction.

Person Responsible Ivonne Perez (ivonneperez@dadeschools.net)

1/31/22-4/29/22: The Discovery Education Team will continue to provide information and resources to teachers regarding infusing technology techniques in education in an effort to achieve consistent redefinition in the utilization of the SAMR process. A shift in behavior due to the implementation of this action step is an increase of technology convergence.

Person Responsible Sonia Giannattasio (sgiannattasio@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our area of focus involves Instructional Practice in ELA Intervention as a RAISE School. The gap continues to widen between 2019 and 2021. ELA achievement indicates a decrease from 2019 to 2021 of 16.7 percentage points. ELA learning gains decreased by 14 percentage points. The greatest needs for improvement is in the ELA L25 percent subgroup which decreased 17 percentage points.
Measurable Outcome:	If we successfully implement intervention with fidelity, then our overall student population in third through fifth grade will increase proficiency in ELA by a minimum of 5 percentage points as evidenced by the 2022 State assessments. .
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust intervention groups as needed, according to the i-ready diagnostics. Administration will monitor implementation of intervention with regular walk-throughs to ensure that interventions are taking place with fidelity.
Person responsible for monitoring outcome:	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation in Intervention by tiers in ELA, our school will focus on the evidenced-based strategy of Data Driven Instruction. Data Driven Instruction will assist in accelerating the learning gains of the overall third through fifth student population within the appropriate instruction by tiers in order to meet the students' needs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are consistently progress-monitoring students within the tiered instruction and intervention through bi-weekly assessments and progress monitoring skill checks Adjustment of instruction by tiers will occur as data becomes available.

Action Steps to Implement

On August 19, 2021, the teachers will receive professional development on the new ELA intervention program. Ongoing professional growth sessions will take place throughout the year during common planning and faculty meetings to discuss data as a result of interventions and share intervention strategies among colleagues.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

8/30-10/11/21: Monitoring of the fidelity of the implementation of interventions will occur on an ongoing basis by administrators. Support will be provided by the Reading Coach.

Person Responsible Ana Del Cristo (anadelcristo@dadeschools.net)

10/1-10/11/21: Initial identification of students will occur after the i-Ready Diagnostic 1 appropriate intervention tier instruction. Extended learning opportunities will be provided starting in January, 2022 for targeted students in grades 3 through 5.

Person Responsible Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

8/30-10/11/21: Teachers will be utilizing the intervention data trackers to identify progress of intervention students . Additionally data will be reviewed by teachers after every i-Ready diagnostic assessment and adjustment of tier instruction will occur as needed.

Person Responsible	Michelle Fernandez (207686@dadeschools.net)

11/1/21-12/21/21: ELA data chat conferences between leadership team and teachers are implemented discussing their current student achievement in their classroom and how they could reach their academic goals. The shift in behaviors due to this action plan can result in increased focus on academic achievement growth.

Person Responsible	Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

11/1/21-12/21/21: Reading coach will facilitate teachers with resources and provide professional growth in successful implementation of interventions by tiers, when needed. The shift in behaviors due to this action step can result in increased understanding of implementation of the intervention instructional program.

Person Responsible	Michelle Fernandez (207686@dadeschools.net)

1/31/22-4/29/22: Teachers will ensure that all intervention students complete the Mid-Year Intervention Assessment through Horizons and Elevate. The shift in behaviors due to the implementation of this action step is the opportunity to access growth.

Person Responsible	Michelle Fernandez (207686@dadeschools.net)

1/31/22-4/29/22: Teachers will hold data chat conferences with intervention students to discuss and adjust academic goals after the administration of the Mid-Year Intervention Assessment. Additional intervention skill checks/quizzes that occur bi-weekly should be monitored and reviewed to analyze student progress. The shift in behaviors due to the implementation of this action step is the opportunity to discuss growth and focus on academic goals and achievement.

Person Responsible	Michelle Fernandez (207686@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing discipline data of the school to discipline data across the state, Palm Lakes Elementary ranks 243 (very low) out of 1,395 schools. In the county, we rank 26 out of 121. We will continue to reinforce positive behaviors, celebrating successes through the Values Matter program, follow and implement the Code of Student Conduct and implement the Palm Lake Elementary school wide discipline plan.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Palm Lakes Elementary is focusing on engaging the learning environment, specifically in fostering high expectations through the use of a growth mind set and connecting student's life goals to educational opportunities. We will be focusing on careers which will encompass the goal of university attendance. Additionally, we will be incorporating activities that will build positive character development in students by celebrating their successes with the Values Matter program. Thereby, the building blocks in the current grade level and mastering standards towards higher education. This will be accomplished through varied data chat conferences with the students on their current achievement and how they could reach their academic goals.

The team of professionals at our school will be engaged in team building and sharing of ideas, through peer mentoring opportunities. We will share best practices, brainstorming concerns, and solutions towards those concerns in faculty meetings as well as in grade group collaboration meetings. Teachers will collaborate in order to enhance teaching practices as it relates to technology infused instruction across the curriculum.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders at our school include the administration, the leadership team which include the grade level chairpersons and classroom teachers. The teachers will implement frequent data chat conferences with their students, in order to continue monitoring the students' achievement and having conversations on how to close the gap in order to reach their goals and how it relates to their attendance in higher education and their career paths. We will celebrate their successes. The school counselor will be spearheading the celebration of successes and the development of the Values Matter program, as it relates to the social emotional skills. The administrators will monitor the implementation of the data chat conferences and support celebrating successes.

Administration will empower and monitor the engagement of instructional teams and discuss the implementation of instructional ideas in Reading and Mathematics as well as instructional usage of technology across the curriculum.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**