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## 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: 7/15/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (66%) 2018-19: B (54%) 2017-18: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* 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](http://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.

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# Palm Lakes Elementary School

7450 W 16TH AVE, Hialeah, FL 33014

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">95%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	B	B

## School Board Approval

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## SIP Authority

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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 endeavour 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Arias-Gonzalez, Jacqueline	Principal	Responsible for the creation, monitoring and implementation of the School Improvement Plan. Oversees all academic and day to day operations of the school.
Del Cristo, Ana	Assistant Principal	Responsible for the creation, monitoring and implementation of the School Improvement Plan. Oversees testing, MTSS meetings, discipline, attendance and other areas of school operations.
Acuna, Ingrid	Math Coach	Responsible for assisting in creation, monitoring and implementation of the School Improvement Plan. Assists teachers during math lessons and oversees STEAM. Serves as the Academic Coach on the PLST.
Fernandez, Michelle	Reading Coach	Responsible for assisting in the creation, monitoring and implementation of the School Improvement Plan. Assists teachers with Reading curriculum, i-Ready, attendance, and assists with testing. She is also on the Literacy Leadership Team. Serves at the Media Specialist and PD Leader of the PLST.
Perez, Ivonne	Teacher, K-12	Responsible for assisting in the creation, monitoring and implementation of the School Improvement Plan. Serves as the Lead Mint/Mentor for the PLST, is the 5th grade level chairperson, and is on the Literacy Leadership.
Valle, Maritza	Teacher, K-12	Responsible for assisting in the creation, monitoring and implementation of the School Improvement Plan. Serves as the Digital Leader for the PLST and the 3rd grade level chairperson. Is also a member of the Literacy Leadership Team.

## Demographic Information

### Principal start date

Monday 7/15/2019, Jacqueline Arias Gonzalez

**Number of teachers with a 2022 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.*

3

**Number of teachers with a 2022 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.*

14

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

559

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	75	81	98	70	84	0	0	0	0	0	0	0	476
Attendance below 90 percent	0	13	12	14	11	11	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	9	1	8	0	0	0	0	0	0	0	21
Course failure in Math	0	0	10	5	3	12	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	8	26	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	22	25	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	1	9	24	19	29	0	0	0	0	0	0	0	82

Using the table above, complete the table below with the number of students by current grade level who have 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	0	1	6	11	12	23	0	0	0	0	0	0	0	53

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	8	0	4	0	0	0	0	0	0	0	14
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**

Friday 7/15/2022

**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	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	

**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	75	69	82	82	78	90	0	0	0	0	0	0	0	476
Attendance below 90 percent	13	12	13	12	8	9	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	6	6	13	0	0	0	0	0	0	0	30
Course failure in Math	0	9	2	7	8	10	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	12	14	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	32	16	19	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	10	16	28	27	25	0	0	0	0	0	0	0	106

**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	0	5	3	22	14	16	0	0	0	0	0	0	0	60

**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	0	1	1	8	0	4	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	62%	56%				61%	62%	57%
ELA Learning Gains	73%						60%	62%	58%
ELA Lowest 25th Percentile	68%						57%	58%	53%
Math Achievement	52%	58%	50%				53%	69%	63%
Math Learning Gains	77%						56%	66%	62%
Math Lowest 25th Percentile	68%						37%	55%	51%
Science Achievement	61%	64%	59%				51%	55%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	60%	0%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-60%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	67%	-21%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	53%	69%	-16%	64%	-11%
Cohort Comparison		-46%				
05	2022					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	39	69	59	29	50	50	27				
ELL	57	75	69	50	76	67	56				
HSP	61	72	66	52	77	67	63				
FRL	58	73	68	49	74	66	58				

  

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				

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
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	100%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	

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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Trends from the Needs Assessment Analysis, Subgroup Data Review indicate that the SWD Subgroup continues to show the lowest percentage of all reporting categories in all grades from 2019-2022. Data from ELA Achievement indicates that the SWD subgroup scored 39 percent proficiency in 2022, 14 percent in 2021 and 50 percent in 2019. ELA achievement scores for the other subgroups are as follows: Hispanic students scored 61 percent, ELL students scored 57 percent, and Free and Reduced Lunch scored 58 percent. Trends from the Needs Assessment Analysis, Subgroup Data Review indicate that the SWD Subgroup continues to show the lowest percentage of all reporting categories in all grades from 2019-2022 in Mathematics Achievement as well as evidenced by 29 percent proficiency in 2022, 18 percent in 2021 and 36 percent in 2019. Mathematics Achievement scores for the 2022 school year for the other subgroups are as follows: Hispanic students scored 52 percent, ELL students scored 50 percent, and Free and Reduced Lunch scored 49 percent.

#### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on Progress Monitoring and 2022 State assessments the greatest area of need for improvement is in Math, especially in the SWD subgroup. The data indicates that the SWD subgroup scored 29 percent proficiency in Mathematics, 50 percent Learning Gains, and Math learning gains for the lowest 25% is 50 percent in the 2022 State Assessments.

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

The contributing factor for needs for improvement in Math is due to the restrictions of social distancing during the height of the pandemic, which limited teachers to do differentiation instruction effectively. The new actions to be taken to address the need for improvement will be to place tables in all classrooms allowing teachers to do differentiated instruction without the social distancing restrictions. The data points indicate that during the 2020-2021 school year, the SWD, ELL, Hispanic, and free and reduced lunch subgroups significantly decreased in achievement for both ELA and Mathematics. Specifically, the 2021 ELA Achievement for SWD is 14 percent, ELL is 42 percent, Hispanic is 49 percent, and free and reduced lunch is 45 percent.

#### **What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on progress monitoring and 2022 State Assessment data, ELA showed the most improvement as evidenced in the Needs Assessment Analysis, School Data Review, with an increase of 12 percentage points of students scoring proficient.

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

The contributing factor to the improvement in ELA in progress monitoring and 2022 state assessment is contributed to the implementation of the new Horizons/Elevate Intervention program with fidelity. In

addition to continue to implement the intervention program, teachers will also be able to differentiate instruction without social distancing limitations.

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

In order to accelerate learning the strategies that will be implemented are the delivery of differentiated instruction with fidelity in all reading and Math classes and daily interventions with fidelity in all ELA classes across the all-grade levels.

**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.**

Professional development opportunities will be provided to help support teachers in the areas of Math differentiated instruction. Teachers will be encouraged to participate in the Reading horizons and elevate intervention refresher professional development opportunities in October, 2022.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include before, after and Saturdays school tutoring, and the Academic portion of the T.A.L.E.N.T.S. Program.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Positive Culture and Environment specifically relating to Attendance Initiatives**

**Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data from PowerBi, SIP dashboard, indicates an increase of students absent 6-30 days showing the need to focus on strategies to mitigate student attendance. There was a 1% increase in the number of students absent 6-10 days from 25% in 2020-2021 as compared to 26% in 2021-2022 Students absent 11-15 days increased from 10% in 2020-2021 as compared to 16% in 2021-2022. The number of students absent from 16-30 days increased from 16% in 2020-2021 to 22% in 2021-2022.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to decrease the percentage of students missing 6 or more days of school during the 2022-2023 by 5 percentage points.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

Attendance bulletin will be posted and checked on a daily basis by members of the leadership team. Each member will be assigned a grade level and they will contact the parents of the absent students daily.

**Person responsible for monitoring outcome:**

Ana Del Cristo (anadelcristo@dadeschools.net)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this area of focus is Attendance Initiatives such as incorporating interventions including to call parents to inquire on the reason of absence, offer resources and assistance and explain the importance of regular attendance. Incentives provided for classes with highest rate of attendance.

**Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data showed an annual increase in students missing 6-30 days. Therefore the strategy being used will mitigate absences and yield an increase of attendance through interventions and incentive plan.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.



8/22/22-10/14/22: Each leadership team member will be assigned to a grade group and will be responsible for contacting parents of absent students daily to increase attendance.

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

8/22/22-10/14/22: Attendance Review committee meeting will be held after a student's fifth absence to increase attendance.

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

8/22/22-10/14/22: Student incentives to increase student attendance.

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

8/22/22-10/14/22: Incentives and rewards for classrooms when they spell PERFECT ATTENDANCE, which will be a total of 17 days of perfect attendance to increase attendance.

**Person Responsible** Michelle Fernandez (207686@dadeschools.net)

## #2. Instructional Practice specifically relating to Differentiation

### Area of Focus

#### Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data indicates that the greatest area of need for improvement is in mathematics, SWD subgroup in all grades as evidenced by 29 percent of students scoring proficient in the 2022 State Assessment. The contributing factor for needs improvement in math is due to restrictions in differentiated instruction due to pandemic social distancing, allowing teachers to do differentiated instruction effectively.

#### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation, an additional 10% of the SWD subgroup will score at grade level or above in the area of Math on the 2022-2023 state assessments.

#### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by analyzing data including the FAST PM1, PM2, and PM3 results, I-Ready diagnostic results, I-Ready Growth Monitoring results and topic assessment results, in order to assist teachers in adjusting groups for differentiation and small group instruction.

#### Person responsible for monitoring outcome:

Ingrid Acuna (iacuna@dadeschools.net)

#### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiated Instruction, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in increasing the proficiency level of the SWD subgroup in Mathematics. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data chats as data becomes available.

#### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiation will ensure teachers meet the academic needs of the students in the instruction of Mathematics. Resources utilized are rigorous instruction and differentiated instruction resources listed on the pacing guide, incorporating I-Ready toolbox information as a guide to implement small group skills-based lesson.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Teachers will provide mathematics differentiated instruction (DI) with fidelity, analyzing test data providing opportunities for DI to students according to their needs and reassessing with future tests for the efficacy of DI due to their progress.

#### Person Responsible

Ana Del Cristo (anadelcristo@dadeschools.net)

8/22/22-10/14/22: Teachers will receive professional development on best practices of differentiated instruction (DI) and time frame of DI instruction. Math Coach will meet with teachers to analyze data to gather the appropriate instructional materials and resources to address their needs.

**Person Responsible** Ingrid Acuna (iacuna@dadeschools.net)

8/22/22-10/14/22: Teachers will receive professional development on the new Math Series, focusing on differentiated instruction features in order to implement the curriculum with fidelity.

**Person Responsible** Ingrid Acuna (iacuna@dadeschools.net)

8/22/22-10/14/22: Teachers will implement weekly collaboration meetings to discuss DI best practices and fluidity of groups based on topic assessment scores, utilizing the new math series as a resource in order to assist each other with instructional planning and meeting student needs.

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

**#3. Instructional Practice specifically relating to Math****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the Needs Assessment Analysis, School Data Review, the data indicates that although there was an increase of 15 percentage points of students scoring at levels 3 and above in Mathematics, the data shows 48 percent of students scoring levels 1 and 2 on the state assessments.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With the implementation of Checking for Understanding in Mathematics, an additional 10% of students in grades 3-5 will score a level 3 or above in the area of Mathematics in the 2022-2023 State Assessments.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The Administrators and Math Coach will monitor and analyze data from Topic Assessments on a monthly basis to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome:**

Ingrid Acuna (iacuna@dadeschools.net)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of Mathematics, our school will focus on the evidence-based strategy of: Checking for Understanding. Teachers will begin lessons with questions and strategies to assess students background knowledge on topics being taught, identify learning goals, adjust instructional plans, and provide feedback to students as needed.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Checking for Understanding will ensure students have an understanding of what is being taught as well as assist teachers in adjusting the students in groups for differentiated instruction and small group instruction during Mathematics. Resources from the I-Ready Toolbox and the Mathematics pacing guide will be used to reteach and reinforce lessons taught during differentiated instruction and small group instruction.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Teachers will begin Mathematics lessons at the start of every chapter by introducing the vocabulary in order to assess the student's background knowledge.

**Person Responsible** Ingrid Acuna (iacuna@dadeschools.net)

8/22/22-10/14/22: Instructional Math Coach will assist teachers with small group instruction based on data in order to adjust differentiated instruction groups in order to meet the needs of the students.

**Person Responsible** Ingrid Acuna (iacuna@dadeschools.net)

8/22/22-10/14/22: After daily lesson (s), Math teacher will review student knowledge implementing "Exit Slips" in a way to confirm their understanding.

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

8/22/22-10/14/22: Provide Professional Growth activities for teachers on effective Differentiated Instruction and Checking for Understanding in Mathematics during the September and October collaborative planning sessions.

**Person Responsible** Ingrid Acuna (iacuna@dadeschools.net)

**#4. Transformational Leadership specifically relating to Leadership Development**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to data from the Staff School Climate Survey, 61 percent of the staff strongly agree that school personnel work together as a team. To increase the percentage, we selected the evidenced-based strategy, Model Your Own Professional Learning, so that teachers can engage in learning and share the process with each other through professional growth opportunities in collaborative planning meetings for Mathematics and Reading.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to collaborate with one another horizontally and vertically to discuss authentic and immediate solutions of instructional practice as part of the continuous improvement process through professional growth sign in sheets and grade level meeting logs in order to meet the needs of the students. The percentage of teachers working as a team will increase by 10 percentage points in the 2022-2023 Climate Survey by June 2023.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that the school personnel work together as a team by the end of the school year. This area will be monitored by grade group meetings, subject area meetings, vertical grade discussion, and leadership team meeting on a monthly basis.

**Person responsible for monitoring outcome:**

Michelle Fernandez (207686@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of Leadership Development, we will focus of the evidence-based strategy of: Model Your Own Professional Learning. By creating an atmosphere of learning from each other and collaborating with the grade level team, teachers will be encouraged to continue learning from one another on how to improve their instructional practices.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

We decided to focus on Model Your Own Professional Learning to address the critical needs of our school. The data shows 61 percent of the staff feels school personnel work together as a team. In order to increase this percentage, we selected Model Your Own Professional Learning because it will create a sense of ownership and teamwork among the staff as well as assist with developing relevant, rigorous, and innovated instructional practices to increase student engagement and growth.

**selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Teachers will participate in monthly grade level meetings with instructional coaches and administrator as it relates to sharing best practices on instructional delivery and needs to address in mathematics.

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

8/22/22-10/14/22: The Leadership Team will meet monthly to discuss, schedule and organize professional growth needs and opportunities for teachers.

**Person Responsible** Michelle Fernandez (207686@dadeschools.net)

8/22/22-10/14/22: Teachers will present best practices and share their own professional learning during faculty meetings on a volunteer basis in order to provide professional growth to colleagues.

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

8/22/22-10/14/22: Teachers will sign up for committees and special events and work as a team to ensure the success of the events.

**Person Responsible** Ivonne Perez (ivonneperez@dadeschools.net)

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Palm Lakes Elementary School is building a positive school culture and environment by implementing incentives for students and teachers attendance, as well as incentives for improvement in performance on I-Ready and special parent involvement and staff events throughout school year.

Palm Lakes will also be beginning the T.A.L.E.N.T.S. After school program that incorporates an academic feature and an enrichment feature.

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

The stakeholders responsible for promoting a positive school culture and environment will be the administrators and leadership team members. They will be responsible for the planning and execution of

the incentives, special events and parental involvement activities throughout the year.

Other stakeholders involved in helping to promote a positive school culture and environment will be ALM Sports Company which will implement the enrichment piece of the T.A.L.E.N.T.S. after school program and “Niños en Acción” Foundation which helps in providing school supplies and meals for Special occasions like Thanksgiving and the holidays.