Palm Lakes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Palm Lakes Elementary School

7450 W 16TH AVE, Hialeah, FL 33014

http://palmlakes.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

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 endeavor 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Arias-Gonzalez, Jacqueline	Principal	This School Leadership Team member's responsibility is to assist in the the creation of the School Improvement Plan, along with the School Leadership Team and stakeholders and monitor the implementation of the areas of focus and action steps, following the continuous improvement model.
Acuna, Ingrid	Math Coach	This School Leadership Team member's responsibility is to assist in the the creation of the School Improvement Plan, along with the School Leadership Team and stakeholders and monitor the implementation of the areas of focus and action steps, as it relates to Mathematics and Science, following the continuous improvement model.
Fernandez, Michelle	Reading Coach	This School Leadership Team member's responsibility is to assist in the the creation of the School Improvement Plan, along with the School Leadership Team and stakeholders and monitor the implementation of the areas of focus and action steps, as it relates to English Language Arts, following the continuous improvement model.
Perez, Ivonne	Teacher, K-12	This School Leadership Team member's responsibility is to assist in the the creation of the School Improvement Plan, along with stakeholders to monitor the implementation of the areas of focus and action steps by developing related Professional Developments that align with the school improvement model.
Valle, Maritza	Teacher, K-12	This School Leadership Team member's responsibility is to assist in the the creation of the School Improvement Plan, along with the School Leadership Team and stakeholders and monitor the implementation of the areas of focus and action steps, as it relates to culture and academic areas, following the continuous improvement model.
Marte, Elena	Assistant Principal	This School Leadership Team member's responsibility is to assist in the the creation of the School Improvement Plan, along with the School Leadership Team and stakeholders and monitor the implementation of the areas of focus and action steps, following the continuous improvement model.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The process to involve stakeholders in the SIP development process is through data analysis and discussion of the continuous improvement model in School Advisory Committee meetings such as the EESAC committee in every EESAC meeting. The School Improvement Plan is created, discussed and developed with the School Leadership Team and faculty. Discussion includes the school's performance on each accountability indicator, identified through data analysis, and selection of interventions.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is regularly monitored for effective implementation through classroom walkthroughs and feedback, continuous data analysis, data chats with teachers, School Leadership Team and the EESAC school advisory meetings, as well as developing and modifying the School Improvement Plan after analyzing staff, parental and community input. This monitoring is done on a monthly basis and modification is done throughout the year.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	10	14	9	10	10	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	3	13	2	1	0	0	0	19
Course failure in Math	0	0	7	6	5	11	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	6	28	34	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	2	18	30	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	36	36	34	37	0	0	0	157
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	3	13	18	30	0	0	0	64

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	12	14	11	11	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	9	1	8	0	0	0	21
Course failure in Math	0	0	10	5	3	12	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	8	8	26	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	8	22	25	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	24	19	29	0	0	0	82

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	11	12	23	0	0	0	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	8	0	4	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	17	7	11	11	9	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	13	4	2	10	0	0	0	34
Course failure in Math	0	8	7	6	11	5	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	40	34	31	0	0	0	105
Level 1 on statewide Math assessment	0	0	0	22	31	29	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	41	34	47	38	41	0	0	0	218

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	9	25	31	24	0	0	0	94

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	60	53	60	62	56	48		
ELA Learning Gains				73			46		
ELA Lowest 25th Percentile				68			40		
Math Achievement*	59	66	59	52	58	50	37		
Math Learning Gains				77			40		
Math Lowest 25th Percentile				68			43		
Science Achievement*	41	58	54	61	64	59	36		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	61	63	59	62			56		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	46			
AMI				
ASN				
BLK				
HSP	53			
MUL				
PAC				
WHT				
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	64			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT				
FRL	63			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			59			41					61
SWD	36			49							4	48
ELL	39			54			34				5	61
AMI												
ASN												
BLK												
HSP	51			59			41				5	60
MUL												
PAC												
WHT												
FRL	49			59			35				5	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	60	73	68	52	77	68	61					62
SWD	39	69	59	29	50	50	27					61
ELL	57	75	69	50	76	67	56					62
AMI												
ASN												
BLK												
HSP	61	72	66	52	77	67	63					63
MUL												
PAC												
WHT												
FRL	58	73	68	49	74	66	58					61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	46	40	37	40	43	36					56
SWD	14	24		18	14		10					42
ELL	42	44	33	33	38	44	27					56
AMI												
ASN												
BLK												
HSP	49	46	37	37	40	45	36					56
MUL												
PAC												
WHT												
FRL	45	44	37	36	38	47	34					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	39%	52%	-13%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	63%	-2%	59%	2%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	50%	-16%	51%	-17%

III. Planning for Improvement

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

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

Data components that showed lowest performance was in ELA and Science.
According to the 2023 State Science Assessment, students performed at 34% proficiency compared to the 2022 State Science Assessment results in which students performed at 61% proficiency, resulting in a decrease of 27 percentage points.

Additionally, the 2023 ELA FAST PM3 data for grades 3-5 showed that 42% of students performed at proficiency, compared to the 2022 FSA ELA data that showed 60% of students performed at proficiency, resulting in a decrease of 18 percentage points.

Although, many STEAM activities have occurred throughout the year as a Gold Designation school, along with instruction and differentiated instruction in science, a decrease has resulted with the 2023 Science assessment, indicating a pivot to increased detailed instruction, closer data driven differentiated instruction (DI) and additional extended learning opportunities. The factor for the ELA data results is partially due to the new FAST test and testing format of computer-based testing methods. However, increased focus-based, data-driven instruction and extended learning opportunities need to take place to further increase student achievement in ELA.

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

According to the 2023 State Science Assessment, students performed at 34% proficiency compared to the 2022 State Science Assessment results in which students performed at 61% proficiency, resulting in a decrease of 27 percentage points.

Although many STEAM activities have occurred throughout the year as a Gold Designation school, along with instruction and differentiated instruction in science, a decrease has resulted with the 2023 Science assessment, indicating a pivot to increased detailed instruction, closer data driven differentiated instruction (DI) and additional extended learning opportunities.

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

The data component that had the greatest gap when compared to the state average is the 2023 is the State Science Assessment. State data shows that 48% of 5th grade students performed at proficiency on the assessment, where as 34% of the students at our school performed at proficiency on the 2023 State Science Assessment, resulting in a 14% gap.

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

The data component that showed the most improvement was Mathematics.
The 2023 FAST PM3 Mathematics test indicated that 50 percent of 3-5 grade students are proficient. This is only 2 percent decrease of proficiency compared to 2022 FSA Mathematics Assessment where students performed at 52% proficiency.
Following the pacing guide, adjustment to instruction with differentiated instruction and focus calendar, along with increased assistance from the Mathematics Coach and District Curriculum Support Specialist, and extended learning opportunities, were the factors in the relative maintenance of scores, considering a new FAST test format.

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

The EWS data identifies attendance of students with 11-15 or greater number of absences as a potential area of concern. Despite the increase of intense intervention activities to improve attendance of students this past school year, the students with the greatest amount of absences did not improve.

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

The priorities for school improvement this upcoming school year is to:
1. Increase student achievement for the fifth graders and intermediate grades in science, indicating a possible increase in proficiency in the 2024 State Science Assessment.
2. Increase student achievement in ELA for third through fifth graders, indicating a possible increase in the 2024 FAST PM3 results.
3. Increase school attendance of students with 11-15 or greater number of absences.
4. Implement evidence-based strategies identified in RAISE (anchor charts) to improve student foundations in ELA.
5. Utilizing data to drive instruction and create differentiated instructional strategies to improve student areas of need in ELA.

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

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the data points from 2023 Statewide Science Assessment, 34% of fifth grade students displayed proficiency on the Science Assessment, as compared to the 2022 State Assessment where 61% resulted in proficiency. There was a decrease of 27 percentage points. Based on the data, the identified factor of a high population of ELL newcomer students registered in the middle of the 2022-2023 school year, missed the foundational science skills during previous schools years and the beginning of the 2022-2023 school year. Additionally subgroup data shows that 30% of students with disabilities in 5th grade scored below proficiency on the 2023 Science Statewide Assessment.

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

With the implementation of the evidence-based strategies, we expect a 3% increase in proficiency on the 2024 Science Statewide Assessment of fifth grade students, resulting in an overall proficiency of 37%.

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

The actions taken by the leadership team to ensure that the Area of Focus is aligned with the Targeted Element are implemented with fidelity school-wide is by analyzing assessment item specifications of the Science Statewide test and incorporating instruction to specific types of questions focused on the test components. Additionally, we will focus on the utilization of essential labs, and monitoring growth throughout pre, mid and post-tests, including student data chats for learning focus toward improvement throughout the school year.

Person responsible for monitoring outcome:

Ingrid Acuna (iacuna@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will help increase the proficiency results during the 2023-2024 school year is data-driven instruction that will focus on student need based on results of student performance data to inform instructional planning and delivery. It will also encourage a focus on Item Specifications when planning rigorous lessons, adjusting instructions to support student mastery levels after analyzing the Science baseline data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of data-driven instruction will contribute to overall improvement based on our data findings because we will be able to determine student growth between pre, mid and post science assessments on item specifications as well student performance demonstration in class.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

August 17, 2023 - September 16, 2023- Science teachers will use Items Specifications during planning. The outcome that will result with the use of this intervention will include greater teacher knowledge of the types of questions on state Assessment.

Person Responsible: Elena Marte (emarte@dadeschools.net)

By When: August 17, 2023- September 16, 2023

August 17, 2023 – Sept 16, 2023 - Utilizing the essential labs provided in the pacing guide, will increase the proficiency results in the Nature of Science in the Quarters and Topic Assessments.

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

By When: August 17, 2023 – Sept 16, 2023

August 17, 2023 -The purchase of the J&J Science Speedbag books and the Online J&J Base camp for 5th grade. Additionally, the Science and Math Coach & Leadership Team will provide a PD on August 15th on how to utilize the resources provided in the pacing guide with the examples of the 1st topic: The Nature of Science. As a result, the outcome of the use of this intervention will result in greater teacher understanding in the instruction yielding student proficiency in the topic.

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

By When: August 17, 2023 – Sept 16, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Attendance and Early Warning Indicators data, based on the data and attendance factors, 35% of students have 11+ days absent at Palm Lakes Elementary School, which is 1 percent more than the District's Tier 1 schools and only 1 percent less than the District average.

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

With the evidenced-based strategy of interventions and incentives, the absent rate of students absent 11 + days will decrease 3 % by June 2024.

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

The actions taken by the leadership team to ensure that the interventions are aligned with the Targeted Element and implemented with fidelity school-wide by analyzing the particular students with 11 + days absent and provide immediate interventions with these students and parents. Additionally, monitoring student absences on a daily basis, particularly providing Attendance Review Committee meetings for students' parents with 5 or more absences and following the school attendance plan of interventions. Furthermore, celebrations and incentives should be done on a daily, monthly and quarterly basis to increase regular attendance of students.

Person responsible for monitoring outcome:

Jacqueline Arias-Gonzalez (pr4241@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions utilized in this area of focus is attendance initiatives. The attendance dashboard and attendance bulletin will be monitored in order to provide appropriate attendance interventions and incentives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance Initiatives will improve student attendance as it aligns with our school's attendance action plan. Administration, coaches, and support staff call parents after 5 absences to determine what support is needed. Attendance Review Committees are held at 10 absences to further determine what can be done to support student attendance. Students that have perfect attendance are recognized at the end of the year during ceremonies, and classrooms with 100% attendance are recognized daily on the morning announcements.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/17/23 - 9/16/23: Attendance will be monitored daily through the attendance bulletin and the attendance dashboard, providing communication with parents to inquire on the reason for absences and encourage regular attendance by leadership team members that are assigned by grade level for this task. .

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

By When: 8/17/23 - 9/16/23

The Leadership Team will hold Attendance Review Committees for students who have 10 or more absences.

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

By When: 8/17/23 - 9/16/23

8/17/23 - 9/16/23 The principal will give shout-outs during morning announcements to the classroom who have perfect attendance from the previous day.

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

By When: 8/17/23-9/16/23

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the climate survey data points, the identified area is a contributing factor to improve the student perception of feeling safe in the school due to student behavior, especially in the area of bullying. Out of 146 students that responded, 29 students felt that there is a bullying situation at school, indicating that 20% of students felt there was bullying occurring at school.

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

By implementing behavior interventions and student incentives, there will be a 5% decrease in the percentage of students who feel there are bullying situations occurring at our school based on the 2023-2024 student climate survey.

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

The actions taken by the leadership team to ensure that the Area of Focus is aligned with the Targeted Element are implemented with fidelity school-wide by analyzing the areas of the day where student's perception of bullying take place and enhance intervention strategies to mitigate with bullying issues, following the Code of Student Conduct. Additionally, provide enhanced incentives for students' mindsets to shift from focusing on bullying to concentrating on collaborating with one another, exemplifying the Core Values, and work toward a common goal of model expectations of behavior, especially during transitions.

Person responsible for monitoring outcome:

Elena Marte (emarte@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence - based intervention being implemented is Value Matters. Value Matters is a monthly ceremony that will be held to recognize students who demonstrate various areas of positive social-emotional skills. Teachers, staff, and classmates can nominate students, giving accountability to all stakeholders in the implementation of this initiative.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Value Matters is the evidence-based intervention we will be implementing that will contribute to the overall school improvement to align with an increase of students having positive perceptions that there are no bullying problems at the school. The expected outcome as a result of implementing this intervention is increased safety in the school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/17/23 - 9/16/23 The administration will enhance intervention strategies to mitigate with bullying issues, following the Code of Student Conduct (COSC) by conducting assemblies to discuss the Code of Student Conduct, expected model behavior and corrective strategies that will potentially need to be conducted for any violations.

Person Responsible: Elena Marte (emarte@dadeschools.net)

By When: 8/17/23 -9/16/23

8/17/23 - 9/16/23 The leadership team analyze the areas and transition times of day where student's perception of bullying is take place and enhance intervention strategies to mitigate with bullying issues.

Person Responsible: Elena Marte (emarte@dadeschools.net)

By When: 8/17/23 - 9/16/23

8/17/23 - 9/16/23 The leadership team, teachers and counselor will implement Values Matter program, focusing on the Core Values, and model expectations of behavior, especially during transitions and celebrating students highlighted modeling these positive behaviors through monthly Values Matter assemblies and Citizenship Honor Roll quarterly assemblies .

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

By When: 8/17/23-9/16/23

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2023 ELA FAST PM3 data for grades 3-5 showed that 42% of students performed at proficiency, compared to the 2022 FSA ELA data that showed 60% of students performing at proficiency, resulting in a decrease of 18 percentage points.

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

With the implementation of the evidence-based strategies, we expect a 5% increase in proficiency on the 2024 ELA FAST PM3 data for grades 3-5 resulting in an overall score of 47% of 3-5 grade students that are reading at proficiency.

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

The desired outcome will be monitored bi-weekly by teachers, and monthly by administration through collaborative planning. During collaborative planning teachers and administration will discuss strategies, resources, and analyze student data to develop interventions that will improve students areas of need.

Person responsible for monitoring outcome:

Michelle Fernandez (207686@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented will be differentiated instruction. Differentiated instruction will allow the teacher to focus on the individual needs of students while monitoring assessment measures so all students may learn effectively regardless of differences in ability.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated instruction will allow the teacher to focus on the individual needs of students while monitoring assessment measures so all students may learn effectively regardless of differences in ability.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/17/23 - 9/16/23 Identify Tier 2 and Tier 3 students using PM3 data. Intervention groups will be created and differentiated instructional strategies will be discussed and modified as needed to support student learning needs.

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

By When: 8/17/23 - 9/16/23

8/17/23 - 9/16/23 Additional resources will be made available to support differentiated instruction such as anchor charts, scaffolded lessons, and technology integration that align with state standards.

Person Responsible: Elena Marte (emarte@dadeschools.net)

By When: 8/17/23 - 9/16/23

8/17/23 - 9/16/23 Student progress will be monitored to ensure that evidence-based strategies are positively impacting student academic growth through student performance demonstration and assessments.

Person Responsible: Elena Marte (emarte@dadeschools.net)

By When: 8/17/23 - 9/16/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to 2022-2023 assessment data, 69% of our 2nd grade students below proficiency. Therefore, the area of focus for this population of students will include differentiated instruction, and small-group implementation in ELA instruction with a focus on skills that students scored below during PM3 for the 2022-2023 assessment.

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

According to 2022-2023 assessment data, 51% of 3rd grade students scored below proficiency, and 56% of 4th grade student scored below proficiency. Therefore, the area of focus will include differentiated instruction, small group practices, student data chats, and ELA checklists in ELA

instruction. These strategies will be used to focus on student mastery of skills to create effective lesson plans and resources for student support.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The measurable outcome the school plans to achieve for 2nd grade students is a 5% decrease in the percentage of students reading at proficiency, changing the 69% of students reading below proficiency to 64% in the 2023-2024 assessment data.

Grades 3-5 Measurable Outcomes

The measurable outcome the school plans to achieve for 3rd and 4th grade students is a 5% decrease in the percentage of students that are reading below proficiency, resulting in 46% of 3rd grade students that will be reading below proficiency, and 51% of 4th grade students that will be reading below proficiency in the 2023-2024 assessment data.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's Area of Focus will be monitored for the desired outcomes through monthly teacher collaboration meetings with administration in the identified grade levels (2nd, 3rd, 4th) to discuss student data and create strategies that best support student needs to improve mastery levels of skills. Small group lessons and differentiated instruction will be implemented focusing on student needs. Teachers will also be conducting bi-weekly student data chats to discuss data with students and develop a system that encourages consistent teacher feedback. Additionally, assessment data for Tier 2 and Tier 3 students in the identified grade levels (2,3,4) will be closely monitored by administration to determine if implemented strategies prove effective.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Marte, Elena, emarte@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices utilized will include anchor charts. Anchor charts can be utilized in small-group instruction and differentiated instruction implemented that align with the district's K-12 Comprehensive evidence-based Reading Plan and to the B.E.S.T ELA Standards. Teachers will be attending professional developments and be provided support as needed to ensure fidelity in instruction implementation.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Anchor charts can be utilized in small-group instruction and differentiated instruction implemented that align with the district's K-12 Comprehensive evidence-based Reading Plan and to the B.E.S.T ELA Standards. Data will be closely monitored during assessments to determine skills that Tier 2 and Tier 3 students need support in.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Students that are identified in Tier 2 and 3 according to the 2022-2023 PM 3 data will be placed in small groups during ELA where interventions will take place. Strategies will be developed based on students' needs by the literacy leadership team, along with teachers to ensure individual student success.	Marte, Elena, emarte@dadeschools.net
Professional developments in ELA focusing on evidence-based practices, intervention, and B.E.S.T. standards will be offered to teachers to encourage instructional fidelity when supporting Tier 2 and Tier 3 students.	Fernandez, Michelle, mfernandez207@dadeschools.net
Monthly grade level teacher collaborations with administration will be conducted to review student data, and assessments in order to develop strategies to support student needs. The literacy coach will provide support to classrooms as needed by modeling, and developing effective small group instructional activities.	Arias-Gonzalez, Jacqueline , pr4241@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The methods for dissemination of this SIP to students, families, school staff, leadership and local businesses is through discussions in EESAC School Advisory Committee meetings throughout the year and faculty/staff meetings. It will also be noted in the Annual Title I meeting. Additionally, the School Improvement Plan will be posted in the school's website, https://api.dadeschools.net/schoolwebsite/#!/?schoolId=4241, and through the Florida CIMS website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, supporting the needs of students and keeping parents informed of their child's progress through the dissemination of the School Reading Plan for students in all tiers of reading instruction, collaboration with parents in discussion of provided feedback and plans in EESAC meetings, informing parents of their child's educational progress through interim progress and report cards and test results, parent/teacher conferences, and parent workshops. The school's PFEP may be found on our school's website, https://api.dadeschools.net/schoolwebsite/#!/?schoolId=4241.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program in the school, by increasing capacity of instruction within the instructional staff, thereby capitalizing on the increase of instruction and learning to provide highly effective instruction, and differentiation in enrichment and interventions in learning for student achievement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with other Federal, State, and local services, including financial resources and instructional programs, such as programs supported Title I. The leadership team has identified areas of need through data analysis of contributing factors and stakeholder feedback, collaborated a school improvement plan with areas of focus and action steps, disseminating information to all stakeholders and monitoring the plan throughout the year through the continuous improvement model.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside of their academic subject areas by incorporating the SEL program, focusing on Core Values and the Values Matter celebrations, spotlighting students' implementation of expected behaviors. Additionally, counseling and mental health interventions are implemented for students that are identified needing additional services through referrals to the counselor, mental health coordinator and county -contracted outside agencies.

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

The preparation for and awareness of postsecondary opportunities and the workforce in the elementary school include instruction with incorporates real-world, problem-solving scenarios, activities and questions within the ELA, Mathematics, Social Studies and Science curriculums. Additionally, incorporating science, technology, Engineering, Arts and Mathematics real-world careers are included in STEAM activities throughout the school and extra-curricular SECME and Robotics Clubs . Furthermore, focus on different types of available careers in the community and having volunteers from those fields explain what encompasses their career and preparation for the career during Career Day.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act includes discussing of child's progress, accommodations and needed services in the Individual Education Plan meetings and follow up with instruction and monitoring of students' learning.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects is implemented by identifying the areas of most improvement, providing effective professional development to build capacity in needed areas. Additional sharing of best practices to improve these areas are discussed in faculty, staff, and grade level collaborative meetings for application of gained knowledge with students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs is the implementation of the VPK curriculum and Pre-K ESE curricular instruction included in the Miami-Dade County Public Schools' pacing guides. Monitoring of instruction and implementation of needed professional development to build capacity and provide quality-based early childhood instruction, will yield greater student achievement toward readiness skills in academic, social-emotional and functional development of children for successful application of skills into kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No