Treasure Island Elementary School

2015-16 School Improvement Plan

Treasure Island Elementary School

7540 E TREASURE DR, North Bay Village, FL 33141

http://treasureisland.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Treasure Island Elementary is to develop internationally minded, independent, healthy, lifelong learners by creating a global community where teachers, students, staff and families are actively engaged in encouraging one another to positively impact the world in unity and peace.

Provide the school's vision statement

The vision of Treasure Island Elementary School is to create a better and more peaceful world through intercultural understanding and respect.

School Environment

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

As an International Baccalaureate World School we take pride in learning about, investigating, and teaching about the different cultures within our community. The teachers create units of inquiry where students can express and teach about their own individual cultures while also learning about the cultures of their peers. The teachers also emphasize the importance of learning how people from diverse cultures have shaped our community. As students learn about each other's cultures they learn to respect and embrace the differences between cultures, while also recognizing the similarities. This helps students who are new to our school, city, and country feel welcomed and more comfortable and safe in the classroom environment because they know that they will be respected for their differences as well as for their similarities.

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

The Values Matter Initiative and Character Education program is infused in the school from Kindergarten to Fifth grade. The lessons support the nine core character education values and reinforce the competency-based curriculum in each grade level. The program activities and ideas are incorporated within the curriculum throughout the school year. By teaching children these values we assist them in improving good character traits and effective positive relationships with one's family and sense of connectedness to the school. The Bullying program is a state mandated policy and is infused in a comprehensive prevention curriculum for all students beginning in Prekindergarten. Through individual, group and guidance counseling, and parenting training, the school provides awareness, prevention and education to promote a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, teachers and staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A schoolwide behavioral system is implemented that includes a classroom management system for the entire class, parent conferences and referrals. A system is in place for teaching student rules and expectations prior to task /request, and teachers make appropriate seating arrangements to facilitate teaching and learning. Teachers display a pictorial or visual classroom behavioral chart that provides

specific and consistent recognition and reinforcement for a student's on task behavior. The teachers provide verbal, nonverbal and tangible reinforcement to encourage appropriate behavior. Teachers work with parents by establishing a set –time and method for regarding the student's behavior and progress via phone or face to face. If necessary, the teacher will maintain an individualized behavior chart or daily progress report that the parent has to sign and follow up. This chart will assist the student as he/she progresses through the activities and tasks of the day. The teachers will make referrals to the guidance counselor for individual and group therapy and continue with an individualized behavior plan. Further, the teachers will write a case management student referral form to the administration. Administration will follow the Code of student Conduct. In addition, because the student continues to exhibit social/ behavioral difficulties, he or she will be referred to the School Support Team for a Fab (Functional Assessment of Behavior) and Bip (Behavioral Intervention plan). Fab is a comprehensive and individualized, solution-oriented process for addressing behavior challenges. With the Fab completed a Bip is develop to assist to design a specific plan of action that designs effective positive behaviors to replace the inappropriate behaviors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor provides continuous individual, group, and guidance counseling for the students and also handles referrals to outside agencies as deemed necessary. Treasure Island Elementary provides a system of support that includes counseling, intervention and protection for the victim(s) as well as counseling and intervention for the perpetrator(s) of bullying and harassment. Our school also provides different forms of therapy (Speech Therapy, Occupational Therapy, and Physical Therapy) for those students who may require such services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system includes monitoring student attendance and achievement to identify students who are at risk of failing reading or being retained. The Attendance/Tardy Review Committee, comprised of administrators, the guidance counselor, and teachers, identifies those students early that are having attendance or tardy issues. The purpose of the committee is to figure out why these issues are occurring and to help the parents find a solution to the problem. Attendance is a key factor for academic success. Therefore, by addressing these issues early and taking action, student success should increase.The Leadership Team reviews academic data on a regular basis to identify negative patterns and trends that need to be addressed and reversed.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	3	4	3	8	16	36
Level 1 on statewide assessment	0	0	0	3	8	16	27

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	2	3	4	3	8	16	36

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

The school uses several intervention strategies to improve students' academic performance. A reading interventionist works exclusively with targeted students in third through fifth grade on a daily basis. Utilizing a pull-out model, she services students to afford them individualized attention and increase their learning opportunities. All teachers in kindergarten through fifth grade have designated intervention time blocks built into the daily schedule in English Language Arts and Mathematics. Instructional coaches in English Language Arts and Mathematics provide instructional strategies and support to all teachers to assist the core instruction and intervention efforts. Tutoring programs are available before and/or after school for at risk students, including English Language Learners (ELLs). The guidance counselor conducts individual and group counseling to affect several behavioral and academic components. Her group sessions address: attendance, study skills, social skills, self-esteem, divorce, grief and loss, and conflict resolution. She also offers specialized counseling to retained students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/50284.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Treasure Island Elementary School has developed an invaluable partnership with the city of North Bay Village and the North Bay Village Optimist Club. The support of the local government ensures that we are able to thrive as an IB-PYP World School by providing fiscal resources to implement effectively the program. Administration regularly attends commission meetings, and the school's PTA works closely with the village's Education Committee to secure resources to enhance the school. The partnership with the North Bay Village Optimist Club affords our students the opportunities to enjoy various educational experiences beyond the school site and promotes collaboration among all stakeholders. With the help of our PTA, and the Optimist Club, Treasure Island Elementary has created partnerships with local businesses that help provide funding and incentives for our school programs and activities such as Student of the Month, Common Threads Cooking Courses, Career Week, after school sports program, and other extracurricular activities to promote student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Villar, Dalia	Principal
Mendieta, Giselle	Assistant Principal
Crapp, Tiffany	Instructional Coach
Escandon, Antonio	Instructional Coach
Stokes, Susan	Teacher, K-12

Duties

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

Tier 1 (Leadership Team)
The administrators (Villar and Mendieta) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Tiffany Crapp, Reading Coach
Antonio Escandon, Math Coach
In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2 (MTSS)
Selected members (Mendieta, Crapp, Escandon, Stokes, Torres and Honore) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members (Villar, Mendieta, Negron, Crapp, Escandon, Stokes, Torres, and Honore) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RTI Leadership Team is an extension of Treasure Island Elementary School's Leadership Team. Administrators will ensure commitment and allocate resources; teachers and coaches will share the common goal of improving instruction for all students; and instructional support professionals will work to build staff support, internal capacity, and sustainability over time. The Team is strategically integrated in order to support the administration through a process of problem solving as academic and behavioral issues and concerns arise. Through an ongoing, systematic examination of available data, the team will strive to attain the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well- being and prevention of student failure through early intervention. The team will use the Tier 1 Problem Solving process to set

Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions: What will students learn (curriculum based on standards)? How will we determine if the students have learned (common assessments)? How will we respond when students have not learned (Response to Intervention problem solving process and monitoring progress of interventions)? How will we respond when students have learned or already know (enrichment opportunities)?

Title I, Part A

Services are provided to ensure that students requiring additional remediation are assisted through during and/or after-school tutorial programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school-based, the Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Reading Coach develops, leads, and evaluates the school's reading program; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches, and mentors teachers. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with total school screening programs that provide early intervening services for children to be considered "at-risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Parents participate in the design of Treasure Island's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process, the life of the school, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is administered toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents are informed of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at the school and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations, such as homeless, migrant, neglected, and delinquent students.

Title I, Part C- Migrant N/A

Title I, Part D N/A

Title II

The District uses supplemental funds for improving basic education as follows:

. training to certify qualified mentors for the New Teacher (MINT) Program

. training for add-on endorsement programs, such as Reading, Gifted, ESOL

. training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

. tutorial programs

. parent outreach activities

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application.

Title VI, Part B - NA

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

The school offers on-site group counseling to identify students to promote violence prevention.

Nutrition Programs

• The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

• Nutrition Education, as per state statute, is taught through physical education.

• The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

• The school participates in the Common Threads program to encourage families to engage in healthy cooking and eating.

Housing Programs - N/A

Head Start

The Head Start will be coordinated and integrated in our school by developing the social competency of our students, promoting school readiness and to serve as a "catalyst to empower families for growth and change".

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dalia Villar	Principal
Beverley Dowell	Education Support Employee
Linda Johnson	Teacher
Susan Stokes	Teacher
Kevin Diaz	Teacher
Michelle Petrou	Teacher
Rosa Neely	Parent
Ariane Guerra	Parent
Lori Gold	Business/Community
Flora Schulz	Business/Community
Gail Engleman	Education Support Employee
Tiffany Crapp	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Treasure Island Elementary School's Advisory Council will receive regular reports on the implementation of the school improvement plan including the progress related to implementation of the strategies and the results of benchmark assessments. In addition, the SAC will regularly monitor the strategies to ensure timely implementation and effectiveness by reviewing a variety of assessment data. Stakeholders will analyze all data to determine if the strategies are effective, if changes are needed to increase effectiveness, and if we are on target for achieving our stated objectives.

Development of this school improvement plan

Treasure Island Elementary School's School Advisory Council develops the School Improvement Plan and meets regularly to monitor its implementation to 1) ensure that strategies are being addressed, and 2) to review updates on student progress.
The SAC examines all aspects of the school when developing the School Improvement Plan; determines the school's needs and prioritizes them; recommends strategies to improve areas of importance; decides how to measure results; and assists in the preparation and evaluation of the School Improvement Plan.

Preparation of the school's annual budget and plan

Treasure Island Elementary will use a portion of the school's annual budget to hire hourly interventionists to assist our students with Reading. These interventions will begin in the month of January and end in April. Additionally, our school will use supplemental funds for the planning of the curriculum for this school year and the next school year. These plans will assist our students in their academic achievement.

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

The SAC also determines how its funds will be utilized to support the School Improvement Plan, and it makes decisions regarding the implementation of school wide activities that promote student

achievement.
* Science lab supplies, paper, ink, toner --------- $ 250.00
* Science Theme Accelerated Reader Books ---- $1,000.00
* Accelerated Reader Books------------------------$ 500.00
* Student Incentives ----------------------------------$ 250.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Villar, Dalia	Principal
Mendieta, Giselle	Assistant Principal
Crapp, Tiffany	Instructional Coach
Escandon, Antonio	Instructional Coach
Stokes, Susan	Teacher, K-12
Johnson, Linda	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will provide support to all teachers to ensure that the Florida Standards and NGSSS are achieved and the SIP strategies are implemented effectively. The team will analyze assessment data to monitor student progress and mastery of benchmarks, thereby ensuring that the strategies are promoting core and supplemental instruction as well as providing enrichment opportunities. Further, the LLT will provide support to all teachers to ensure that the implementation of the IB-PYP supports and enhances literacy instruction and student mastery of benchmarks.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers in all grade levels created a collaborative planning schedule. Agreed upon norms to facilitate effective planning have been established, which include venue, participation, and shared responsibility.

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

The school's teacher mentoring program will provide peer teachers/mentors for ongoing professional development, participate with field experience programs and internship programs from universities, and collaborate with the departments of Professional Development and Human Resources.

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

The school's teacher mentoring program/plan will include teacher collaboration to provide expertise and support to enhance instruction. Activities will include classroom observation and collaborative planning sessions.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school utilizes the District's Pacing Guides, which are aligned to the Language Arts Florida Standards, Mathematics Florida Standards, and Science Next Generation Sunshine State Standards. Teachers also utilize the item specifications across all content areas to plan and provide appropriate instruction for all standards. In addition, teachers utilize the state adopted core textbooks in English Language Arts and Mathematics, which are aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school utilizes relevant and current data from iReady Diagnostic Assessment, Interim Data, STAR, and Accelerated Reader, to set goals and create flexible student groups that are aligned to students' deficiencies in reading, mathematics, writing and science.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,820

Resources will be allocated to implement after school tutorial programs for targeted students. Teachers will incorporate WonderWorks, Go Math intervention materials, and instructional technology, such as iReady, for instruction and reinforcement.

Strategy Rationale

Student data indicate a need for additional support to increase learning time and student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mendieta, Giselle, gmendieta@dadeschools.net

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

Formative assessment data, which will be collected on a monthly basis, iReady data reports, and interim assessment data, will be analyzed by classroom teachers and members of the MTSS/RtI team (Villar, Mendieta, Crapp, Escandon,Stokes) in data chats to determine effectiveness and the need to modify instruction.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Treasure Island Elementary School conducts a two-hour Pre-Kindergarten orientation in kindergarten classrooms in the early spring of the year for incoming Pre-Kindergarten students from all VPKs that feed into our kindergarten. They participate in the class activities to become acquainted with the kindergarten classroom. In addition, a registration orientation for the parents of incoming Pre-Kindergarteners is held to familiarize them with requirements and procedures for the registration process.
The assessment tools utilized to determine student readiness rates include: the Phonological Literacy Inventory (P.E.L.I.); Devereaux Early Childhood Assessment (D.E.C.A.); Building Early Language and Literacy (B.E.L.L.); and the Houghton Mifflin Benchmark Assessment. The Pre-Kindergarten teacher is responsible for administering the assessment tools and implementing the strategies. Preschoolers who have been identified as having a low readiness rate receive focused, intensive instruction in their area(s) of weakness. Instructional strategies utilized to remediate the deficiencies include a variety of visual, kinesthetic and auditory activities, including puppetry, music and poetry. The Test of Phonological and Print Awareness Early Childhood Assessment is utilized to evaluate the effectiveness of the program. In addition, all incoming kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS). The first part is called ECHOS, or Early Childhood Observation System. This part of the screening test assesses where the child is in terms of the seven areas or domains of early childhood learning. These domains include: language and literacy, arts, physical development, science, mathematics, personal or social development, and social studies. The FLKRS results will be analyzed to identify potential targeted literacy skills.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   To increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support

G3.   Our STEM goal will be the integration of technology and engineering in with the areas of science and mathematics. We will also increase the number of STEM- related experience for the students. This will prepare our students to be college and career ready.

G4.   Parent Involvement "See Title 1 PIP"

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas 1a

🔍 G073954

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Teacher expertise, Title 1 funds, collaborative planning, Reading Coach, District Curriculum Support Specialists, After School tutoring program, STAR, Accelerated Reader,iReady,Imagine Learning, ELL tutoring program, MyON Reader, LAFS item specifications, McGraw-Hill Wonders, McGraw-Hill WonderWorks

- Collaborative planning, Math Coach, District Curriculum Support Specialists, iReady, Math Central, Discovery Education, Before/After School tutoring program, Go Math, Computer Labs

- District Pacing Guides, 2.0 FCAT Item Specifications, Year-at-a-Glance, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, GIZMOS

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and targeted instructional delivery aligned to the Science NGSSS and Florida Standards.

Plan to Monitor Progress Toward G1. 8

The leadership team will analyze performance data.

Person Responsible
Dalia Villar

Schedule
Quarterly, from 8/25/2015 to 6/9/2016

Evidence of Completion
Increasing in performance data

G2. To increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support 1a

🔑 G073955

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
One or More Suspensions	
Level 1 - All Grades	

Resources Available to Support the Goal 2

- School counselor, Reading and Math Coach, After school tutoring program, STAR, Accelerated Reader, iReady, Go Math, Computer Labs, Florida standards and item specifications

Targeted Barriers to Achieving the Goal 3

- Students have a limited exposure to reading activities and materials at home.

Plan to Monitor Progress Toward G2. 8

Instructional and literacy teams will monitor for progress by analyzing student data and progress.

Person Responsible
Dalia Villar

Schedule
Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion
District attendance and referral reports to monitor student progress

Dade - 5481 - Treasure Island Elem. School - 2015-16 SIP

Treasure Island Elementary School

G3. Our STEM goal will be the integration of technology and engineering in with the areas of science and mathematics. We will also increase the number of STEM- related experience for the students. This will prepare our students to be college and career ready. `1a`

Targets Supported `1b`   🔍 G073956

Indicator	Annual Target

Resources Available to Support the Goal `2`

- District STEM resources, Florida Standards curriculum, NGSSS standards, Discovery Education, field trips

Targeted Barriers to Achieving the Goal `3`

- Students have limited opportunities to explore a variety of science, technology, engineering and mathematics topics.

Plan to Monitor Progress Toward G3. `8`

The district interim assessment data will be monitor for progress toward meeting the goal.

Person Responsible

Dalia Villar

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Performance data

G4. Parent Involvement "See Title 1 PIP" `1a`

Targets Supported `1b`   🔍 G073957

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas `1`

🔑 G073954

G1.B1 There is limited evidence of effective planning and targeted instructional delivery aligned to the Science NGSSS and Florida Standards. `2`

🔑 B193137

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses of identify clear and accessible future instructional paths. `4`

🔑 S204649

Strategy Rationale

If teachers plan and deliver effective instruction then there will be an increase in student data and achievement.

Action Step 1 `5`

We will provide professional development on unwrapping the Florida standards using the pacing guides, item specifications, and assessment items that will assist with increasing the knowledge of using the components of the Gradual Release Model through planning.

Person Responsible

Tiffany Crapp

Schedule

Monthly, from 10/14/2015 to 3/18/2016

Evidence of Completion

PD sign-in sheet, agenda and deliverables

Action Step 2 5

Utilize relevant and current data to set goals and create flexible student groups that are aligned to students' deficiencies and target needs.

Person Responsible

Antonio Escandon

Schedule

Every 3 Weeks, from 10/5/2015 to 3/18/2016

Evidence of Completion

meeting agenda, student grouping template and data reports

Action Step 3 5

Teachers will incorporate the use of interactive notebooks/journals that reflect authentic student work and rigorous outcomes.

Person Responsible

Susan Stokes

Schedule

Weekly, from 8/31/2015 to 3/18/2016

Evidence of Completion

student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will conduct classroom walkthroughs to monitor the fidelity of implementation of the skills and strategies learned during professional development.

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

walkthroughs,common planning agendas, lesson plans and coach log

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The leadership team will analyze data to monitor the effectiveness of instruction.

Person Responsible

Dalia Villar

Schedule

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

Evidence of Completion

Performance data

G2. To increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support `1`

G073955

G2.B2 Students have a limited exposure to reading activities and materials at home. `2`

B193143

G2.B2.S1 Provide students with intervention and enrichment opportunities as determined by data. `4`

S204655

Strategy Rationale

If teachers provide intervention and enrichment opportunities, then there will be an increase in student data and achievement.

Action Step 1 `5`

An after school tutorial/intervention program will be established to address students' area of need.

Person Responsible

Giselle Mendieta

Schedule

Weekly, from 10/27/2015 to 3/17/2016

Evidence of Completion

student work samples, iReady reports and assessment data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Instructional leadership and school support teams will monitor student progress by analyzing data, reports and student work samples.

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 10/27/2015 to 3/17/2016

Evidence of Completion

student work samples, iReady reports and assessment data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Instructional leadership and school support teams will monitor for effectiveness by analyzing assessment data, reports and student work samples.

Person Responsible

Dalia Villar

Schedule

Monthly, from 11/3/2015 to 3/30/2016

Evidence of Completion

assessment data, iReady reports and student work samples

G2.B2.S2 Students will be given opportunities and strategies to learn how to stay healthy to improve daily attendance. 4

Strategy Rationale

S204656

If students are given strategies to stay healthy, then the students attendance will improve.

Action Step 1 5

Students are provided a free breakfast daily in the cafeteria. In addition, students will be referred to the on-site health clinic for treatment and health education provided by a registered nurse.

Person Responsible

Giselle Mendieta

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

daily breakfast report, clinic log and attendance log

Action Step 2 5

A reward system, which consists of the Jennifer Beth Turken Heart award, perfect attendance awards and the "Student of the Month" program, will be established to recognize students who have perfect attendance and who exhibit the IB-PYP attitudes. A "Traveling Trophy" will be given to the homeroom with the highest attendance for the week.

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

teacher referrals, student of the month log and district attendance report

Action Step 3 `5`

Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee.

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion

daily attendance reports and district monthly attendance reports

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Instructional and literacy leadership teams will monitor for the timely and consistent implementation of the Jennifer Beth Turken Heart Award, Perfect Attendance and Student of the month programs.

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

student of the month logs and district attendance reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Instructional and literacy teams will analyze attendance reports to ensure that students are being recognized appropriately.

Person Responsible

Dalia Villar

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

district attendance reports and school attendance rate will increase

G2.B2.S3 Students will be provided with counseling to develop an understanding of the student code of conduct. 4

Strategy Rationale

S204657

If the students are given conflict resolution strategies, then the students conduct will improve.

Action Step 1 5

Our school counselor will conduct small and whole group guidance counseling, incorporating the IB-PYP attitudes, as a means of assisting students with conflict resolution. School counselor will provide group counseling to students who receive unsatisfactory grades on progress reports and report cards in order to meet academic and emotional needs.

Person Responsible

Giselle Mendieta

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

unsatisfactory reports, counselor logs and district referral reports

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Leadership team will monitor student progress by analyzing student referral data

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

district referral reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Leadership team will analyze data to ensure that the incidents of conflict are being reduced.

Person Responsible

Dalia Villar

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

district referral reports

G3. Our STEM goal will be the integration of technology and engineering in with the areas of science and mathematics. We will also increase the number of STEM- related experience for the students. This will prepare our students to be college and career ready. `1`

🔑 G073956

G3.B1 Students have limited opportunities to explore a variety of science, technology, engineering and mathematics topics. `2`

🔑 B193145

G3.B1.S1 Utilize research-based focus lessons that integrate the components of STEM with the NGSSS Science Standards. `4`

🔑 S204659

Strategy Rationale

If the teachers integrate STEM activities, then there will be an increase in student involvement of STEM lessons and activities.

Action Step 1 `5`

Establish a plan for the implementation of a school site science fair and for the participation in STEM field trips.

Person Responsible

Susan Stokes

Schedule

On 12/4/2015

Evidence of Completion

student science projects and schedule field trips

Action Step 2 `5`

Provide district STEM lessons and activities to include innovative laboratory experiences and classroom projects that engage our students and emphasize peer collaboration.

Person Responsible

Susan Stokes

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

lesson plans, student projects and laboratory reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Instruction and Literacy leadership teams will review science fair projects, project designs and student reflections.

Person Responsible

Giselle Mendieta

Schedule

Monthly, from 10/14/2015 to 12/4/2015

Evidence of Completion

student project and student reflections

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Instructional and Literacy leadership teams will monitor progress by analyzing district science interim assessment data.

Person Responsible

Giselle Mendieta

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Performance data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	We will provide professional development on unwrapping the Florida standards using the pacing guides, item specifications, and assessment items that will assist with increasing the knowledge of using the components of the Gradual Release Model through planning.	Crapp, Tiffany	10/14/2015	PD sign-in sheet, agenda and deliverables	3/18/2016 monthly
G2.B2.S1.A1	An after school tutorial/intervention program will be established to address students' area of need.	Mendieta, Giselle	10/27/2015	student work samples, iReady reports and assessment data	3/17/2016 weekly
G2.B2.S2.A1	Students are provided a free breakfast daily in the cafeteria. In addition, students will be referred to the on-site health clinic for treatment and health education provided by a registered nurse.	Mendieta, Giselle	8/24/2015	daily breakfast report, clinic log and attendance log	6/9/2016 daily
G2.B2.S3.A1	Our school counselor will conduct small and whole group guidance counseling, incorporating the IB-PYP attitudes, as a means of assisting students with conflict resolution. School counselor will provide group counseling to students who receive unsatisfactory grades on progress reports and report cards in order to meet academic and emotional needs.	Mendieta, Giselle	9/1/2015	unsatisfactory reports, counselor logs and district referral reports	6/9/2016 weekly
G3.B1.S1.A1	Establish a plan for the implementation of a school site science fair and for the participation in STEM field trips.	Stokes, Susan	10/14/2015	student science projects and schedule field trips	12/4/2015 one-time
G1.B1.S1.A2	Utilize relevant and current data to set goals and create flexible student groups that are aligned to students' deficiencies and target needs.	Escandon, Antonio	10/5/2015	meeting agenda, student grouping template and data reports	3/18/2016 every-3-weeks
G2.B2.S2.A2	A reward system, which consists of the Jennifer Beth Turken Heart award, perfect attendance awards and the "Student of the Month" program, will be established to recognize students who have perfect attendance and who exhibit the IB-PYP attitudes. A "Traveling Trophy" will be given to the homeroom with the highest attendance for the week.	Mendieta, Giselle	9/1/2015	teacher referrals, student of the month log and district attendance report	6/9/2016 monthly
G3.B1.S1.A2	Provide district STEM lessons and activities to include innovative laboratory experiences and classroom projects that engage our students and emphasize peer collaboration.	Stokes, Susan	9/1/2015	lesson plans, student projects and laboratory reports	6/9/2016 weekly
G1.B1.S1.A3	Teachers will incorporate the use of interactive notebooks/journals that reflect authentic student work and rigorous outcomes.	Stokes, Susan	8/31/2015	student work samples	3/18/2016 weekly
G2.B2.S2.A3	Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee.	Mendieta, Giselle	9/2/2015	daily attendance reports and district monthly attendance reports	6/9/2016 monthly
G1.MA1	The leadership team will analyze performance data.	Villar, Dalia	8/25/2015	Increasing in performance data	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	The leadership team will analyze data to monitor the effectiveness of instruction.	Villar, Dalia	9/7/2015	Performance data	6/9/2016 monthly
G1.B1.S1.MA1	The leadership team will conduct classroom walkthroughs to monitor the fidelity of implementation of the skills and strategies learned during professional development.	Mendieta, Giselle	8/24/2015	walkthroughs,common planning agendas, lesson plans and coach log	6/9/2016 monthly
G2.MA1	Instructional and literacy teams will monitor for progress by analyzing student data and progress.	Villar, Dalia	8/25/2014	District attendance and referral reports to monitor student progress	6/5/2015 monthly
G2.B2.S1.MA1	Instructional leadership and school support teams will monitor for effectiveness by analyzing assessment data, reports and student work samples.	Villar, Dalia	11/3/2015	assessment data, iReady reports and student work samples	3/30/2016 monthly
G2.B2.S1.MA1	Instructional leadership and school support teams will monitor student progress by analyzing data, reports and student work samples.	Mendieta, Giselle	10/27/2015	student work samples, iReady reports and assessment data	3/17/2016 monthly
G2.B2.S2.MA1	Instructional and literacy teams will analyze attendance reports to ensure that students are being recognized appropriately.	Villar, Dalia	8/25/2014	district attendance reports and school attendance rate will increase	6/5/2015 monthly
G2.B2.S2.MA1	Instructional and literacy leadership teams will monitor for the timely and consistent implementation of the Jennifer Beth Turken Heart Award, Perfect Attendance and Student of the month programs.	Mendieta, Giselle	9/1/2015	student of the month logs and district attendance reports	6/9/2016 monthly
G2.B2.S3.MA1	Leadership team will analyze data to ensure that the incidents of conflict are being reduced.	Villar, Dalia	9/1/2015	district referral reports	6/9/2016 monthly
G2.B2.S3.MA1	Leadership team will monitor student progress by analyzing student referral data	Mendieta, Giselle	9/1/2015	district referral reports	6/9/2016 monthly
G3.MA1	The district interim assessment data will be monitor for progress toward meeting the goal.	Villar, Dalia	8/25/2014	Performance data	6/5/2015 quarterly
G3.B1.S1.MA1	Instructional and Literacy leadership teams will monitor progress by analyzing district science interim assessment data.	Mendieta, Giselle	8/24/2015	Performance data	6/9/2016 quarterly
G3.B1.S1.MA1	Instruction and Literacy leadership teams will review science fair projects, project designs and student reflections.	Mendieta, Giselle	10/14/2015	student project and student reflections	12/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 There is limited evidence of effective planning and targeted instructional delivery aligned to the Science NGSSS and Florida Standards.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses of identify clear and accessible future instructional paths.

PD Opportunity 1

We will provide professional development on unwrapping the Florida standards using the pacing guides, item specifications, and assessment items that will assist with increasing the knowledge of using the components of the Gradual Release Model through planning.

Facilitator

Tiffany Crapp and Antonio Escandon

Participants

Teachers (K-5)

Schedule

Monthly, from 10/14/2015 to 3/18/2016

PD Opportunity 2

Teachers will incorporate the use of interactive notebooks/journals that reflect authentic student work and rigorous outcomes.

Facilitator

Susan Stokes

Participants

Teachers (K-5)

Schedule

Weekly, from 8/31/2015 to 3/18/2016

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Treasure Island Elementary School

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	We will provide professional development on unwrapping the Florida standards using the pacing guides, item specifications, and assessment items that will assist with increasing the knowledge of using the components of the Gradual Release Model through planning.				$0.00
2	G1.B1.S1.A2	Utilize relevant and current data to set goals and create flexible student groups that are aligned to students' deficiencies and target needs.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5481 - Treasure Island Elem. School			$500.00
			Notes: Accelerated Reader Books			
3	G1.B1.S1.A3	Teachers will incorporate the use of interactive notebooks/journals that reflect authentic student work and rigorous outcomes.				$0.00
4	G2.B2.S1.A1	An after school tutorial/intervention program will be established to address students' area of need.				$0.00
5	G2.B2.S2.A1	Students are provided a free breakfast daily in the cafeteria. In addition, students will be referred to the on-site health clinic for treatment and health education provided by a registered nurse.				$0.00
6	G2.B2.S2.A2	A reward system, which consists of the Jennifer Beth Turken Heart award, perfect attendance awards and the "Student of the Month" program, will be established to recognize students who have perfect attendance and who exhibit the IB-PYP attitudes. A "Traveling Trophy" will be given to the homeroom with the highest attendance for the week.				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5481 - Treasure Island Elem. School			$250.00
			Notes: Student Incentives			
7	G2.B2.S2.A3	Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee.				$0.00
8	G2.B2.S3.A1	Our school counselor will conduct small and whole group guidance counseling, incorporating the IB-PYP attitudes, as a means of assisting students with conflict resolution. School counselor will provide group counseling to students who receive unsatisfactory grades on progress reports and report cards in order to meet academic and emotional needs.				$0.00
9	G3.B1.S1.A1	Establish a plan for the implementation of a school site science fair and for the participation in STEM field trips.				$1,000.00

Dade - 5481 - Treasure Island Elem. School - 2015-16 SIP

Treasure Island Elementary School

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5481 - Treasure Island Elem. School			$1,000.00
10	G3.B1.S1.A2	**Provide district STEM lessons and activities to include innovative laboratory experiences and classroom projects that engage our students and emphasize peer collaboration.**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5481 - Treasure Island Elem. School			$250.00
			Notes: Science lab supplies, paper,ink, toner			
					Total:	**$2,000.00**