

Miami-Dade County Public Schools

North Twin Lakes Elementary School



2016-17 Schoolwide Improvement Plan

North Twin Lakes Elementary School

625 W 74TH PL, Hialeah, FL 33014

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	C

**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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Twin Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of North Twin Lakes Elementary Community School is to produce world-class learners by building a network of learning communities.

b. Provide the school's vision statement.

The vision of North Twin Lakes Elementary Community School is to guarantee that all students attain a solid foundation of knowledge and skills needed to succeed in secondary education and to compete in the global economy.

2. School Environment

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

Students are encouraged to share their culture and/or cultural values at key times during the school year. Activities occur throughout the year beginning with "getting to know you" activities, such as: All About Me posters, Acrostic poems, personal essays, interest surveys, and family tree projects. During October, Hispanic Heritage is celebrated school-wide through classroom activities, projects, and performances. In February, similar activities are held celebrating Black History. Traditional American holidays are taught and observed throughout the year emphasizing cultural diversity.

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

North Twin Lakes Elementary creates a safe and welcoming environment by implementing a closed-campus policy which requires all visitors to sign in and present proper identification before gaining access to the premises. Arrival at school occurs through a single entry point located at West 74th Place. Upon entry students are directed and monitored at their designated waiting area. Dismissal occurs through three designated areas depending on the method of transportation and grade level. Safety Patrols play an instrumental role in observing movement throughout the building at key times during the school day. All teachers assist in the dismissal process. Security personnel are always visible, adult supervision is always provided, and faculty/staff have received proper training on how to alert administration if they see suspicious activity. Safety and injury prevention measures are also in place during all physical education activities.

North Twin Lakes Elementary fosters an environment where students feel respected due to the implementation of anti-bullying policies. Additionally, students are encouraged to communicate with adults regarding conflicts with other students. Model student behavior is promoted through the school-adopted District campaign, "Values Matter."

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

The behavioral management plan in place at North Twin Lakes Elementary aims at minimizing distractions in order to keep students engaged during instructional time by providing clear

expectations for their behavior. The school counselor and assistant principal conduct a "Code of Student Conduct" assembly for all students within the first quarter of the school year highlighting "Values Matter" and exemplary behavioral standards expected of our students. Students are also introduced to the "Do the Right Thing" program which shines a light on students surpassing standard expectations. The disciplinary protocol in effect at North Twin Lakes Elementary is directly aligned with the "Student Code of Conduct." Behavioral expectations are made clear to all students, and disciplinary strategies are fair and consistent.

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

North Twin Lakes Elementary ensures the social-emotional needs of all students are being met by providing access to the school counselor as needed and educating students on the Code of Student Conduct. The school district's protocol for identifying, investigating, and addressing bullying is in place. When deemed necessary, students and their parents are referred to Miami-Dade County Public Schools Student Services- approved community agencies and/or the School Social Worker.

3. Early Warning Systems

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

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

North Twin Lakes Elementary employs ongoing monitoring of reports and teacher feedback as an early warning system for students. Reports are monitored on a daily, weekly, monthly, or quarterly basis include attendance reports, suspension reports, interim progress reports, and report cards. Such reports are monitored for the following indicators:

- Attendance below 90 percent (excused or due to suspension)
- One or more suspensions (indoor or outdoor)
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students who are not proficient in reading by Grade 3
- Students who are retained

Students identified as in need of intervention and/or assistance through the early warning system are referred to the appropriate services, department, or personnel for assistance.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	2	5	2	0	5	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	4	16	4	15	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	8	13	12	24	41	0	0	0	0	0	0	0	98

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	3	14	11	21	0	0	0	0	0	0	0	53

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

- Referral to the school's Attendance Committee
- Referral to student services, School Counselor, or School Social Worker
- Additional 30 minutes of reading daily (small group, intervention)
- Title III funded tutoring for English Language Learners
- Referral to the Response to Intervention process
- Referral to the Multidisciplinary Team

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313822>.

2. Description

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

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

North Twin Lakes Elementary builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through the following:

- Inviting the local community to school events.
- Inviting the local community to the school's Educational Excellence School Advisory Committee meetings.
- Informing the local community of how the school utilizes their donation/contributions and/or support for the school.
- Patronizing local businesses (supplies, materials, student incentives, etc).

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Fernandez, Jose R.	Principal
Gonzalez, Victor	School Counselor
Delgado, Arelys	Teacher, K-12
Garcia, Aline	Teacher, K-12
Mendez, Laura	Teacher, K-12
Sobrino, Annia	Teacher, K-12
Capiro, Marisol	Teacher, K-12
Horta, Yalitze	Teacher, K-12
Gomez, Evelyn	Teacher, K-12
Saavedra, Vielka	Teacher, PreK
Marrero, Aisha	Assistant Principal
Siblesz, Isabel	Assistant Principal
Paradoa, Marlen	Instructional Coach

b. Duties

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

The MTSS/Rtl Leadership Team is composed of key educators who consistently analyze data to drive the instructional program. The team focuses on student achievement, school safety, school culture, literacy, attendance, and most importantly, the increase of student achievement through prescriptive intervention programs. MTSS/Rtl is a general education initiative in which the levels of support are allocated in direct proportion to student needs with a focus on supplemental and intensive interventions. North Twin Lakes Elementary School's instructional leaders share in the decision making in the following capacities:

Jose R. Fernandez, Principal, ensures that faculty is aware of MTSS/Rtl through creating continuous professional development opportunities, adjusting the allocation of school resources as needed, holding leadership team meetings on a regular basis, conducting on-going data chats with teachers, gathering and analyzing data related to student achievement, conducting needs assessments, improving technology in the building, conducting walkthroughs on a ongoing basis, and communicating regularly with staff members.

Aisha Marrero, Assistant Principal, assists in analyzing data for use of intervention and academic needs for Pre-Kindergarten (Pre-K) through Third grades, conducting walkthroughs on an ongoing basis, holding regular meetings with grade level chairpersons, supervising the Rtl process, providing support and setting expectations, ensuring fidelity to the academic programs, and interventions, supervising SPED and ensuring ELL, Title I and Title III Compliance.

Isabel Siblesz, Assistant Principal, assists in analyzing data for use of intervention and academic enrichment needs for Fourth and Fifth grades, conducting walkthroughs on a ongoing basis, holding regular meetings with grade level chairpersons, supervising the Rtl process, providing support and setting expectations, and ensuring fidelity to the academic programs, protocols, and interventions.

Lourdes Nuñez, Instructional Coach, actively participates in MTSS-Rtl meetings, collects data and

analyzes information to construct a focus plan to improve student achievement, assists in developing intervention programs in Reading, Language Arts, Mathematics, and Science, and assists in monitoring progress towards SIP goals.

Victor Gonzalez, Counselor, participates in MTSS/Rtl meetings, monitors student attendance/tardiness and academic progress, assists with health screening programs, provides support to students and families.

Vielka Saavedra, Pre-K Chairperson, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, and monitoring student achievement.

Arelys Delgado, Kindergarten, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Annia Sobrino, First Grade, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Aline Garcia, Second Grade, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Linda Williams, Third Grade, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Laura Mendez, Fourth Grade, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Marlene Vazquez, Fifth Grade, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Evelyn Gomez, ESOL and Special Areas, actively participates in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

The MTSS/Rtl Leadership Team meets monthly for the purpose of monitoring/assigning responsibilities, discussing student data trends, disseminating information for grade level/department chairpersons to share with those they lead, and shared decision making.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's MTSS/Rtl Leadership Team will meet monthly to confer regarding the following activities: Analyze data such as Thinkgate and PMRN reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and/or Professional Learning Communities and resources necessary to carry out effective interventions. The team will also collaborate regularly, resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team will also support the process of building consensus, increasing communications, and managing decisions about implementation. More specifically the roles and responsibilities are as follows: Principal, Assistant Principal, and Instructional Coach: Provide a common vision for the use of data based decision making to include Access for ELL 2.0 and District Interim Assessments; establish that the school-based team is implementing MTSS/Rtl; conduct assessments of MTSS/Rtl skills; ensure implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/Rtl implementation; and communicate with parents regarding school-based MTSS/Rtl plans and activities. They consult all stakeholders to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team processes and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen as part of the School Improvement Plan. Student Service Personnel: Offer quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions in addition to providing interventions. Student service personnel will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Title I, Part A

Services are provided to ensure that students who require additional remediation are met through the after-school tutorial programs and intervention sessions. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Facilitators develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student needs while working with district personnel to provide evidence-based intervention strategies. The Curriculum Facilitators also assist with whole school screening programs that provide early intervening services for students to be considered "at risk". They assist in the design and implementation for progress monitoring, data collection, and data analysis. These highly qualified leaders participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial Programs 2nd. -5 (\$8,300.00 ELL Grant).
- Parent outreach activities (PK-5)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ELL and content area teachers (PK-5)
- ELL student participation in citizenship mentoring/acclulturation provided by the Close Up for new Americans Program (PK-5)
- Reading and supplementary instructional materials (PK-5)
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (PK-5)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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.
- The District Homeless Student Liaison and school counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The counselor is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and elementary counselor.
- Training and technical assistance for elementary teachers, administrators, and counselor is also a component of this program. The counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; schedule the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yoanne Viciado	Business/Community
Linda Williams	Teacher
Victor Gonzalez	Education Support Employee
Jalitze Horta	Teacher
Alejandro Melendez	Teacher
Jennifer Ramirez	Parent
Jose R. Fernandez	Principal
Daniel Ramirez	Parent
Zoe Prieto	Business/Community
Maria Perez-Pons	Education Support Employee
Gladys Di Zeo	Education Support Employee
Isabel Siblesz	Principal
Annia Sobrino	Teacher
Cecilia Llerena	Teacher
Aliozka Alonso	Teacher
Cynthia Mirabal	Education Support Employee
Loammi Figueredo	Parent
Francis Rivera	Parent
Heather T. Murphy	Parent
Yamilka Chamizo-Martinez	Parent
Anna Lopez	Parent
Miguel Garcia	Parent
Daniel Gonzalez	Student
Celina Romero	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

At the last SAC Meeting of the 2015 - 2016 school year, which took place in May, the School Improvement Plan (SIP) for 2015 -2016 was reviewed and evaluated for effectiveness. Ineffective or excessive strategies were identified and noted and suggestions were accepted for the 2016 - 2017 school year.

b. Development of this school improvement plan

Ineffective or excessive strategies identified and noted by the SAC during the last meeting of the 2015 - 2016 school year as well as suggestions were considered in the development of the 2016 - 2017 SIP draft. At the first SAC meeting of the 2016 -2017 school year, the SAC was presented with the draft SIP for approval.

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

For the 2016 - 2017 school year, the SAC will present its budget at the second SAC meeting of the school year. A request will be made for the full amount to be used for the purchase of incentives for students and curriculum support materials.

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

North Twin Lakes Elementary ESSAC spent \$2,999.00 on student incentives.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Fernandez, Jose R.	Principal
Marrero, Aisha	Assistant Principal
Gonzalez, Victor	School Counselor
Siblesz, Isabel	Assistant Principal
Nunez, Lourdes	Instructional Coach

b. Duties

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

The LLT encourages and assists teachers in establishing monthly classroom reading goals and encouraging students to participate in several reading activities including: book clubs, literacy clubs, book fairs, reading promotion campaigns, Accelerated Reader, and reading contests. The LLT also assists teachers in planning collaboratively with the school's Media Specialist and scheduling regular visits to the Media Center for the purpose of instruction and checking out library materials. In addition, the LLT identifies possible programs, materials, and/or personnel to provide the best learning environment for the students in the lowest twenty-five percentile ranking in reading in each grade level.

D. Public and Collaborative Teaching

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

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

Positive working relationships between teachers, including collaborative planning and instruction are encouraged by:

- Providing common planning time.
- Ensuring teachers receive their contractual planning time weekly.
- Encouraging teachers to present/share experiences and best practices with colleagues during teacher planning days or grade level/faculty meetings.

- Providing onsite professional development sessions and Professional Learning Communities.
- Arranging for teachers who request to observe their colleagues deliver a lesson.
- Encouraging teachers to participate in conferences, learning/teaching showcases, and partnerships such as Teacher Fellows.
- Conducting ice breakers during professional development activities - small group activities.

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

Collaboration and cohesiveness are encouraged among the faculty and staff. Common planning times are scheduled to facilitate this. Professional development activities and Professional Learning Communities are provided onsite for the faculty. Attendance and representation at annual teacher recruitment fairs, as arranged by the school district, will provide an opportunity to showcase these practices in addition to sharing the school's vision and mission, academic programs, and its dedicated staff to aspiring teachers. The Principal, Assistant Principals, and Professional Development Liaison oversee these strategies. The Assistant Principals also monitor certification reports and communicate with the MDCPS Certification Department to ensure all teachers are in compliance.

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

There is one beginning teacher this school year. Ms. Kristine Estevez has been paired with Ms. Laura Mendez who is a 4th grade teacher. Ms. Mendez is mentoring Ms. Estevez. The principal supports mentee/mentor relationships by contributing professional leave days as needed for mentees and mentors to observe each other's instructional delivery and conduct structured discussions and critiques. The mentor/mentee work collaboratively and prepare instructional lessons that are academically challenging.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

North Twin Lakes Elementary follows the district pacing guide in order to ensure all instructional programs are aligned to Florida Standards. Instructional staff utilizes Florida Standards in all subjects, item specifications, and utilizes text source for collaborative planning and instructional delivery. Moreover, the administrators conduct daily classroom walkthroughs to support instructional staff. In addition, a needs assessment survey for professional developments will take place throughout the year as needed.

b. Instructional Strategies

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

North Twin Lakes Elementary has data chats with all grade levels in order to analyze the data and student progress. After each interim assessment, teachers rearrange groups as needed. Students are provided specific instructions in the areas where sufficient progress was not made. Also, students making progress are given enrichment material in order to continue making progress. Small group

instruction and Differentiated Instructional strategies are implemented to improve student achievement. In addition, data is utilized to develop intervention strategies and provide the most appropriate method of instructional delivery to increase student achievement.

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

Strategy: After School Program

Minutes added to school year: 2,400

Due to North Twin Lakes Elementary School's large ELL population, tutoring programs are offered before and after schools for ELL students, as well as homework assistance to our lowest 25 percentile.

Strategy Rationale

Data and the large ELL population shows a need to provide before and after-school tutoring for ELL students. These programs also benefit students who need to strengthen their academic skills in the areas of reading and math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Jose R., pr3981@dadeschools.net

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

Student performance data is collected as follows and analyzed for effectiveness of strategies during data chats following each assessment:

- At the beginning of the school year through administration of the iReady diagnostic.
- In the winter through the use of the iReady mid-year diagnostic.
- In the Spring through the iReady end-of-year diagnostic.
- In the Spring through the use of the Florida Standards Assessment (FSA) English Language Arts (ELA) and Mathematics Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At the end of each school year, in the month of June, Pre-Kindergarten and Kindergarten orientations are held at the school. These orientations are advertised throughout the school and community. The main purpose for these orientations is to inform parents on how they can prepare their child for the upcoming school year. Such preparations include, materials, school rules and policies, as well as activities parents can conduct at home in preparation for their child's entry into Pre-K or Kindergarten. In addition, a back to school school-wide orientation is conducted the Saturday before school opens as a way to assist students with the transition to the next grade level. Open House is held during the month of September once the current school year is underway.

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. FLKRS will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G088250

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Lack of evidence in planning for differentiated instruction using iReady data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math - GO Math series, District Pacing Guides, FSA Item Specs, Instructional Coach, Computers, Reflex Math, Smartboards, Promethean Boards, iReady, Data Chats
- Science - Scott Foresman Science series with science kits, District Pacing Guides, NGSSS Item Specs, Smartboards, Promethean Boards, Science Camp, Computers, Data Chats
- Reading- Reading Wonders Reading Series, WonderWorks, District Pacing Guides, FSA Item Specs, FSA Writing Rubric, Reading Coach to provide professional development and supplemental materials addressing the writing componet and DI grouping, computers, Smartboards, Promethean Boards, iReady, Data

Plan to Monitor Progress Toward G1. 8

Monitor for progress:
iReady scores

Person Responsible

Lourdes Nunez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion


Improvement in these categories reflected on the: iReady reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas then student achievement will improve. **1**

 G088250

G1.B1 Lack of evidence in planning for differentiated instruction using iReady data. **2**

 B234657

G1.B1.S1 There is a need to increase intervention strategies to address low performing students. Classroom teachers will use iReady with fidelity and plan instruction based on student needs. Students will be grouped according to their instructional profile for interventions. **4**

 S247379

Strategy Rationale

The use of iReady and intervention strategies would improve student achievement.

Action Step 1 **5**

Utilize instructional coach and other support staff to assist in providing interventions. Professional development will be provided to assist with the understanding on how to read and understand iReady data reports.

Person Responsible

Lourdes Nunez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

iReady data, roster of attendance for all students in intervention groups

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

Academic improvement will be monitored by the classroom teacher per skill assessments. Data chats will be conducted to ensure that teachers are planning according to state standards and data provided by iReady reports.

Person Responsible

Isabel Siblesz

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

iReady reports will be generated to assess skill development.

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

ELL strategies will be reviewed with instructional staff as needed.

Person Responsible

Evelyn Gomez

Schedule

Quarterly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Attendance rosters will be utilized to demonstrate evidence of individuals receiving ELL training.

G1.B1.S2 There is a need to disaggregate iReady data to create small instructional groups and provide targeted instruction using Triumph Learning resources. 4

S247380

Strategy Rationale

The use of iReady data to create small group instruction will improve student achievement.

Action Step 1 5

Classroom Teachers will learn to disaggregate iReady data to drive targeted instruction.

Person Responsible

Jose R. Fernandez

Schedule

On 9/21/2016

Evidence of Completion

Attendance roster, agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs will be conducted to ensure fidelity of implementation.

Person Responsible

Jose R. Fernandez

Schedule

Weekly, from 9/22/2016 to 6/8/2017

Evidence of Completion

Feedback pertaining to informal walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Formal observations will be conducted to ensure instructional effectiveness.

Person Responsible

Jose R. Fernandez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Formal evaluations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 A322209	Classroom Teachers will learn to disaggregate iReady data to drive targeted instruction.	Fernandez, Jose R.	9/21/2016	Attendance roster, agenda	9/21/2016 one-time
G1.MA1 M335289	Monitor for progress: iReady scores	Nunez, Lourdes	8/22/2016	Improvement in these categories reflected on the: iReady reports	6/8/2017 monthly
G1.B1.S1.MA1 M335285	ELL strategies will be reviewed with instructional staff as needed.	Gomez, Evelyn	8/30/2016	Attendance rosters will be utilized to demonstrate evidence of individuals receiving ELL training.	6/8/2017 quarterly
G1.B1.S1.MA1 M335286	Academic improvement will be monitored by the classroom teacher per skill assessments. Data chats...	Siblesz, Isabel	8/22/2016	iReady reports will be generated to assess skill development.	6/8/2017 quarterly
G1.B1.S1.A1 A322208	Utilize instructional coach and other support staff to assist in providing interventions....	Nunez, Lourdes	8/22/2016	IReady data, roster of attendance for all students in intervention groups	6/8/2017 monthly
G1.B1.S2.MA1 M335287	Formal observations will be conducted to ensure instructional effectiveness.	Fernandez, Jose R.	8/22/2016	Formal evaluations	6/8/2017 monthly
G1.B1.S2.MA1 M335288	Classroom walkthroughs will be conducted to ensure fidelity of implementation.	Fernandez, Jose R.	9/22/2016	Feedback pertaining to informal walkthroughs.	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of evidence in planning for differentiated instruction using iReady data.

G1.B1.S1 There is a need to increase intervention strategies to address low performing students. Classroom teachers will use iReady with fidelity and plan instruction based on student needs. Students will be grouped according to their instructional profile for interventions.

PD Opportunity 1

Utilize instructional coach and other support staff to assist in providing interventions. Professional development will be provided to assist with the understanding on how to read and understand iReady data reports.

Facilitator

Danielle Villone

Participants

Classroom Teachers, Instructional Coach, and Counselor

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B1.S2 There is a need to disaggregate iReady data to create small instructional groups and provide targeted instruction using Triumph Learning resources.

PD Opportunity 1

Classroom Teachers will learn to disaggregate iReady data to drive targeted instruction.

Facilitator

Jorge Garcia and Danielle Villone

Participants

Classroom Teachers, Instructional Coach, and Counselor

Schedule

On 9/21/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Utilize instructional coach and other support staff to assist in providing interventions. Professional development will be provided to assist with the understanding on how to read and understand iReady data reports.	\$0.00
2	G1.B1.S2.A1	Classroom Teachers will learn to disaggregate iReady data to drive targeted instruction.	\$0.00
Total:			\$0.00