Twin Lakes Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Twin Lakes Elementary School

6735 W 5TH PL, Hialeah, FL 33012

http://tles.dadeschools.net/

Demographics

Principal: Anita Marti C

Start Date for this Principal: 7/15/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (57%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Twin Lakes Elementary School

6735 W 5TH PL, Hialeah, FL 33012

http://tles.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

WE PROVIDE THE HIGHEST QUALITY EDUCATION SO THAT ALL OF OUR STUDENTS ARE EMPOWERED TO LEAD PRODUCTIVE AND FULFILLING LIVES AS LIFELONG LEARNERS AND RESPONSIBLE CITIZENS.

Provide the school's vision statement.

WE ARE COMMITTED TO PROVIDING EDUCATIONAL EXCELLENCE FOR ALL.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Bernal Pino, Ivette	Principal	Oversees school operations and curriculum delivery and engagement throughout the school.
Rodriguez, Jillian	ELL Compliance Specialist	Oversees ELL Compliance throughout the school.
Robles, Ileana	Assistant Principal	Assist the principal with school operations and curriculum delivery.
Torres, Martha	Math Coach	Support the Mathematics Curriculum
Vazquez, Zorilyn	Teacher, ESE	ESE Chairperson / LEA. Meet with parents of students in the ESE program, assist ESE teachers with curriculum implementation, assist administration on
Bahamonde, Beatriz	Science Coach	Teacher and Science Liaison. Supports the Science curriculum school-wide,

Demographic Information

Principal start date
Thursday 7/15/2010, Anita Marti C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

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

12

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

278

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

0

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	46	32	53	60	53	0	0	0	0	0	0	0	276
Attendance below 90 percent	4	4	3	4	3	3	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	8	10	5	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	4	10	6	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	11	17	25	13	15	0	0	0	0	0	0	0	81

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	7	6	0	0	0	0	0	0	0	18

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	49	40	58	65	56	70	0	0	0	0	0	0	0	338
Attendance below 90 percent	5	3	4	3	3	3	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	12	5	5	0	0	0	0	0	0	0	29
Course failure in Math	0	0	2	12	6	7	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	9	6	7	0	0	0	0	0	0	0	25

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	62%	57%	66%	62%	56%
ELA Learning Gains				64%	62%	58%	64%	62%	55%
ELA Lowest 25th Percentile				47%	58%	53%	40%	59%	48%
Math Achievement				67%	69%	63%	64%	69%	62%
Math Learning Gains				65%	66%	62%	53%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	36%	55%	47%
Science Achievement				64%	55%	53%	75%	58%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	60%	7%	58%	9%
Cohort Comparison						
04	2021					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-67%				
05	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	67%	-6%	62%	-1%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-61%				
05	2021					
	2019	65%	65%	0%	60%	5%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The i-Ready Data was used for progress-monitoring in grades Kindergarten to Fifth for English Language Arts and Mathematics. The Science Mid-Year Assessment was used for progress monitoring in 5th grade science. .

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.8	28.1	46.9
	Economically Disadvantaged	10.3	20.7	41.4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	22.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.1	25.0	37.5
	Economically Disadvantaged	24.1	17.2	31.0
	Students With Disabilities	0	0	0
	English Language Learners	22.2	11.1	11.1

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.4	54.4	55.3
	Economically Disadvantaged	33.3	50.0	51.4
	Students With Disabilities	20.0	40.0	40.0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.7	35.4	59.6
	Economically Disadvantaged	11.1	36.1	60.
	Students With Disabilities	20.0	20.0	40.0
	English Language Learners	0	0	0

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.2	60.7	77.0
	Economically Disadvantaged	35.4	57.4	74.5
	Students With Disabilities	18.2	36.4	45.5
	English Language Learners	20.0	33.3	63.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.8	44.3	61.3
	Economically Disadvantaged	20.8	42.6	58.3
	Students With Disabilities	9.1	27.3	36.4
	English Language Learners	0	23.3	46.7

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	40.0	50.0	53.3
	Economically Disadvantaged	33.3	42.9	50.0
	Students With Disabilities	0	11.1	11.1
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	24.5	28.0	46.8
	Economically Disadvantaged	22.0	23.8	42.5
	Students With Disabilities	0	11.1	11.1
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	37.5	45.3	47.6
	Economically Disadvantaged	36.2	41.4	45.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	31.3	42.2	45.3
	Economically Disadvantaged	27.6	37.9	41.4
	Students With Disabilities	7.7	23.1	23.1
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	0	22.0	0
	Economically Disadvantaged	0	23.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	21		22	7		15				
ELL	58	55		41	23		43				
HSP	56	53	21	38	25	7	44				
FRL	52	50	15	32	23	7	43				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	47	45	40	50	43	35				
ELL	69	66	48	69	69	59	61				
HSP	70	66	50	68	67	56	66				
FRL	67	63	42	64	63	58	60				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	36	20	31	25	11	36				
ELL	55	55	36	53	47	31	44				
HSP	67	64	37	64	53	37	74				
FRL	66	63	41	65	55	39	75				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

2019 Data Findings.
In ELA, ELL students achievement increased by 14 percentage points.
In ELA, the achievement of students in the Lowest 25% increased by 7 percentage points.

2021 Data Findings:
In ELA, 52% of third grade students scored at proficiency (Levels 3-5).
In ELA, 47% of fourth grade students scored at proficiency (Levels 3-5).
In ELA, 50% of fifth grade students scored at proficiency (Levels 3-5).

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

2019 Data Findings:
In Third grade Math, students scored 5 percentage points less than the District average and 1 percentage point less than the State average.
In ELA, students in the Lowest 25% scored 10 percentage points less than the District and 6 percentage points less than the State average.

2021 Data Findings:
In Math, 44% of third grade students scored at proficiency (Levels 3-5).
In Math, 26% of fourth grade students scored at proficiency (Levels 3-5).
In Math, 31% of fifth grade students scored at proficiency (Levels 3-5).

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

2019 Data Findings:
For the last three years, we have been focused on implementing Differentiated Instruction in all classrooms. We will continue to support this along with Data Driven Instruction to help meet the needs of our lowest 25% subgroup. We will also develop teachers using strategies that focus on intervention for lower performing students to help them access grade-level content.

2021 Data Findings:
For the last three years, we have been focused on implementing Differentiated Instruction in all classrooms. We will continue to support this along with Data Driven Instruction to help meet the needs of our lowest 25% subgroup. We will also develop teachers using strategies that focus on intervention for lower performing students to help them access grade-level content. Finally, we will provide students with the opportunity to participate in afterschool tutoring and interventions, Saturday Academy and special camps.

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

2019 Data Findings:
In Math, ELL student achievement increased by 16 percentage points
In Math, the achievement of students in the lowest 25% increased by 19 percentage points

2021 Data Findings:
In ELA, based off progress monitoring reports showed the greatest improvement for 3rd grade ED students with an increase of 39.1 percentage points.

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

2019 Data Findings:
ELL students were provided with before-school tutoring, Saturday Academy opportunity, Differentiated Instruction, and small-group intervention.

2021 Data Findings:
ED students were provided with before-school tutoring, Saturday Academy opportunity, Differentiated Instruction, and small-group intervention.

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

Celebrate Success, Extra-curricular Programing, Communicate with Stakeholders, Effective use of School and District Support Personnel, Empower Teachers and Staff, Family Engagement, Leadership Visibility and Accessibility, Promoting Growth Mindset, Response to Early Warning Systems, Rewards/Incentives, Shared Vision and Mission, Staff-Student Connections, Social-Emotional Learning, Student Voice, Team-Building Activities, and Welcoming Spaces.

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

Professional Development trainings on Teaching ELL Students.
Professional Development training on Teaching SWD.
Refresher Training on Differentiated Instruction.
Ensure all Teachers have attended new District Reading and Intervention Program.

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

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with afterschool tutoring and interventions as well as Saturday Academies and special camps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the 2021 FSA Reading data review, our school will implement the targeted element of differentiation. We selected the area of differentiation based on our findings that demonstrated learning gains for the L25 subgroup in ELA were below both the state and district averages. We are not meeting the unique needs of all learners therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the interventions necessary for the L25 subgroup to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 state assessments.
Monitoring:	The leadership team will conduct quarterly data chats, adjust intervention groups based on most current data and follow up with regular walkthroughs to ensure that quality instruction is taking place. Administrators will review lesson plans for differentiated instruction for L25 students in particular. Data analysis of assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a biweekly basis. This data will be analyzed during leadership team meetings to ensure that students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to students not showing growth on OPM.
Person responsible for monitoring outcome:	Ivette Bernal Pino (pr5601@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of differentiated instruction our school will focus on the evidence-based strategy of data-driven instruction. Data-driven instruction will assist in accelerating the learning gains of our L25 as it is a systematic approach of instruction to meet student needs. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-driven instruction will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans and instructional delivery as new data becomes available.

Action Steps to Implement

On August 18, 2021, during the Opening of Schools Faculty Meeting the steps for Differentiated Instruction will be reviewed and a start-up framework will be provided.

Person Responsible	Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11th - Teachers will develop and submit their Differentiated Instruction schedules to administration.

Person Responsible	Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11h - Differentiated Instruction PD opportunities will be made available to teachers at each semester.

Person Responsible	Ileana Robles (irobles@dadeschools.net)

From August 30th - October 11th - Administration will conduct regular classroom walk-though to observe DI implementation.

| **Person Responsible** | Ivette Bernal Pino (pr5601@dadeschools.net) |

From November 1st - December 17th - Teachers will modify DI instruction based on the results of i-Ready AP1 to meet individual student needs.

| **Person Responsible** | Ileana Robles (irobles@dadeschools.net) |

From November 1st - December 17th - Administration will continue to conduct regular classroom walk-through to ensure DI is implemented with fidelity.

| **Person Responsible** | Ivette Bernal Pino (pr5601@dadeschools.net) |

From January 31st - April 29th - Teachers will modify DI instruction based on the results of i-Ready AP2 to meet individual student needs.

| **Person Responsible** | Ileana Robles (irobles@dadeschools.net) |

From January 31st - April 29th - Administration will continue to conduct regular classroom walk-through to ensure DI is implemented with fidelity.

| **Person Responsible** | Ivette Bernal Pino (pr5601@dadeschools.net) |

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had recurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 6 percentage points by June 2022.
Monitoring:	The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Ivette Bernal Pino (pr5601@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

From August 30th - October 11th - The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11th - The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11th - The Leadership Team will plan regular student incentives to promote consistent student attendance.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11th - The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From November 1st - December 17th - The Leadership Team will continue to work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily

Person Responsible Ileana Robles (irobles@dadeschools.net)

From November 1st - December 17th - The Leadership Team will continue to plan regular student incentives to promote consistent student attendance.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From January 31st - April 29th - The Leadership Team will continue to work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily.

Person Responsible Ileana Robles (irobles@dadeschools.net)

From January 31st - April 29th - The Leadership Team will continue to plan regular student incentives to promote consistent student attendance.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had a voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership in the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leaders with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Ivette Bernal Pino (pr5601@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy-in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

From August 30th - October 11th -The Leadership Team will identify specific staff members that are experts in areas that will serve as leaders with new initiatives and development.

Person Responsible	Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11th -Teacher leaders will provide support and development to their colleagues in various areas.

Person Responsible	Mirtha Muller (mmuller@dadeschools.net)

From August 30th - October 11th - Teachers who receive support will share the knowledge they have gained during faculty meetings.

Person Responsible	Martha Torres (myaratorres@dadeschools.net)

From August 30th - October 11th -Administration will meet weekly with the Leadership Team members to develop opportunities for teachers to share best practices.

Person Responsible   Ivette Bernal Pino (pr5601@dadeschools.net)

From November 1st - December 17th - Teacher leaders will continue to provide support and development to their colleagues in various areas.

Person Responsible   Ileana Robles (irobles@dadeschools.net)

From November 1st - December 17th - Administration will continue to meet weekly with the Leadership Team members to develop opportunities for teachers to share best practices.

Person Responsible   Ivette Bernal Pino (pr5601@dadeschools.net)

From January 31st - April 29th - Teacher leaders will continue to provide support and development to their colleagues in various areas.

Person Responsible   Ileana Robles (irobles@dadeschools.net)

From January 31st - April 29th - Administration will continue to meet weekly with the Leadership Team members to develop opportunities for teachers to share best practices.

Person Responsible   Ivette Bernal Pino (pr5601@dadeschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2021 FSA ELA data review, our school will implement the targeted element of reading intervention. We selected the area of reading intervention because the percentage of students scoring below Level 3 on the 2021 statewide, standardized English Language Arts assessment was 53% of fourth grade students and 50% of fifth grade students. In addition, based on the 2020-2021 end of year screening and progress monitoring data, the percentage of students in Kindergarten through grade 3 who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: Kindergarten - 21%, First grade - 53% and Second grade - 45%. We are not meeting the unique needs of all learners therefore, it is evident that we must improve our ability to provide intervention strategies based on the levels of the students we serve. We will provide the interventions necessary for students in Kindergarten to fifth grade to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement reading intervention for students from Kindergarten to fifth grade, we will increase the percentage of students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly student attendance, student work folders, and Data Analysis of formative assessments monthly to observe progress. On-going Progress Monitoring (OPM) data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Ivette Bernal Pino (pr5601@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Reading Intervention, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our Kindergarten to fifth grade students as it is a systematic approach of instruction to meet the students' needs. Data- Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

During the week of August 23rd, administration will develop reading intervention schedules and identify students for Reading Intervention in Tier 2 and/or Tier 3 based on the scores from the 2021 State Standardized assessments.

Person Responsible	Ileana Robles (irobles@dadeschools.net)

From August 30th - October 11th- Reading Intervention PD opportunities will be made available to teachers at each semester from the District.

Person Responsible	Ileana Robles (irobles@dadeschools.net)

From August 30th - October 11th - Teachers will plan intervention lessons to meet their student's specific needs and gather materials to be used during instruction.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From August 30th - October 11th - Administration will conduct regular classroom walkthroughs to observe Reading Intervention.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From November 1st - December 17th - Intervention groups will be identified based on the i-Ready AP1 results and intervention will take place daily.

Person Responsible Ileana Robles (irobles@dadeschools.net)

From November 1st - December 17th - Administration will continue to conduct regular classroom walkthroughs to observe Reading Intervention.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

From January 31st - April 29th - Intervention groups will be identified based on the i-Ready AP2 results and intervention will take place daily.

Person Responsible Ileana Robles (irobles@dadeschools.net)

From January 31st - April 29th - Administration will continue to conduct regular classroom walkthroughs to observe Reading Intervention.

Person Responsible Ivette Bernal Pino (pr5601@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

According to SafeSchoolsforAlex.org, Twin Lakes Elementary reported 0.3 incidents per 100 students. When compared to all elementary schools statewide, it falls into the low category. Twin Lakes ranked #398 out of 1,395 elementary schools statewide and #46 out of 121 elementary schools in the county. Our school provides students with a positive behavior rewards and activities.

Part IV: Positive Culture & Environment

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

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

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

We celebrate successes of students and staff by focusing on accomplishments and collaboration. We ensure the safety and well being of students and staff. Our school has an abundance of family engagement and community support from our Dade Partners. School staff have a genuine interest in the life, goals and struggles of students.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, teachers, counselor, school staff, and parents. The role of the administrators is to set clearly defined expectations, monitor all school initiatives and respond to concerns by planning team building activities. Teachers are responsible for creating positive classroom and learning environments. All stakeholders are responsible for school safety, connecting and building positive relationships with students, parents and one another.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00