



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Twin Lakes Elementary School

6735 W 5TH PL

Hialeah, FL 33012

305-822-0770

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
89%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Twin Lakes Elementary School

Principal

Ivette Bernal-Pino

School Advisory Council chair

Lourdes de los Rios

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ivette Bernal-Pino	Principal
Diane Cardona	Assistant Principal
Jennifer Solis	Reading Coach
Mirtha Muller	Math Liaison, UTD Representative
Jacquelyn Villanueva	Science Liaison
Sabina Morales	Kindergarten Chairperson
Ana Arocha	First Grade Chairperson
Rosanna Quintana	Second Grade Chairperson
Mari Castellanos	Third Grade Chairperson
Leticia Diaz	Fourth Grade Chairperson
Danay Gonzalez	Fifth Grade Chairperson
Jorge Montane	Bilingual Chairperson
Jillian Rodriguez	ESOL Chairperson
Eduardo Recinos	Special Areas Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M. Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Ivette Bernal-Pino, Principal
Lourdes de los Rios, EESAC Chairperson
Mirtha Muller, Union Steward
Jan Alpert, Teacher
Jennifer Solis, Teacher
Selma Gonzalez, Teacher
Yamile Velez, Teacher
Mari Castellanos, Alternate Teacher
Graciela Neville, Educational Support Employee
Mayra Rabre, Alternate Educational Support Employee
Zaily Machado, Parent
Massie Lafuente, Parent
Mirca Aboud, Parent
Reinaldo Franco, Parent
Mayte Mendez, Parent
Luis Lahera, Business/Community Representative
Mike Marquez, Business/Community Representative
Rosalyn Long Laso, Business/Community Representative
Elizabeth Berenguer, Student Representative
Jade Harper, Alternate Student Representative

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) represents the community in the preparation, evaluation and implementation of the School Improvement Plan from one year to another. The members review the collected data from state standardized tests and interim assessments, identify problem areas and help develop improvement strategies.

Activities of the SAC for the upcoming school year

The School Advisory Committee (SAC) will focus on improving student achievement throughout the year. They will review and update the Title I Parent Involvement Policy (PIP) and School Improvement Plan (SIP). They will become familiar with the instructional programs being used throughout the school and monitor student progress. Resources will be identified to support the needs of the students toward the established academic state standards.

Projected use of school improvement funds, including the amount allocated to each project

The SAC receives special funds designated for the purpose of implementing the school improvement plan strategies. These funds will be utilized to support the SIP strategies determined through data analysis. On September 11, 2013 EESAC decided to purchase paper and ink cartridges for instructional purposes to support the curriculum. Available funds for the 2013-2014 school year is \$2,944.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ivette Bernal-Pino

Principal

Years as Administrator: 14

Years at Current School: 4

Credentials

Bachelors in Elementary Education
 Master of Science in Montessori Elementary Education
 Educational Specialist in Educational Leadership

Performance Record

2013 – School Grade – A
 Reading Proficiency, 71%
 Math Proficiency, 80 %
 Reading Learning Gains, 78%
 Math Learning. Gains, 74%
 Reading Improvement of Lowest 25% - 89%
 Math Improvement of Lowest 25% - 63%
 AMO Reading 71% No
 AMO Math 80% Yes
 2012 – School Grade – A
 Reading Proficiency, 65%
 Math Proficiency, 69%
 Reading Learning Gains, 83%
 Math Learning Gains, 51%
 Reading Improvement of Lowest 25% - 86%
 Math Improvement of Lowest 25% - 57%
 AMO Reading 65% No
 AMO math 69% No
 2011 – School Grade - A
 Reading Proficiency, 88%
 Math Proficiency, 90%
 Reading Learning Gains, 70%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 72%
 Math Improvement of Lowest 25% - 64%
 2010 – School Grade - B
 Reading Proficiency, 77%
 Math Proficiency, 75%
 Reading Learning Gains, 68%
 Math Learning Gains, 51%
 Reading Improvement of Lowest 25% - 56%
 Math Improvement of Lowest 25% - 53%
 2009 – School Grade - A
 Reading Proficiency, 75%
 Math Proficiency, 81%
 Reading Learning Gains, 64%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 56%
 Math Improvement of Lowest 25% - 70%

Diane Cardona

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Bachelors in Elementary Education & Psychology
Masters in Educational Leadership

Performance Record

2013 – School Grade – A
 Reading Proficiency, 71%
 Math Proficiency, 80 %
 Reading Learning Gains, 78%
 Math Learning Gains, 74%
 Reading Improvement of Lowest 25% - 89%
 Math Improvement of Lowest 25% - 63%
 AMO Reading 71% No
 AMO Math 80% Yes
 2012 – School Grade – A
 Reading Proficiency, 65%
 Math Proficiency, 69%
 Reading Learning Gains, 83%
 Math Learning Gains, 51%
 Reading Improvement of Lowest 25% - 86%
 Math Improvement of Lowest 25% - 57%
 AMO Reading 65% No
 AMO Math 69% No
 2011 – School Grade - A
 Reading Proficiency, 88%
 Math Proficiency, 90%
 Reading Learning Gains, 70%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 72%
 Math Improvement of Lowest 25% - 64%
 2010 – School Grade - A
 Reading Proficiency, 90%
 Math Proficiency, 96%
 Reading Learning Gains, 80%
 Math Learning Gains, 77%
 Reading Improvement of Lowest 25% - 82%
 Math Improvement of Lowest 25% - 80%
 2009 – School Grade - A
 Reading Proficiency, 89%
 Math Proficiency, 97%
 Reading Learning Gains, 77%
 Math Learning Gains, 81%
 Reading Improvement of Lowest 25% - 80%
 Math Improvement of Lowest 25% - 94%

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Jennifer Solis**

Full-time / School-based

Years as Coach: 3

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Bachelors in Communication
 Master of Science in Elementary Education
 Educational Specialist in Reading

Performance Record

2013 – School Grade – A
 Reading Proficiency, 71%
 Math Proficiency, 80 %
 Reading Learning Gains, 78%
 Math Learning Gains, 74%
 Reading Improvement of Lowest 25% - 89%
 Math Improvement of Lowest 25% - 63%
 AMO Reading 71% No
 AMO Math 80% Yes
 2012 – School Grade – A
 Reading Proficiency, 65%
 Math Proficiency, 69%
 Reading Learning Gains, 83%
 Math Learning Gains, 51%
 Reading Improvement of Lowest 25% - 86%
 Math Improvement of Lowest 25% - 57%
 AMO Reading 65% No
 AMO Math 69% No
 2011 – School Grade - A
 Reading Proficiency, 88%
 Math Proficiency, 90%
 Reading Learning Gains, 70%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 72%
 Math Improvement of Lowest 25% - 64%
 2010 – School Grade - A
 Reading Proficiency, 90%
 Math Proficiency, 96%
 Reading Learning Gains, 80%
 Math Learning Gains, 77%
 Reading Improvement of Lowest 25% - 82%
 Math Improvement of Lowest 25% - 80%
 2009 – School Grade - A
 Reading Proficiency, 89%
 Math Proficiency, 97%
 Reading Learning Gains, 77%
 Math Learning Gains, 81%
 Reading Improvement of Lowest 25% - 80%
 Math Improvement of Lowest 25% - 94%

Classroom Teachers**# of classroom teachers**

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

90%

certified in-field

41, 98%

ESOL endorsed

41, 98%

reading endorsed

5, 12%

with advanced degrees

16, 38%

National Board Certified

5, 12%

first-year teachers

0, 0%

with 1-5 years of experience

2, 5%

with 6-14 years of experience

24, 57%

with 15 or more years of experience

16, 38%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- Outreach to select Florida Colleges and Universities
- Regular meetings of new teachers with Principal
- Partnering new teachers with mentors at school-site

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Twin Lakes Elementary's mentoring program is in accordance with the District's Instructional Performance Evaluation Growth System (IPEGS) in regards to policies and procedures. Beginning teachers and experienced teachers new to the school have the support of a professional growth team and an individual mentor who provides guidance in all aspects of school responsibilities throughout the first year. Mentors are paired to mentees based on grade level and/or subject area assignments. The goal of this program is to foster a supportive environment for teachers new to the school by providing opportunities for coaching, classroom demonstrations and mentor-teacher activities such as planning, observing and providing feedback.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular leadership and grade level meetings where academic progress is monitored and problem solving ideas are discussed.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all leadership and grade level meetings that focus on increasing student achievement or behavioral success.
3. Determining what data will be used and the expected minimum growth so we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)

- Ivette Bernal-Pino, Principal, schedules the Tier 1 leadership meetings and monitors the available financial resources available.
 - Diane Cardona, Assistant Principal, monitors the implementation of the resources and scheduling of personnel to ensure that the academic focus is in place for student success. Schedules and facilitates regular RtI meetings, ensures attendance of team members and ensures follow up of action steps.
 - Jennifer Solis, Reading Coach, monitors student progress in reading. Analyzes data to assist teachers with curriculum development and individualized intervention plans for students.
 - Jillian Rodriguez, ESOL Chairperson, ensures that the language development needs of ELL students are met. Schedules LEP meetings with parents and teachers to develop strategies based on individual student data to facilitate in reading, writing and oral communication development.
 - Mirtha Muller, Math Liaison, monitors student progress in mathematics. Analyzes data to assist teachers with curriculum development and individualized intervention plans for students.
 - Jacquelyn Villanueva, Science Liaison, monitors student progress in science. Works with each grade level to develop hands-on activities to support the science curriculum.
 - Jennifer Scoggin, SPED Chairperson, collaborates with teachers in developing appropriate educational accommodations and intervention strategies. Participates in placement of students based on the evaluation results.
 - Santiago Santana, Counselor, assists teachers with behavior concerns within the classroom. Develops individualized behavior plans for students.
 - Lissette Gonzalez, School Psychologist, participates in School Support Team (SST) meetings with parents. Conducts classroom observations and assists teachers with individualized intervention plans for behavior and academic concerns. Administers the appropriate evaluations for psycho-educational and behavior referrals to determine the appropriate school programs for students who are not meeting the grade level standards.
 - Elizabeth Hernandez, Social Worker, works with teachers and parents to provide the appropriate outside assistance and school resources concerning academics, behavior and health concerns.
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers

will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. Members will be included based on the specific needs of the individual student.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management systems
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development to create student growth trajectories in order to

identify and develop interventions

Managed data will include:

Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- McGraw Hill Wonder Works
- Baseline Benchmark Assessments
- SuccessMaker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys

Attendance

- Active Students with 10 or More Absences Report
- District Truancy Report
- Attendance Rosters

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2 and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2 and School Support Team Training.
3. Staff will participate in the Florida RtI online training which provides a network of ongoing support for the RtI process.

In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridati.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's website.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,800

Twin Lakes Elementary will develop extended learning opportunities based on the identified needs of the students. Data from the FCAT 2013 Assessment and the District Baseline and Interim Assessments will also be used to adjust the focus of instruction throughout the year. Participation in the extended learning opportunities will be based on formal assessments and teacher recommendations.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Utilizing the Florida Continuous Improvement Model (FCIM), the Leadership Team reviews the students' monthly assessment reports along with the District Interim Assessments to monitor progress and adjust instruction as needed.

Who is responsible for monitoring implementation of this strategy?

The administration and Leadership Team are responsible for monitoring the implementation of the extended learning opportunities.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ivette Bernal-Pino	Principal
Diane Cardona	Assistant Principal
Carmen Acosta	Media Specialist
Mirtha Muller	UTD Representative
Jennifer Solis	Reading Coach
Jillian Rodriguez	ESOL Chairperson
Sabina Morales	Kindergarten Chairperson
Ana Arocha	First Grade Chairperson
Rossana Quintana	Second Grade Chairperson
Mari Castellanos	Third Grade Chairperson
Leticia Diaz	Fourth Grade Chairperson
Danay Gonzalez	Fifth Grade Chairperson
Jorge Montane	Bilingual Chairperson
Eduardo Recinos	Special Areas Chairperson

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school

building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the

faculty and administrative team that represents highly qualified professionals who are interested in serving

to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading

Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.

The RLT maintains a connection to the school's Response to Intervention process by using the MTSS/ Rtl

problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The major initiatives of the LLT this year will be:

1. Establishing Literacy as a priority with high expectations for all students both at school and at home.
2. Ensuring Quality Instruction.
3. Maximizing Reading opportunities across the curriculum.
4. Assessing student Performance and Ensuring Accountability.
5. Professional Development
6. Professional Learning Communities (PLC).
7. Monitor the use of technology to enhance literacy.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists by providing supplemental funds to sponsor beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. The program assists by providing young children with a variety of meaningful learning experiences. The VPK program provides an environment that gives students opportunities to develop potential through activities shared with supportive adults. Twin Lakes Elementary assists with the transition from early childhood programs by conducting orientation meetings for parents and guardians. Policies, procedures and curriculum are explained and discussed at this orientation. Parent handbooks are provided to parents as a resource guide for the school year. Teachers also provide an orientation at Open House. Parent conferences are scheduled as needed throughout the school year. Monthly parent workshops are offered to provide information on how parents can assist their children with the learning process and on the resources available from Miami-Dade County Public Schools. Prior to entering Kindergarten, the Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS) is administered to determine language proficiency. FLKRS and FAIR Assessments are used to determine social/emotional skills, student readiness, and reading skills. The FAIR Assessment is administered to determine the levels of print/letter knowledge and phonological awareness at the beginning of the year, and to monitor progress mid-year and at the end of the year. The CELLA is administered at the end of the year to evaluate language proficiency in reading, writing, speaking and listening. The results of these assessments are monitored through data analysis meetings, observations, classroom walk-throughs, and regular weekly benchmark assessments.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	71%	No	81%
American Indian				
Asian				
Black/African American		75%		
Hispanic	78%	71%	No	80%
White				
English language learners	66%	60%	No	69%
Students with disabilities	38%	47%	Yes	45%
Economically disadvantaged	77%	70%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	30%	38%
Students scoring at or above Achievement Level 4	124	39%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		89%	90%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	127	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	83	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	78	27%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	60	59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	80%	Yes	88%
American Indian				
Asian				
Black/African American		67%		
Hispanic	87%	82%	Yes	88%
White				
English language learners	83%	77%	Yes	84%
Students with disabilities	66%	44%	Yes	69%
Economically disadvantaged	86%	78%	No	87%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	28%	35%
Students scoring at or above Achievement Level 4	160	50%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

Area 4: Science

Elementary School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	20%	23%
Students scoring at or above Achievement Level 4	43	39%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	5	43%	60%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	22	4%	3%
Students who are not proficient in reading by third grade	44	40%	36%
Students who receive two or more behavior referrals	270	43%	42%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See PIP Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** On the 2013 FCAT Reading 2.0, 71% of students at Twin Lakes Elementary scored at proficiency level of 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of proficient students by 10 percentage points to 81%.
- G2.** On the 2013 FCAT Writing 2.0, 59% of students achieved a 4.0 or above. Our goal for the 2014 Writing 2.0 is to increase the percentage of students scoring at or above 4.0 by 4 percentage points to 63%.
- G3.** On the 2013 FCAT Mathematics 2.0, 80% of students scored at proficiency level of 3 or above. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students at proficiency level of 3 or above by 8 percentage points to 88%.
- G4.** On the 2013 FCAT Science 2.0, 20% of the students achieved Level 3 proficiency and 39% achieved Level 4-5 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 23% and Level 4-5 proficiency to 40%.
- G5.** Our goal for the 2013-2014 school year is to increase the level of participation in Project Based Learning in STEM.
- G6.** Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.
- G7.** See PIP Plan

Goals Detail

G1. On the 2013 FCAT Reading 2.0, 71% of students at Twin Lakes Elementary scored at proficiency level of 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of proficient students by 10 percentage points to 81%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- McGraw Hill Wonders Reading Series
- SuccessMaker
- Accelerated Reader/STAR Reports
- Imagine Learning
- Reading Plus
- Voyager and Wonderworks Intervention Programs
- Saturday Academy Tutorial Program
- FCAT Explorer
- Reading and Writing Journals
- Observation Logs

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading, 71% of the Hispanic students and 60% of the English Language Learners (ELL) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic and ELL students scoring at Level 3 or above by 9 percentage points. Students in these subgroups experienced difficulties with Reporting Category 1 - Vocabulary (LA.3-5.1.6.9) Multiple Meanings in Context and Vocabulary. Students need more exposure and practice in determining the meaning of words and phrases as used in context and in distinguishing literal from non-literal language.
- On the 2013 FCAT 2.0 Reading, 70% of the Economically Disadvantaged (ED) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of ED students achieving Level 3 Proficiency by 9 percentage points to 79%. Students in this subgroup experienced difficulties with Reporting Category 2 - Reading Application (LA.3-5.1.7.3) Main Idea, Details and Chronological Order. Students need more exposure and practice with identifying main idea, relevant supporting details, implied message, inferences, chronological order, summarizing and paraphrasing.
- On the 2013 FCAT 2.0 Reading, 30% of the students scored at Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by two percentage points to 32%. Students at this level experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.2) Author's Purpose and Perspective. Students need more practice with identifying the purpose and mood of the author in text.
- On the 2013 FCAT 2.0 Reading, 39% of the students scored at Levels 4-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 4-5 proficiency by one percentage point to 40%. Students at these levels experienced difficulties in Reporting Category 4 - Informational Text/Research Process (LA.3-5.6.1.1.) Organizing Informational Text and Text Features. Students experienced difficulties in locating, interpreting and organizing information within and across text.

- On the 2013 FCAT 2.0 Reading, 78% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by two percentage points to 80%. Students experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.7) Compare/Contrast Elements, Topics, Settings, Characters, Problems in single or multiple texts. Students experienced difficulties with identifying casual relationships imbedded within text.
- On the 2013 FCAT 2.0 Reading, 89% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the number of students in the lowest 25% making learning gains by one percentage point to 90%. Students in the lowest 25% experienced difficulties in Reporting Category 1- Vocabulary (LA.3-5.1.6.3) Context Clues. Students experienced difficulties determining meanings of words used in text including literal and non-literal examples.
- On the 2013 CELLA Assessment, 29% of ELL students were proficient in the Reading section. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving proficiency by seven percentage points to 36%. ELL students require additional opportunities to read in English. Opportunities need to focus on both fluency and comprehension skills.
- On the 2013 CELLA Assessment, 27% of the ELL students were proficient on the Writing section. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving proficiency by seven percentage points to 34%. Students require additional opportunities to practice academic writing.
- On the 2013 CELLA Assessment, 45% of ELL students were proficient in the Listening/Speaking section. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving proficiency by six percentage points to 51%. Students require additional opportunities in and outside the classroom to converse in English.

Plan to Monitor Progress Toward the Goal

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Use the FCIM process to monitor student progress and to make adjustments to the instructional focus.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: McGraw Hill Wonders Assessment data, SuccessMaker, Reading Plus, Imagine Learning and STAR Reports, and District Interim Assessments, Summative Assessment: 2014 FCAT 2.0

G2. On the 2013 FCAT Writing 2.0, 59% of students achieved a 4.0 or above. Our goal for the 2014 Writing 2.0 is to increase the percentage of students scoring at or above 4.0 by 4 percentage points to 63%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw Hill Wonders Reading Series
- Monthly Writing Prompts
- Writing Intervention

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 Writing Assessment indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Review monthly writing prompts. Use the FCIM process to monitor student progress and to make adjustments in instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment: Monthly Writing Prompts Summative Assessment: 2014 FCAT 2.0

G3. On the 2013 FCAT Mathematics 2.0, 80% of students scored at proficiency level of 3 or above. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students at proficiency level of 3 or above by 8 percentage points to 88%.

Targets Supported

- Math (Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math, Math Journals
- SuccessMaker
- FCAT Explorer
- ACALETICS
- Math Journals
- Saturday Academy Tutorial
- Math Interventions
- Manipulatives/Models

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT Mathematics 2.0, 30% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT Mathematics 2.0 is to increase Level 3 proficiency by 2 percentage points to 32%. Students experienced difficulties in the Reporting Category 2 - Base Ten and Fractions. Students need additional opportunities to interpret solutions to division situations, including remainders and with adding and subtracting decimals and fractions with like and unlike denominators. Extensions should be made to real world situations using models and manipulatives.
- On the 2013 FCAT Mathematics 2.0, 74% of students made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percent of students making learning gains by 3 percentage points to 77%. Students experienced difficulties in the Reporting Category of Operations, Problems and Statistics. Students need to be provided with opportunities to develop an understanding of numbers and operations and to verify the reasonableness of number operation results, including with problem solving situations.
- On the 2013 FCAT Mathematics 2.0, 63% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the number in the lowest 25% making learning gains by 4 percentage points to 67%. Students experienced difficulties in the Reporting Category 1 - Numbers and Operations. In order to apply math concepts, students need to be provided with additional opportunities to apply mathematical concepts.
- On the 2013 FCAT Mathematics 2.0, 50% of students achieved Level 4 and 5 proficiency. Our goal for the 2014 FCAT Mathematics 2.0 is to increase Level 4 and 5 proficiency by 1 percentage point to 51%. Students experienced difficulties in the Reporting Category 2 - Base Ten and Fractions. Students need additional exploration and development of understanding of fractions through the use of manipulatives/models and engaging opportunities to identify, compare and order fractions in real world context.

Plan to Monitor Progress Toward the Goal

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment: Math Journals, Benchmark and ACALETICS Assessments, SuccessMaker and FCAT Explorer Reports, and District Interim Assessments, Summative Assessment: 2014 FCAT 2.0

G4. On the 2013 FCAT Science 2.0, 20% of the students achieved Level 3 proficiency and 39% achieved Level 4-5 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 23% and Level 4-5 proficiency to 40%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Fair packets and materials
- Science Boot Camp
- Hands-On Science Activities
- Gizmos
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students had difficulty with the Nature of Science. Students need more opportunities to be able to formulate testable questions, evaluate investigations and experiments, organize data, interpret data, analyze information and defend conclusions.
- Students are having difficulties identifying forms of energy and forces, tracing the conversion of energy into other forms of energy, and distinguishing relationships among mass, force and motion.

Plan to Monitor Progress Toward the Goal

Review benchmark assessments and science inquiry logs. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment: Benchmark Assessments, Science Journals, and District Interim Assessments,
Summative Assessment: 2014 FCAT 2.0

G5. Our goal for the 2013-2014 school year is to increase the level of participation in Project Based Learning in STEM.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Journals
- Science Fair Packets
- Fairchild Challenge Packets
- Field Trips

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 43% of the students at Twin Lakes Elementary participated in the different STEM activities. There needs to be an increase in student participation throughout all grade levels.
- During the 2012-2013 Twin Lakes Elementary participated in seven different STEM activities. More opportunities need to be provided to students to explore a variety of science, technology, engineering and mathematical topics. These opportunities need to involve more students across all grade levels.

Plan to Monitor Progress Toward the Goal

Review Science journals and participation in STEM field trips and competitions. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Science Journals and District Interim Assessments, Summative Assessment: 2014 FCAT 2.0

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Truancy Prevention Program
- Alliance for a Healthier Generation Program
- District and School Attendance Reports
- Student Code of Conduct
- Character Education
- SPOT Success Program
- Bullying and Violence Prevention Program
- Do the Right Thing Program
- Incentives/Rewards

Targeted Barriers to Achieving the Goal

- The percentage of students who missed 10% or more of available instructional time for the 2012-2013 school year was 2%. Our goal for the 2013-2014 school year is to reduce the percentage of students missing 10% or more of instructional time by one percentage point to 1%. Parents and students need to be informed about the correlation between school attendance and student achievement.
- The percentage of students who received two or more behavior referrals for the 2012-2013 school year was 43% and the suspension rate was at 0%. The goal for the 2013-2014 school year is to reduce the percentage of referrals by one percentage point to 42% while maintaining a 0% suspension rate. Staff, students and parents need to be aware of the Student Code of Conduct and conflict resolution practices.
- The percentage of students retained for the 2012-2013 school year was 4%. The goal for the 2013-2014 school year is to reduce the number of retained students by one percentage point to 3%. Students need to be provided with the appropriate intervention programs and timely MTSS/Rtl referrals.
- The percentage of students not proficient in reading by 3rd Grade for the 2012-2013 school year was 40%. The goal for the 2013-2014 school year is to reduce the number of students not proficient in 3rd Grade by four percentage points to 36%. Students need to be provided with the appropriate intervention programs and timely MTSS/Rtl referrals.

Plan to Monitor Progress Toward the Goal

Review District Truancy Report and MTSS/RtI referrals for attendance, behavior and academic concerns. Monitor student progress through the benchmark assessments and the intervention and tutorial data.

Person or Persons Responsible

Administration, Counselor, Social Worker, Community Involvement Specialist (CIS)

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance Rosters, District Truancy Report, Parent Sign-In Sheets/Communication Logs, MTSS/RtI Referrals, Benchmark Assessment Data

G7. See PIP Plan

Targets Supported

- Parental Involvement

Resources Available to Support the Goal**Targeted Barriers to Achieving the Goal**

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible**Target Dates or Schedule:****Evidence of Completion:**

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT Reading 2.0, 71% of students at Twin Lakes Elementary scored at proficiency level of 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of proficient students by 10 percentage points to 81%.

G1.B1 On the 2013 FCAT 2.0 Reading, 71% of the Hispanic students and 60% of the English Language Learners (ELL) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic and ELL students scoring at Level 3 or above by 9 percentage points. Students in these subgroups experienced difficulties with Reporting Category 1 - Vocabulary (LA.3-5.1.6.9) Multiple Meanings in Context and Vocabulary. Students need more exposure and practice in determining the meaning of words and phrases as used in context and in distinguishing literal from non-literal language.

G1.B1.S1 Students will be taught reading strategies including word recognition, word relationships, identifying multiple meaning words, phrases, expressions, and word context to help determine meaning.

Action Step 1

Reading teachers need to conduct teacher led discussions and opportunities for practice with context clues, structural analysis, multiple meanings of words and word relationships. Graphic organizers, word journals and differentiated instruction groups should be used as needed to support vocabulary development.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples Vocabulary Benchmark Assessments

Facilitator:

Reading Coach, District Personnel

Participants:

Reading Teachers

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

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Conduct ongoing classroom observations. Use the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw Hill Wonders Reading Assessments, SuccessMaker, Reading Plus, Imagine Learning and STAR Reports

Plan to Monitor Effectiveness of G1.B1.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Use the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: McGraw Hill Wonders Reading Assessments, SuccessMaker, Reading Plus and STAR Reports, and District Interim Assessments. Summative: 2014 FCAT 2.0 Reading Assessment

G1.B2 On the 2013 FCAT 2.0 Reading, 70% of the Economically Disadvantaged (ED) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of ED students achieving Level 3 Proficiency by 9 percentage points to 79% Students in this subgroup experienced difficulties with Reporting Category 2 - Reading Application (LA.3-5.1.7.3) Main Idea, Details and Chronological Order. Students need more exposure and practice with identifying main idea, relevant supporting details, implied message, inferences, chronological order, summarizing and paraphrasing.

G1.B2.S1 Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

Action Step 1

Teacher led instruction will include the use of reading response journals where students have to justify their answers by going back to the text for support. The use of close reading or purposeful re-reading of text will be utilized. Differentiated instruction will be organized as needed. SuccessMaker will provide additional individualized support.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and journals SuccessMaker reports Benchmark Assessments

Facilitator:

Reading Coach, SuccessMaker Facilitator

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Conduct ongoing classroom observations. Use the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw Hill Wonders Reading Assessments, SuccessMaker, Reading Plus, Imagine Learning and STAR Reports

Plan to Monitor Effectiveness of G1.B2.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Use the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: McGraw Hill Wonders Reading Assessments, SuccessMaker, Reading Plus and STAR Reports, and District Interim Assessments. Summative: 2014 FCAT 2.0 Reading Assessment

G1.B3 On the 2013 FCAT 2.0 Reading, 30% of the students scored at Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by two percentage points to 32%. Students at this level experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.2) Author's Purpose and Perspective. Students need more practice with identifying the purpose and mood of the author in text.

G1.B3.S1 Students will practice identifying through text clues the author's perspective and their purpose for writing.

Action Step 1

Teacher led instruction will focus on identifying how authors think and feel through text clues. Students will need to identify if the author is trying to inform, entertain, tell a story or convey a particular mood through their words. Response journals will be used by students to support their ideas. Differentiated instruction, SuccessMaker, Reading Plus and Imagine Learning will be used to individualize the instruction.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and journals SuccessMaker, Reading Plus and Imagine Learning reports, Benchmark Assessments

Facilitator:

Reading Coach, District Personnel

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Conduct ongoing classroom observations. Use the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

<Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw Hill Wonders Reading Assessments, SuccessMaker, Reading Plus, Imagine Learning and STAR Reports

Plan to Monitor Effectiveness of G1.B3.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning and STAR reports. Use the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: McGraw Hill Wonders Reading Assessments, SuccessMaker, Reading Plus and STAR Reports, and District Interim Assessments. Summative: 2014 FCAT 2.0 Reading Assessment

G1.B4 On the 2013 FCAT 2.0 Reading, 39% of the students scored at Levels 4-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 4-5 proficiency by one percentage point to 40%. Students at these levels experienced difficulties in Reporting Category 4 - Informational Text/Research Process (LA.3-5.6.1.1.) Organizing Informational Text and Text Features. Students experienced difficulties in locating, interpreting and organizing information within and across text.

G1.B4.S1 Use real-world documents, such as fliers and websites to locate information. Have students use information within and across texts to answer questions.

Action Step 1

Teachers will focus instruction on how to identify facts within and/or across text. Students will be shown how to find connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics and key details. Differentiated instruction groups will be organized as needed. SuccessMaker, Reading Plus and Imagine Learning will be used to support instruction.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples Benchmark Assessments SuccessMaker, Reading Plus and Imagine Learning reports

Facilitator:

Reading Coach, District Personnel

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, Imagine Learning, FCAT Explorer and STAR reports. Conduct classroom observations. Use the FCIM process to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadersip Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw Hill Wonders Assessments, SuccessMaker, Reading Plus, FCAT Explorer, Imagine Learning and STAR Reports, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, FCAT Explorer, Imagine Learning and STAR reports. Use the FCIM process to monitor student progress and make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw Hill Wonders Assessments, SuccessMaker, Reading Plus, FCAT Explorer, Imagine Learning and STAR Reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B5 On the 2013 FCAT 2.0 Reading, 78% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by two percentage points to 80%. Students experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.7) Compare/Contrast Elements, Topics, Settings, Characters, Problems in single or multiple texts. Students experienced difficulties with identifying casual relationships imbedded within text.

G1.B5.S1 Students need to become familiar with text structure such as compare/contrast elements and setting and character details. Students will practice identifying topics and themes within and across texts.

Action Step 1

The teacher will provide practice in identifying topics and themes by going back to find text evidence to support their ideas. Journals and cooperative learning experiences will be used. Differentiated instruction groups will be organized based on student needs. SuccessMaker, Reading Plus and Imagine Learning will be used to support and individualize instruction.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples and journals Benchmark Assessments SuccessMaker, Reading Plus and Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, FCAT Explorer, Imagine Learning and STAR reports. Conduct classroom observations. Use the FCIM process to monitor student progress and to make adjustments to instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw Hill Wonders Assessments, SuccessMaker, Reading Plus, FCAT Explorer and Imagine Learning Reports, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus, FCAT Explorer, Imagine Learning and STAR reports. Use the FCIM process to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw Hill Wonders Assessments, SuccessMaker, Reading Plus, FCAT Explorer, and Imagine Learning Reports, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G1.B6 On the 2013 FCAT 2.0 Reading, 89% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the number of students in the lowest 25% making learning gains by one percentage point to 90%. Students in the lowest 25% experienced difficulties in Reporting Category 1- Vocabulary (LA.3-5.1.6.3) Context Clues. Students experienced difficulties determining meanings of words used in text including literal and non-literal examples.

G1.B6.S1 Provide instruction in context clues which allows students to build their general knowledge of words, word relationships and multiple meanings of words.

Action Step 1

Teachers will provide opportunities to determine meaning of words paying special attention to context clues, word relationships, synonyms, antonyms and figurative language. Differentiated instruction groups will be organized based on student need. SuccessMaker, Reading Plus and Imagine Learning will provide additional individualized support.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and journal Benchmark Assessments, SuccessMaker, Reading Plus and Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus and Imagine Learning reports. Conduct classroom observations. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw Hill Wonders Assessments, SuccessMaker, Reading Plus, and Imagine Learning Reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Review McGraw Hill Wonders Assessment data and SuccessMaker, Reading Plus and Imagine Learning reports. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw Hill Wonders Assessments, SuccessMaker, Reading Plus and Imagine Learning Reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B7 On the 2013 CELLA Assessment, 29% of ELL students were proficient in the Reading section. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving proficiency by seven percentage points to 36%. ELL students require additional opportunities to read in English. Opportunities need to focus on both fluency and comprehension skills.

G1.B7.S1 Provide opportunities and differentiated instruction in phonics, vocabulary and comprehension.

Action Step 1

Teachers need to provide additional opportunities in phonics, vocabulary and comprehension to support the development of independent reading skills. Oral retellings and summaries will be used to monitor progress. Differentiated instruction will be provided based on student needs. Imagine Learning will provide additional individualized instruction.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation Logs, Benchmark Assessments. Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Review observation logs, McGraw Hill Wonders assessments and Imagine Learning reports. Conduct classroom observations. Use the FCIM to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Observation Logs, McGraw Hill Wonder Assessments, Imagine Learning Reports and District Interim Assessments Summative Assessment: 2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

Review observation logs, McGraw Hill Wonders assessments and Imagine Learning reports. Conduct classroom observations. Use the FCIM to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Observation Logs, McGraw Hill Wonder Assessments, Imagine Learning Reports and District Interim Assessments Summative Assessment: 2014 CELLA

G1.B8 On the 2013 CELLA Assessment, 27% of the ELL students were proficient on the Writing section. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving proficiency by seven percentage points to 34%. Students require additional opportunities to practice academic writing.

G1.B8.S1 Students will be provided with guidance in developing and using graphic organizers and Reading response logs. Focus will be made on focus, grammar and conventions.

Action Step 1

Teachers will provide opportunities for students to develop their writing skills. Grade level samples of quality writing pieces will be used to facilitate writing development. Differentiated instruction groups will be organized based on student needs.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples Monthly Writing Experiences

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Review student writing samples, McGraw Hill Assessments and Imagine Learning reports. Conduct classroom observations. Use the FCIM process to monitor student progress and to make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Monthly Writing Samples, McGraw Hill Wonders Assessments and Imagine Learning Reports Summative Assessment: 2014 CELLA

Plan to Monitor Effectiveness of G1.B8.S1

Review monthly writing samples, McGraw Hill Wonders assessments and Imagine Learning reports. Use the FCIM process to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Monthly Writing Samples, McGraw Hill Wonders Assessments and Imagine Learning Reports Summative Assessment: 2014 CELLA

G1.B9 On the 2013 CELLA Assessment, 45% of ELL students were proficient in the Listening/Speaking section. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving proficiency by six percentage points to 51%. Students require additional opportunities in and outside the classroom to converse in English.

G1.B9.S1 Students will be provided with opportunities to listen and to participate in read and think aloud activities in whole group and small group settings.

Action Step 1

Provide formal and informal opportunities for students to converse in English. Differentiated instruction groups will be created as needed. Imagine Learning will provide additional individualized support.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observation Logs, Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Review observation logs, McGraw Hill assessments and Imagine Learning reports Conduct classroom observations. Use the FCIM process to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Observation Logs, Imagine Learning Reports, Benchmark Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Review observation logs, McGraw Hill Wonders assessments and Imagine Learning reports. Use the FCIM process to monitor student progress and to make adjustments to the instructional focus as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Observation logs, McGraw Hill Wonders Assessments, Imagine Learning Reports and District Interim Assessments, Summative Assessment: 2014 CELLA

G2. On the 2013 FCAT Writing 2.0, 59% of students achieved a 4.0 or above. Our goal for the 2014 Writing 2.0 is to increase the percentage of students scoring at or above 4.0 by 4 percentage points to 63%.

G2.B1 Students' performance data from the 2013 Writing Assessment indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and appropriate and specific narrative actions.

G2.B1.S1 Students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings that facilitate fluency in writing. Figurative and descriptive language and transitional words and phrases will be infused in the plan.

Action Step 1

Organize differentiated instruction groups based on student needs. Use the FCIM process in order to monitor student progress and make adjustments to instruction as needed.

Person or Persons Responsible

Writing Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples, Monthly Writing Prompts

Facilitator:

Reading Coach

Participants:

Writing Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Review monthly writing prompts. Conduct classroom observations. Use the FCIM process to monitor students progress and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Monthly Writing Prompts

Plan to Monitor Effectiveness of G2.B1.S1

Review monthly writing prompts. Use the FCIM process to monitor student progress and to make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Monthly Writing Prompts, Summative Assessment: 2014 FCAT 2.0

G3. On the 2013 FCAT Mathematics 2.0, 80% of students scored at proficiency level of 3 or above. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students at proficiency level of 3 or above by 8 percentage points to 88%.

G3.B1 On the 2013 FCAT Mathematics 2.0, 30% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT Mathematics 2.0 is to increase Level 3 proficiency by 2 percentage points to 32%. Students experienced difficulties in the Reporting Category 2 - Base Ten and Fractions. Students need additional opportunities to interpret solutions to division situations, including remainders and with adding and subtracting decimals and fractions with like and unlike denominators. Extensions should be made to real world situations using models and manipulatives.

G3.B1.S1 Provide a variety of real world lessons to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Action Step 1

Teacher will provide opportunities for students to practice ordering and adding and subtracting fractions. Math journals and cooperative learning activities will be infused to help students understand fractions. Differentiated instruction groups will be organized as needed. SuccessMaker and FCAT Explorer will provide additional individualized practice.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples Benchmark Assessments Math Journals

Facilitator:

Math Liaison, ACALETICS Facilitator

Participants:

Math Teachers

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

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Conduct classroom observations. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark and ACALETICS Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark and ACALETICS Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

G3.B2 On the 2013 FCAT Mathematics 2.0, 74% of students made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percent of students making learning gains by 3 percentage points to 77%. Students experienced difficulties in the Reporting Category of Operations, Problems and Statistics. Students need to be provided with opportunities to develop an understanding of numbers and operations and to verify the reasonableness of number operation results, including with problem solving situations.

G3.B2.S1 Students will develop the use of number meanings to solve problems by using models, place value, and properties of operations.

Action Step 1

Teachers will provide opportunities for students to use place value charts and models to gain a better understanding of numbers. Students will apply the number values in basic addition, subtraction, multiplication and division activities. Differentiated instruction will be provided as needed. SuccessMaker and FCAT Explorer will provide additional individualized support.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples Benchmark Assessments SuccessMaker and FCAT Explorer Reports

Facilitator:

Math Liaison, ACALETICS Facilitator

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Conduct classroom observations. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Review benchmark assessment data and SuccessMaker and FCAT EXplorer reports. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

G3.B3 On the 2013 FCAT Mathematics 2.0, 63% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the number in the lowest 25% making learning gains by 4 percentage points to 67%. Students experienced difficulties in the Reporting Category 1 - Numbers and Operations. In order to apply math concepts, students need to be provided with additional opportunities to apply mathematical concepts.

G3.B3.S1 Provide students opportunities to solve real-world problems using multiplication and related division facts.

Action Step 1

Teachers will provide extra practice with computation skills. Problem solving skills will be reviewed focusing on key vocabulary to determine which operation needs to be used. Answers will be discussed to determine if they make sense with the problem they are solving. Math journals will be used to explain the process used by the students and validate answers. Cooperative learning opportunities and differentiated instruction groups will be organized as needed. SuccessMaker will provide additional support.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and journals, Benchmark Assessments, Successmaker Reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Review student samples and journals, benchmark assessment data and SuccessMaker and FCAT Explorer reports. Conduct classroom observations. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Use the FCIM to monitor student progress and to adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

G3.B4 On the 2013 FCAT Mathematics 2.0, 50% of students achieved Level 4 and 5 proficiency. Our goal for the 2014 FCAT Mathematics 2.0 is to increase Level 4 and 5 proficiency by 1 percentage point to 51%. Students experienced difficulties in the Reporting Category 2 - Base Ten and Fractions. Students need additional exploration and development of understanding of fractions through the use of manipulatives/ models and engaging opportunities to identify, compare and order fractions in real world context.

G3.B4.S1 Provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms through the use of manipulatives/models.

Action Step 1

Teachers will provide practice in fractions for students using manipulatives and models. Students will discuss and write about mathematics in math journals. Concepts will be applied to word problems with a focus on key mathematical terms. Differentiated instruction will be organized as needed. SuccessMaker and FCAT Explorer will provide additional individualized support.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals, Benchmark and ACALETICS Assessments, SuccessMaker and FCAT Explorer Reports

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Math Journals, Benchmark and ACALETICS Assessments, SuccessMaker and FCAT Explorer Reports, District Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Review benchmark assessment data and SuccessMaker and FCAT Explorer reports. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Math Journals, Benchmark and ACALETICS Assessments, SuccessMaker and FCAT Explorer Reports District Interim Assessments,

G4. On the 2013 FCAT Science 2.0, 20% of the students achieved Level 3 proficiency and 39% achieved Level 4-5 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 23% and Level 4-5 proficiency to 40%.

G4.B1 Students had difficulty with the Nature of Science. Students need more opportunities to be able to formulate testable questions, evaluate investigations and experiments, organize data, interpret data, analyze information and defend conclusions.

G4.B1.S1 Students will be provided with opportunities to participate in learning experiences to conduct, discuss and analyze investigations and experiments.

Action Step 1

Provide opportunities for students to participate in hands-on experiences. Science journals will be used to document the processes being used. GIZMOS will be used to help bring additional understanding of the scientific process.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journal, Student work samples and projects

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Review benchmark assessments and science inquiry logs. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals, Student work samples and projects, Science Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Review benchmark assessments and science inquiry logs. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science work samples and projects, Science Assessments, Science Journals, District Interim Assessments

G4.B2 Students are having difficulties identifying forms of energy and forces, tracing the conversion of energy into other forms of energy, and distinguishing relationships among mass, force and motion.

G4.B2.S1 Monitor and support the implementation of rigorous, higher order questioning strategies to increase student conceptual understanding. Promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Provide questions that promote student inquiry through discussions and hands-on activities. Incorporate Science Boot Camp activities. Use FCAT Explorer and GIZMOS to provide additional/ support.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and work samples, FCAT Explorer Reports

Facilitator:

Science Liaison

Participants:

Science Teacher

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review benchmark assessments and science journals. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Assessments, Science Journals, Inquiry Logs

Plan to Monitor Effectiveness of G4.B2.S1

Review benchmark assessments, inquiry logs and science journals. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Assessments, Science Inquiry Logs, Science Journals, District Interim Assessments

G5. Our goal for the 2013-2014 school year is to increase the level of participation in Project Based Learning in STEM.

G5.B1 During the 2012-2013 school year, 43% of the students at Twin Lakes Elementary participated in the different STEM activities. There needs to be an increase in student participation throughout all grade levels.

G5.B1.S1 Provide STEM related experiences that develop students' scientific thinking ability and increase the participation in STEM competitions.

Action Step 1

Conduct hands-on activities with students utilizing science journals to document the activity. Establish a plan for the implementation of a school science fair and science night. Participate in STEM competitions and field trips.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journals, Student work samples and science related projects, Field Trips

Facilitator:

Science Liaison

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Review Science journals and monitor participation in STEM competitions. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals, STEM Projects, Field Trip Packets, Competition Packets

Plan to Monitor Effectiveness of G5.B1.S1

Review Science journals and participation in STEM competitions. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals, STEM Projects, Scheduled Field Trips, Scheduled Competitions

G5.B2 During the 2012-2013 Twin Lakes Elementary participated in seven different STEM activities. More opportunities need to be provided to students to explore a variety of science, technology, engineering and mathematical topics. These opportunities need to involve more students across all grade levels.

G5.B2.S1 Provide additional STEM related experiences at school and through field trips that develop students' scientific thinking ability and increase the participation in STEM competitions.

Action Step 1

Use the District's Pacing Guide to plan field trips that support the curriculum at each grade level. Ensure that students participate in class demonstrations and experiments to enhance their science knowledge.

Person or Persons Responsible

Science Liaison Science Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Science Journals Student work samples and projects Field Trips

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Review Science journals, field trips and STEM competitions. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals STEM Projects Field Trips Competition Packets

Plan to Monitor Effectiveness of G5.B2.S1

Review Science journals, field trips and STEM competitions. Conduct classroom observations. Use the FCIM to monitor student progress and adjust the instructional focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals STEM Projects Field Trips Competition Packets

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

G6.B1 The percentage of students who missed 10% or more of available instructional time for the 2012-2013 school year was 2%. Our goal for the 2013-2014 school year is to reduce the percentage of students missing 10% or more of instructional time by one percentage point to 1%. Parents and students need to be informed about the correlation between school attendance and student achievement.

G6.B1.S1 Identify and refer students who have a history of attendance issues or students who may be developing an issue with attendance to the MTSS/Rtl for intervention services. Utilize incentives and 100 Days of School celebration to increase attendance.

Action Step 1

Identify and refer students who have or are developing an attendance issue. Contact parents and provide workshops on the importance of school attendance and staying healthy. Provide incentives and rewards for student attendance. Highlight classes and grade levels that have perfect attendance during announcements.

Person or Persons Responsible

Counselor, Community Involvement Specialist (CIS), Homeroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Rosters, Parent Sign-In Sheets, Referrals, District Truancy Report

Facilitator:

Counselor, Community Involvement Specialist

Participants:

Homeroom Teachers, Parents

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Review communication logs and attendance report to monitor the percentage of attendance. Schedule MTSS/Rtl as needed. Work with the counselor, social worker and CIS to organize parent workshops on attendance and staying healthy.

Person or Persons Responsible

Administration, Counselor, Social Worker, Community Involvement Specialist (CIS)

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Rosters, District Truancy Report, Parent Sign-In Sheets/Communication Logs, Referrals

Plan to Monitor Effectiveness of G6.B1.S1

Review District Truancy Reports and the interventions in place for students with attendance issues.

Person or Persons Responsible

Administration, Counselor, Social Worker, Community Involvement Specialist (CIS)

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Rosters, District Truancy Report, Parent Sign-In Sheets/Communication Logs, Referrals

G6.B1.S2 Utilize incentives and 100 Days of School celebration to increase attendance and reduce tardies.

Action Step 1

Review attendance reports.

Person or Persons Responsible

Counselor, Administration

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Reports and District Truancy Report

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Review attendance reports.

Person or Persons Responsible

Counselor, Administration

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Reports and District Truancy Report

Plan to Monitor Effectiveness of G6.B1.S2

Review attendance reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports and District Truancy Report

G6.B2 The percentage of students who received two or more behavior referrals for the 2012-2013 school year was 43% and the suspension rate was at 0%. The goal for the 2013-2014 school year is to reduce the percentage of referrals by one percentage point to 42% while maintaining a 0% suspension rate. Staff, students and parents need to be aware of the Student Code of Conduct and conflict resolution practices.

G6.B2.S1 Utilize the Student Code of Conduct, Character Education and the Bullying and Violence Prevention Program to train staff, parents and students on acceptable school behaviors. Reward students through the Spot Success, Do the Right Thing and Student of the Month programs.

Action Step 1

Provide the Character Education and the Bullying and Violence Prevention curriculum to the students to promote acceptable school behaviors. Reward students through the Spot Success, Do the Right Thing and Student of the Month programs. Ensure that parents have received the Student Code of Conduct.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, SPOT Success Certificates and Letters, Do the Right Thing Nominations, Student Code of Conduct Receipts

Facilitator:

Administration, Counselor

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitor the number of referrals and ensure that the Character Education and the Bullying and Violence Prevention lessons are being implemented. Schedule parent workshops and ensure the the Student Code of Conduct parent receipt was returned for each student. Provide additional support in the classroom through the counselor and social worker as needed.

Person or Persons Responsible

Administration, Counselor, Social Worker

Target Dates or Schedule

Weekly

Evidence of Completion

SPOT Success Certificates and Letters, Do the Right Thing Nominations, Referrals, Student Code of Conduct Receipts, Parent Sign-In Sheets

Plan to Monitor Effectiveness of G6.B2.S1

Monitor the number and types of referrals.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

SPOT Success Certificates and Letters, Do the Right Thing Nominations, Referrals

G6.B3 The percentage of students retained for the 2012-2013 school year was 4%. The goal for the 2013-2014 school year is to reduce the number of retained students by one percentage point to 3%. Students need to be provided with the appropriate intervention programs and timely MTSS/RtI referrals.

G6.B3.S1 Identify students for intervention, tutorials and MTSS/RtI assistance.

Action Step 1

Teachers need to monitor student progress and conduct timely interventions, tutorials and MTSS/RtI Request for Assistance referrals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

Facilitator:

Reading Coach, Psychologist, SST Chairperson

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Monitor assessment data reports and student participation in interventions and tutorials. Review the Request for SST Assistance forms and students assigned to Tier 2 and Tier 3 Interventions.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

Plan to Monitor Effectiveness of G6.B3.S1

Review student progress for Tier 2 and Tier 3 interventions. Monitor intervention groups and data.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

G6.B4 The percentage of students not proficient in reading by 3rd Grade for the 2012-2013 school year was 40%. The goal for the 2013-2014 school year is to reduce the number of students not proficient in 3rd Grade by four percentage points to 36%. Students need to be provided with the appropriate intervention programs and timely MTSS/RtI referrals.

G6.B4.S1 Identify students for intervention, tutorials and MTSS/RtI assistance.

Action Step 1

Teachers need to monitor student progress and conduct timely interventions, tutorials and MTSS/RtI Request for Assistance referrals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Monitor assessment data reports and student participation in interventions and tutorials. Review the Request for SST Assistance forms and students assigned to Tier 2 and Tier 3 Interventions.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

Plan to Monitor Effectiveness of G6.B4.S1

Review student progress for Tier 2 and Tier 3 interventions. Monitor intervention groups and data.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Twin Lakes Elementary services are provided to ensure students requiring additional remediation are assisted through in-house tutorials, Saturday Academy and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered at risk assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete at the school site. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant-N/A

Title I, Part D-N/A

Title II

Miami-Dade is a Title II District. The District uses the supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)

- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

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.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Twin Lakes Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

- 1) Twin Lakes Elementary 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
- 4) Twin Lakes Elementary participates in the Fresh Fruit and Vegetable Program sponsored by the federal government.
- 5) Twin Lakes adheres to and implements the ideas from the Alliance for a Healthier Generation.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Twin Lakes Elementary will implement the Kids and the Power of Work (KAPOW) curriculum in second grade.

Job Training

N/A

Other

Parental Involvement Program Description

Twin Lakes Elementary involves parents in the planning and implementation of the Title I Program and extends 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. The school increases parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House) and other documents/activities necessary in order to comply with dissemination and reporting requirements. Twin Lakes Elementary conducts informal parent surveys to determine specific needs of our parents, and schedules 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. In addition, Twin Lakes completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits these reports to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the upcoming school year.

School Improve Grant Fund/School Improvement Grant Initiative

Twin Lakes receives funding under the School Improvement Grant Fund/Initiatives in order to increase the achievement of the lowest performing subgroups through comprehensive ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries.

Twin Lakes utilizes the following grants to address academic and student service concerns:

- Heiken Children's Vision Program-in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program to provide free eye examinations and glasses if needed.
- HIV/AIDS Education Program Partnership-funded through a cooperative agreement grant with the Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC/DASH), the program aims to decrease the prevalence of HIV/AIDS, sexually transmitted diseases (STDs), unintended pregnancy and other at-risk behaviors among K-12 youths.
- Alliance for a Healthier Generation-works to address childhood obesity by empowering kids to make healthy lifestyle choices. Program brings awareness to the students, faculty and community. Program is in Collaboration with the American Heart Association and William J. Clinton Foundation.
- Fresh Fruit and Vegetable Program- provided to selected schools as part of the initiative by the United States Department of Agriculture (USDA) to offer a wider variety of fresh produce and vegetables as part of school lunches.
- Imagine Learning English Program-promotes language and literacy for students who are acquiring the English language. This research based program automatically assesses performance and adapts instruction for individual students.
- Qualified Zone Academy Bonds (QZABs) - provides low-income school populations with funding needed to renovate or repair schools, invest in equipment and up-to-date technology, develop challenging curriculum and train quality teachers. Twin Lakes Elementary has received 24 computers to create a lab for students to participate in remedial, grade level and enrichment learning opportunities.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. On the 2013 FCAT Reading 2.0, 71% of students at Twin Lakes Elementary scored at proficiency level of 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of proficient students by 10 percentage points to 81%.

G1.B1 On the 2013 FCAT 2.0 Reading, 71% of the Hispanic students and 60% of the English Language Learners (ELL) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic and ELL students scoring at Level 3 or above by 9 percentage points. Students in these subgroups experienced difficulties with Reporting Category 1 - Vocabulary (LA.3-5.1.6.9) Multiple Meanings in Context and Vocabulary. Students need more exposure and practice in determining the meaning of words and phrases as used in context and in distinguishing literal from non-literal language.

G1.B1.S1 Students will be taught reading strategies including word recognition, word relationships, identifying multiple meaning words, phrases, expressions, and word context to help determine meaning.

PD Opportunity 1

Reading teachers need to conduct teacher led discussions and opportunities for practice with context clues, structural analysis, multiple meanings of words and word relationships. Graphic organizers, word journals and differentiated instruction groups should be used as needed to support vocabulary development.

Facilitator

Reading Coach, District Personnel

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples Vocabulary Benchmark Assessments

G1.B2 On the 2013 FCAT 2.0 Reading, 70% of the Economically Disadvantaged (ED) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of ED students achieving Level 3 Proficiency by 9 percentage points to 79% Students in this subgroup experienced difficulties with Reporting Category 2 - Reading Application (LA.3-5.1.7.3) Main Idea, Details and Chronological Order. Students need more exposure and practice with identifying main idea, relevant supporting details, implied message, inferences, chronological order, summarizing and paraphrasing.

G1.B2.S1 Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

PD Opportunity 1

Teacher led instruction will include the use of reading response journals where students have to justify their answers by going back to the text for support. The use of close reading or purposeful re-reading of text will be utilized. Differentiated instruction will be organized as needed. SuccessMaker will provide additional individualized support.

Facilitator

Reading Coach, SuccessMaker Facilitator

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and journals SuccessMaker reports Benchmark Assessments

G1.B3 On the 2013 FCAT 2.0 Reading, 30% of the students scored at Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by two percentage points to 32%. Students at this level experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.2) Author's Purpose and Perspective. Students need more practice with identifying the purpose and mood of the author in text.

G1.B3.S1 Students will practice identifying through text clues the author's perspective and their purpose for writing.

PD Opportunity 1

Teacher led instruction will focus on identifying how authors think and feel through text clues. Students will need to identify if the author is trying to inform, entertain, tell a story or convey a particular mood through their words. Response journals will be used by students to support their ideas. Differentiated instruction, SuccessMaker, Reading Plus and Imagine Learning will be used to individualize the instruction.

Facilitator

Reading Coach, District Personnel

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and journals SuccessMaker, Reading Plus and Imagine Learning reports, Benchmark Assessments

G1.B4 On the 2013 FCAT 2.0 Reading, 39% of the students scored at Levels 4-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 4-5 proficiency by one percentage point to 40%. Students at these levels experienced difficulties in Reporting Category 4 - Informational Text/Research Process (LA.3-5.6.1.1.) Organizing Informational Text and Text Features. Students experienced difficulties in locating, interpreting and organizing information within and across text.

G1.B4.S1 Use real-world documents, such as fliers and websites to locate information. Have students use information within and across texts to answer questions.

PD Opportunity 1

Teachers will focus instruction on how to identify facts within and/or across text. Students will be shown how to find connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics and key details. Differentiated instruction groups will be organized as needed. SuccessMaker, Reading Plus and Imagine Learning will be used to support instruction.

Facilitator

Reading Coach, District Personnel

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples Benchmark Assessments SuccessMaker, Reading Plus and Imagine Learning reports

G2. On the 2013 FCAT Writing 2.0, 59% of students achieved a 4.0 or above. Our goal for the 2014 Writing 2.0 is to increase the percentage of students scoring at or above 4.0 by 4 percentage points to 63%.

G2.B1 Students' performance data from the 2013 Writing Assessment indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and appropriate and specific narrative actions.

G2.B1.S1 Students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings that facilitate fluency in writing. Figurative and descriptive language and transitional words and phrases will be infused in the plan.

PD Opportunity 1

Organize differentiated instruction groups based on student needs. Use the FCIM process in order to monitor student progress and make adjustments to instruction as needed.

Facilitator

Reading Coach

Participants

Writing Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples, Monthly Writing Prompts

G3. On the 2013 FCAT Mathematics 2.0, 80% of students scored at proficiency level of 3 or above. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students at proficiency level of 3 or above by 8 percentage points to 88%.

G3.B1 On the 2013 FCAT Mathematics 2.0, 30% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT Mathematics 2.0 is to increase Level 3 proficiency by 2 percentage points to 32%. Students experienced difficulties in the Reporting Category 2 - Base Ten and Fractions. Students need additional opportunities to interpret solutions to division situations, including remainders and with adding and subtracting decimals and fractions with like and unlike denominators. Extensions should be made to real world situations using models and manipulatives.

G3.B1.S1 Provide a variety of real world lessons to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

PD Opportunity 1

Teacher will provide opportunities for students to practice ordering and adding and subtracting fractions. Math journals and cooperative learning activities will be infused to help students understand fractions. Differentiated instruction groups will be organized as needed. SuccessMaker and FCAT Explorer will provide additional individualized practice.

Facilitator

Math Liaison, ACALETICS Facilitator

Participants

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples Benchmark Assessments Math Journals

G3.B2 On the 2013 FCAT Mathematics 2.0, 74% of students made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percent of students making learning gains by 3 percentage points to 77%. Students experienced difficulties in the Reporting Category of Operations, Problems and Statistics. Students need to be provided with opportunities to develop an understanding of numbers and operations and to verify the reasonableness of number operation results, including with problem solving situations.

G3.B2.S1 Students will develop the use of number meanings to solve problems by using models, place value, and properties of operations.

PD Opportunity 1

Teachers will provide opportunities for students to use place value charts and models to gain a better understanding of numbers. Students will apply the number values in basic addition, subtraction, multiplication and division activities. Differentiated instruction will be provided as needed. SuccessMaker and FCAT Explorer will provide additional individualized support.

Facilitator

Math Liaison, ACALETICS Facilitator

Participants

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples Benchmark Assessments SuccessMaker and FCAT Explorer Reports

G4. On the 2013 FCAT Science 2.0, 20% of the students achieved Level 3 proficiency and 39% achieved Level 4-5 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 23% and Level 4-5 proficiency to 40%.

G4.B2 Students are having difficulties identifying forms of energy and forces, tracing the conversion of energy into other forms of energy, and distinguishing relationships among mass, force and motion.

G4.B2.S1 Monitor and support the implementation of rigorous, higher order questioning strategies to increase student conceptual understanding. Promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Provide questions that promote student inquiry through discussions and hands-on activities. Incorporate Science Boot Camp activities. Use FCAT Explorer and GIZMOS to provide additional/ support.

Facilitator

Science Liaison

Participants

Science Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and work samples, FCAT Explorer Reports

G5. Our goal for the 2013-2014 school year is to increase the level of participation in Project Based Learning in STEM.

G5.B1 During the 2012-2013 school year, 43% of the students at Twin Lakes Elementary participated in the different STEM activities. There needs to be an increase in student participation throughout all grade levels.

G5.B1.S1 Provide STEM related experiences that develop students' scientific thinking ability and increase the participation in STEM competitions.

PD Opportunity 1

Conduct hands-on activities with students utilizing science journals to document the activity. Establish a plan for the implementation of a school science fair and science night. Participate in STEM competitions and field trips.

Facilitator

Science Liaison

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journals, Student work samples and science related projects, Field Trips

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

G6.B1 The percentage of students who missed 10% or more of available instructional time for the 2012-2013 school year was 2%. Our goal for the 2013-2014 school year is to reduce the percentage of students missing 10% or more of instructional time by one percentage point to 1%. Parents and students need to be informed about the correlation between school attendance and student achievement.

G6.B1.S1 Identify and refer students who have a history of attendance issues or students who may be developing an issue with attendance to the MTSS/RtI for intervention services. Utilize incentives and 100 Days of School celebration to increase attendance.

PD Opportunity 1

Identify and refer students who have or are developing an attendance issue. Contact parents and provide workshops on the importance of school attendance and staying healthy. Provide incentives and rewards for student attendance. Highlight classes and grade levels that have perfect attendance during announcements.

Facilitator

Counselor, Community Involvement Specialist

Participants

Homeroom Teachers, Parents

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Rosters, Parent Sign-In Sheets, Referrals, District Truancy Report

G6.B2 The percentage of students who received two or more behavior referrals for the 2012-2013 school year was 43% and the suspension rate was at 0%. The goal for the 2013-2014 school year is to reduce the percentage of referrals by one percentage point to 42% while maintaining a 0% suspension rate. Staff, students and parents need to be aware of the Student Code of Conduct and conflict resolution practices.

G6.B2.S1 Utilize the Student Code of Conduct, Character Education and the Bullying and Violence Prevention Program to train staff, parents and students on acceptable school behaviors. Reward students through the Spot Success, Do the Right Thing and Student of the Month programs.

PD Opportunity 1

Provide the Character Education and the Bullying and Violence Prevention curriculum to the students to promote acceptable school behaviors. Reward students through the Spot Success, Do the Right Thing and Student of the Month programs. Ensure that parents have received the Student Code of Conduct.

Facilitator

Administration, Counselor

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, SPOT Success Certificates and Letters, Do the Right Thing Nominations, Student Code of Conduct Receipts

G6.B3 The percentage of students retained for the 2012-2013 school year was 4%. The goal for the 2013-2014 school year is to reduce the number of retained students by one percentage point to 3%. Students need to be provided with the appropriate intervention programs and timely MTSS/Rtl referrals.

G6.B3.S1 Identify students for intervention, tutorials and MTSS/Rtl assistance.

PD Opportunity 1

Teachers need to monitor student progress and conduct timely interventions, tutorials and MTSS/Rtl Request for Assistance referrals.

Facilitator

Reading Coach, Psychologist, SST Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Lists, Tutorial Lists, Request for SST Assistance Forms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT Reading 2.0, 71% of students at Twin Lakes Elementary scored at proficiency level of 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of proficient students by 10 percentage points to 81%.	\$13,450
G2.	On the 2013 FCAT Writing 2.0, 59% of students achieved a 4.0 or above. Our goal for the 2014 Writing 2.0 is to increase the percentage of students scoring at or above 4.0 by 4 percentage points to 63%.	\$10,242
G3.	On the 2013 FCAT Mathematics 2.0, 80% of students scored at proficiency level of 3 or above. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students at proficiency level of 3 or above by 8 percentage points to 88%.	\$27,650
G5.	Our goal for the 2013-2014 school year is to increase the level of participation in Project Based Learning in STEM.	\$1,300
G6.	Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.	\$7,500
Total		\$60,142

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Personnel	Evidence-Based Program	Total
School Budget	\$7,800	\$0	\$0	\$0	\$7,800
PTA	\$0	\$7,150	\$0	\$0	\$7,150
EESAC	\$0	\$2,950	\$0	\$0	\$2,950
Title I	\$0	\$0	\$10,242	\$25,000	\$35,242
Title III	\$0	\$0	\$7,000	\$0	\$7,000
Total	\$7,800	\$10,100	\$17,242	\$25,000	\$60,142

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT Reading 2.0, 71% of students at Twin Lakes Elementary scored at proficiency level of 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of proficient students by 10 percentage points to 81%.

G1.B1 On the 2013 FCAT 2.0 Reading, 71% of the Hispanic students and 60% of the English Language Learners (ELL) students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic and ELL students scoring at Level 3 or above by 9 percentage points. Students in these subgroups experienced difficulties with Reporting Category 1 - Vocabulary (LA.3-5.1.6.9) Multiple Meanings in Context and Vocabulary. Students need more exposure and practice in determining the meaning of words and phrases as used in context and in distinguishing literal from non-literal language.

G1.B1.S1 Students will be taught reading strategies including word recognition, word relationships, identifying multiple meaning words, phrases, expressions, and word context to help determine meaning.

Action Step 1

Reading teachers need to conduct teacher led discussions and opportunities for practice with context clues, structural analysis, multiple meanings of words and word relationships. Graphic organizers, word journals and differentiated instruction groups should be used as needed to support vocabulary development.

Resource Type

Professional Development

Resource

Provide materials and coverage for teachers to attend in-house and district professional development activities.

Funding Source

School Budget

Amount Needed

\$1,300

G1.B3 On the 2013 FCAT 2.0 Reading, 30% of the students scored at Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by two percentage points to 32%. Students at this level experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.2) Author's Purpose and Perspective. Students need more practice with identifying the purpose and mood of the author in text.

G1.B3.S1 Students will practice identifying through text clues the author's perspective and their purpose for writing.

Action Step 1

Teacher led instruction will focus on identifying how authors think and feel through text clues. Students will need to identify if the author is trying to inform, entertain, tell a story or convey a particular mood through their words. Response journals will be used by students to support their ideas. Differentiated instruction, SuccessMaker, Reading Plus and Imagine Learning will be used to individualize the instruction.

Resource Type

Professional Development

Resource

Provide materials and coverage for district and in-house professional development activities.

Funding Source

School Budget

Amount Needed

\$2,800

G1.B4 On the 2013 FCAT 2.0 Reading, 39% of the students scored at Levels 4-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 4-5 proficiency by one percentage point to 40%. Students at these levels experienced difficulties in Reporting Category 4 - Informational Text/Research Process (LA.3-5.6.1.1.) Organizing Informational Text and Text Features. Students experienced difficulties in locating, interpreting and organizing information within and across text.

G1.B4.S1 Use real-world documents, such as fliers and websites to locate information. Have students use information within and across texts to answer questions.

Action Step 1

Teachers will focus instruction on how to identify facts within and/or across text. Students will be shown how to find connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics and key details. Differentiated instruction groups will be organized as needed. SuccessMaker, Reading Plus and Imagine Learning will be used to support instruction.

Resource Type

Professional Development

Resource

Provide materials and coverage for district and in-house professional development activities.

Funding Source

School Budget

Amount Needed

\$1,200

G1.B5 On the 2013 FCAT 2.0 Reading, 78% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by two percentage points to 80%. Students experienced difficulties in Reporting Category 2 - Reading Application (LA.3-5.1.7.7) Compare/Contrast Elements, Topics, Settings, Characters, Problems in single or multiple texts. Students experienced difficulties with identifying casual relationships imbedded within text.

G1.B5.S1 Students need to become familiar with text structure such as compare/contrast elements and setting and character details. Students will practice identifying topics and themes within and across texts.

Action Step 1

The teacher will provide practice in identifying topics and themes by going back to find text evidence to support their ideas. Journals and cooperative learning experiences will be used. Differentiated instruction groups will be organized based on student needs. SuccessMaker, Reading Plus and Imagine Learning will be used to support and individualize instruction.

Resource Type

Other

Resource

Supplementary materials and computer programs to support reading

Funding Source

PTA

Amount Needed

\$6,650

G1.B6 On the 2013 FCAT 2.0 Reading, 89% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the number of students in the lowest 25% making learning gains by one percentage point to 90%. Students in the lowest 25% experienced difficulties in Reporting Category 1- Vocabulary (LA.3-5.1.6.3) Context Clues. Students experienced difficulties determining meanings of words used in text including literal and non-literal examples.

G1.B6.S1 Provide instruction in context clues which allows students to build their general knowledge of words, word relationships and multiple meanings of words.

Action Step 1

Teachers will provide opportunities to determine meaning of words paying special attention to context clues, word relationships, synonyms, antonyms and figurative language. Differentiated instruction groups will be organized based on student need. SuccessMaker, Reading Plus and Imagine Learning will provide additional individualized support.

Resource Type

Other

Resource

Paper and Computer Supplies

Funding Source

EESAC

Amount Needed

\$1,500

G2. On the 2013 FCAT Writing 2.0, 59% of students achieved a 4.0 or above. Our goal for the 2014 Writing 2.0 is to increase the percentage of students scoring at or above 4.0 by 4 percentage points to 63%.

G2.B1 Students' performance data from the 2013 Writing Assessment indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and appropriate and specific narrative actions.

G2.B1.S1 Students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings that facilitate fluency in writing. Figurative and descriptive language and transitional words and phrases will be infused in the plan.

Action Step 1

Organize differentiated instruction groups based on student needs. Use the FCIM process in order to monitor student progress and make adjustments to instruction as needed.

Resource Type

Personnel

Resource

Paraprofessional

Funding Source

Title I

Amount Needed

\$10,242

G3. On the 2013 FCAT Mathematics 2.0, 80% of students scored at proficiency level of 3 or above. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students at proficiency level of 3 or above by 8 percentage points to 88%.

G3.B1 On the 2013 FCAT Mathematics 2.0, 30% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT Mathematics 2.0 is to increase Level 3 proficiency by 2 percentage points to 32%. Students experienced difficulties in the Reporting Category 2 - Base Ten and Fractions. Students need additional opportunities to interpret solutions to division situations, including remainders and with adding and subtracting decimals and fractions with like and unlike denominators. Extensions should be made to real world situations using models and manipulatives.

G3.B1.S1 Provide a variety of real world lessons to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Action Step 1

Teacher will provide opportunities for students to practice ordering and adding and subtracting fractions. Math journals and cooperative learning activities will be infused to help students understand fractions. Differentiated instruction groups will be organized as needed. SuccessMaker and FCAT Explorer will provide additional individualized practice.

Resource Type

Evidence-Based Program

Resource

ACALETICS

Funding Source

Title I

Amount Needed

\$25,000

G3.B2 On the 2013 FCAT Mathematics 2.0, 74% of students made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percent of students making learning gains by 3 percentage points to 77%. Students experienced difficulties in the Reporting Category of Operations, Problems and Statistics. Students need to be provided with opportunities to develop an understanding of numbers and operations and to verify the reasonableness of number operation results, including with problem solving situations.

G3.B2.S1 Students will develop the use of number meanings to solve problems by using models, place value, and properties of operations.

Action Step 1

Teachers will provide opportunities for students to use place value charts and models to gain a better understanding of numbers. Students will apply the number values in basic addition, subtraction, multiplication and division activities. Differentiated instruction will be provided as needed. SuccessMaker and FCAT Explorer will provide additional individualized support.

Resource Type

Professional Development

Resource

Materials and coverage for district and in-house professional development activities.

Funding Source

School Budget

Amount Needed

\$1,200

G3.B3 On the 2013 FCAT Mathematics 2.0, 63% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the number in the lowest 25% making learning gains by 4 percentage points to 67%. Students experienced difficulties in the Reporting Category 1 - Numbers and Operations. In order to apply math concepts, students need to be provided with additional opportunities to apply mathematical concepts.

G3.B3.S1 Provide students opportunities to solve real-world problems using multiplication and related division facts.

Action Step 1

Teachers will provide extra practice with computation skills. Problem solving skills will be reviewed focusing on key vocabulary to determine which operation needs to be used. Answers will be discussed to determine if they make sense with the problem they are solving. Math journals will be used to explain the process used by the students and validate answers. Cooperative learning opportunities and differentiated instruction groups will be organized as needed. SuccessMaker will provide additional support.

Resource Type

Other

Resource

Copy paper and computer supplies

Funding Source

EESAC

Amount Needed

\$1,450

G5. Our goal for the 2013-2014 school year is to increase the level of participation in Project Based Learning in STEM.

G5.B1 During the 2012-2013 school year, 43% of the students at Twin Lakes Elementary participated in the different STEM activities. There needs to be an increase in student participation throughout all grade levels.

G5.B1.S1 Provide STEM related experiences that develop students' scientific thinking ability and increase the participation in STEM competitions.

Action Step 1

Conduct hands-on activities with students utilizing science journals to document the activity. Establish a plan for the implementation of a school science fair and science night. Participate in STEM competitions and field trips.

Resource Type

Professional Development

Resource

Materials and coverage for district and in-house professional development activities.

Funding Source

School Budget

Amount Needed

\$1,300

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

G6.B1 The percentage of students who missed 10% or more of available instructional time for the 2012-2013 school year was 2%. Our goal for the 2013-2014 school year is to reduce the percentage of students missing 10% or more of instructional time by one percentage point to 1%. Parents and students need to be informed about the correlation between school attendance and student achievement.

G6.B1.S1 Identify and refer students who have a history of attendance issues or students who may be developing an issue with attendance to the MTSS/Rtl for intervention services. Utilize incentives and 100 Days of School celebration to increase attendance.

Action Step 1

Identify and refer students who have or are developing an attendance issue. Contact parents and provide workshops on the importance of school attendance and staying healthy. Provide incentives and rewards for student attendance. Highlight classes and grade levels that have perfect attendance during announcements.

Resource Type

Other

Resource

Attendance rewards and incentives

Funding Source

PTA

Amount Needed

\$500

G6.B3 The percentage of students retained for the 2012-2013 school year was 4%. The goal for the 2013-2014 school year is to reduce the number of retained students by one percentage point to 3%. Students need to be provided with the appropriate intervention programs and timely MTSS/Rtl referrals.

G6.B3.S1 Identify students for intervention, tutorials and MTSS/Rtl assistance.

Action Step 1

Teachers need to monitor student progress and conduct timely interventions, tutorials and MTSS/Rtl Request for Assistance referrals.

Resource Type

Personnel

Resource

Tutorial Program

Funding Source

Title III

Amount Needed

\$7,000