# Twin Lakes Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

# Table of Contents

# Twin Lakes Elementary School

6735 W 5TH PL, Hialeah, FL 33012

http://tles.dadeschools.net/

## School Board Approval

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

## SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

**Purpose and Outline of the SIP**

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

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

Our mission is to provide a nurturing and inclusive learning environment where every child can flourish academically, socially, and emotionally. We are dedicated to fostering a love of learning, promoting curiosity, and empowering our students to become confident, responsible, and compassionate individuals. Through engaging and innovative teaching methods, collaboration among staff, families, and the community, we aim to inspire life long learners who are prepared to embrace challenges and contribute positively to the world.

### Provide the school's vision statement.

Our vision is to create an inspiring and dynamic learning community where every child's potential is nurtured and celebrated. We envision a school that embraces innovation, fosters creativity, and cultivates critical thinking skills. Through a student centered approach, we strive to ignite a passion for learning, empower students to explore their unique interest and equip them with the knowledge, skills, and values necessary for success in an ever changing world. We aim to create life long learners who are compassionate, resilient, and eager to make a positive impact in their local and global communities.

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Marti, Anita | Principal | Plays a multifaceted role managing all school operations, establishes a positive and effective learning environment, and ensures the success and well being of all stakeholders. Advocates for the needs of the school both within the educational system and in the community. |
| Napoles, Elsa | School Counselor | Handles academic and behavioral issues through a school counseling program. Is part of the attendance committee to identify students who are at risk of poor attendance. |
| Torres, Martha | Math Coach | Acts as a mentor to teachers and students to improve mathematics education within the school. Works with teachers to design strategies for differentiated instruction, ensuring that all students receive appropriate support. Spearheads the STEAM program. |
| Beiro, Gloria | ELL Compliance Specialist | Facilitates language development and academic success of English language learners by collaborating with teachers. Ensures all regulatory requirements of ELL documentation. |
| Gonzalez, Evy | Teacher, ESE | Works with teachers and parents to develop Individualized Education Plans for students with exceptionalities. Provides the necessary support and accommodations to ensure that students with disabilities receive an education tailored to their needs. |
| | Assistant Principal | Plays a critical role in supporting the principal in all school operations. Observes classrooms and analyzes data to ensure academic growth. Collaborates with teachers and principal in the efforts of creating an enriching educational environment for students. |

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

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

The staff gathers to discuss various aspects of school improvement. They work in collaboration with EESAC and share strategies, ideas and areas of concern in relation to student achievement and school culture.

**SIP Monitoring**

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

To ensure that the School Improvement Process is effectively implemented with fidelity. Administrators and the leadership team conduct classroom visits on a regular basis. The team analysis data with teachers and is part of their grade-level planning meetings to strategize and provide feedback.

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

| | |
|---|---|
| **2023-24 Status** <br> (per MSID File) | Active |
| **School Type and Grades Served** <br> (per MSID File) | Elementary School <br> PK-5 |
| **Primary Service Type** <br> (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 100% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 98% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification** <br> *updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** <br> (subgroups with 10 or more students) <br> (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* <br> English Language Learners (ELL) <br> Hispanic Students (HSP) <br> Economically Disadvantaged Students (FRL) |
| **School Grades History** <br> *2022-23 school grades will serve as an informational baseline. | 2021-22: B <br><br> 2019-20: A <br><br> 2018-19: A <br><br> 2017-18: B |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 4 | 1 | 8 | 1 | 1 | 0 | 0 | 0 | 15 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 2 | 4 | 3 | 1 | 0 | 0 | 0 | 10 |
| Course failure in Math | 0 | 0 | 3 | 10 | 5 | 2 | 0 | 0 | 0 | 20 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 7 | 21 | 13 | 0 | 0 | 0 | 41 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 6 | 9 | 16 | 0 | 0 | 0 | 31 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 6 | 20 | 24 | 22 | 13 | 0 | 0 | 0 | 85 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 2 | 8 | 10 | 11 | 0 | 0 | 0 | 31 |

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

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 3 | 4 | 5 | 0 | 0 | 0 | 12 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 0 | 8 | 3 | 2 | 0 | 0 | 0 | 14 |
| Course failure in Math | 0 | 1 | 0 | 6 | 2 | 6 | 0 | 0 | 0 | 15 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 13 | 14 | 11 | 0 | 0 | 0 | 38 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 9 | 19 | 23 | 0 | 0 | 0 | 51 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 1 | 10 | 3 | 7 | 0 | 0 | 0 | 0 | 21 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 3 | 4 | 9 | 12 | 20 | 0 | 0 | 0 | 48 |

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 4 | 1 | 6 | 1 | 1 | 1 | 0 | 0 | 0 | 14 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 2 | 0 | 7 | 1 | 4 | 0 | 0 | 0 | 14 |
| Course failure in Math | 0 | 3 | 4 | 11 | 2 | 11 | 0 | 0 | 0 | 31 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 28 | 12 | 26 | 0 | 0 | 0 | 66 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 15 | 15 | 22 | 0 | 0 | 0 | 52 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 7 | 18 | 18 | 31 | 13 | 34 | 0 | 0 | 0 | 121 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 2 | 1 | 18 | 10 | 18 | 0 | 0 | 0 | 49 |

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 48 | 60 | 53 | 58 | 62 | 56 | 55 | | |
| ELA Learning Gains | | | | 58 | | | 53 | | |
| ELA Lowest 25th Percentile | | | | 44 | | | 21 | | |
| Math Achievement* | 46 | 66 | 59 | 48 | 58 | 50 | 37 | | |
| Math Learning Gains | | | | 62 | | | 25 | | |
| Math Lowest 25th Percentile | | | | 67 | | | 7 | | |
| Science Achievement* | 49 | 58 | 54 | 43 | 64 | 59 | 43 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 63 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 70 | 63 | 59 | 57 | | | 49 | | |

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

## ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 50 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 249 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 55 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 437 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 22 | Yes | 2 | 1 |
| ELL | 50 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 49 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 47 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 36 | Yes | 1 | |
| ELL | 55 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 55 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| **ESSA Subgroup** | **Federal Percent of Points Index** | **Subgroup Below 41%** | **Number of Consecutive years the Subgroup is Below 41%** | **Number of Consecutive Years the Subgroup is Below 32%** |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 52 | | | |

**Accountability Components by Subgroup**

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

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2021-22** | **C & C Accel 2021-22** | **ELP Progress** |
| All Students | 48 | | | 46 | | | 49 | | | | | 70 |
| SWD | 6 | | | 19 | | | | | | | 3 | 42 |
| ELL | 47 | | | 45 | | | 51 | | | | 5 | 70 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 48 | | | 46 | | | 49 | | | | 5 | 70 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 43 | | | 42 | | | 43 | | | | 5 | 72 |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2020-21** | **C & C Accel 2020-21** | **ELP Progress** |
| All Students | 58 | 58 | 44 | 48 | 62 | 67 | 43 | | | | | 57 |
| SWD | 40 | 60 | 40 | 20 | 38 | | 9 | | | | | 47 |
| ELL | 58 | 56 | 42 | 53 | 65 | 68 | 40 | | | | | 57 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| BLK | | | | | | | | | | | | |
| HSP | 59 | 59 | 42 | 49 | 62 | 67 | 45 | | | | | 57 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 55 | 58 | 44 | 42 | 59 | 68 | 35 | | | | | 57 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 55 | 53 | 21 | 37 | 25 | 7 | 43 | | | | | 49 |
| SWD | 22 | 21 | | 22 | 7 | | 15 | | | | | 21 |
| ELL | 58 | 55 | | 41 | 23 | | 43 | | | | | 49 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 56 | 53 | 21 | 38 | 25 | 7 | 44 | | | | | 48 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 52 | 50 | 15 | 32 | 23 | 7 | 43 | | | | | 50 |

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

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 38% | 56% | -18% | 54% | -16% |
| 04 | 2023 - Spring | 48% | 58% | -10% | 58% | -10% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 20% | 52% | -32% | 50% | -30% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 48% | 63% | -15% | 59% | -11% |
| 04 | 2023 - Spring | 44% | 64% | -20% | 61% | -17% |
| 05 | 2023 - Spring | 33% | 58% | -25% | 55% | -22% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 39% | 50% | -11% | 51% | -12% |

# III. Planning for Improvement

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

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

When looking for patterns across grade levels, subgroups, and core content areas, there is a need for improvement in the area of ELA Reading, Mathematics, and Science with ELA Reading showing the lowest performance.

In the 2023 STAR Reading PM3, 33 percent of students in grades K-2 were proficient. In the ELA Reading FAST PM3, 36 percent of students in grades 3-5 scored a level 3 or above.

In the 2023 STAR Mathematics PM3, 70 percent of students in grades K-2 scored above the 50th percentile. In FAST Mathematics PM3, 40 percent of students in grades 3-5 scored a level 3 or above. In the 2023 Statewide Science, 39 percent of students scored a level 3 or above.

The data component that showed the lowest performance was in ELA Reading for grades K-5. One of the contributing factors attributed to the low performance in ELA Reading is teachers not being familiar with the Reading Horizon Intervention Program and not being properly trained with all the resources and tools needed to effectively implement the program.

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

When looking across all grade levels, subgroups, and core content, ELA Reading showed the greatest decline. In 2022, 59 percent of students in grades 3-5 were proficient in ELA Reading. In 2023, 36 percent of students in grades 3-5 were proficient in the ELA Reading FAST PM3 assessment, indicating a 23 percentage point decrease in proficiency from 2022 to 2023.

The contributing factors for the decrease in proficiency attributed to the teachers not being familiar with the Reading Horizon Intervention Program and lacking adequate training with all the resources and tools needed to effectively implement the program. Effective systematic and explicit Multi-Sensory instruction during whole group, and changes in personnel negatively impacted students performance.

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

In the FAST ELA Reading assessment, 36 percent of students in grades 3-5 were proficient compared to the state proficiency of 54 percent, showing a 18 percent difference. In 3rd grade, 20 percent of students were proficient compared to the state proficiency of 50 percent, indicating a 30 percent difference. In 5th grade, 38 percent of students were proficient compared to the state proficiency of 54 percent, indicating an 16 point decrease.

One influencing factors that contributed to this gap is the need for ELA Reading professional Development that encompasses an in-depth understanding of the BEST Standards and effective implementation of the Reading Horizon Program.

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

The mathematics data component showed the most improvement with 70 percent of students in grades K-2 scoring above the 50th percentile on the 2023 STAR Mathematics PM3 assessment. In the FAST Mathematics PM3 assessment for students in grade 5, 33 percent of students scored a level 3 or above, compared to 28 percent proficiency in 2022.

One action step that influenced this increase was mathematics intervention and consistent Differentiated Instruction rotations in each class using.

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

Reflecting on the Early Warning Systems from Part I, two potential area of concerns are as follows:

The number of students with a substantial reading deficiency in grades 2nd-5th. In 2nd grade, there are 20 students with a substantial reading deficiency, 24 students in 3rd grade, and 22 students in fourth grade.

Another potential area of concern is the number of students scoring a Level 1 on statewide ELA assessment. There are 21 students in 4th grade and 13 students in 5th grade listed under this indicator.

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

- ELA Reading in K-2, focusing on explicit and systematic phonics instruction and Multi-Sensory Instruction.
- ELA Reading in 3-5, focusing on effective implementation of BEST standards.
- Targeting the L25 percent in the area of ELA Reading using data-driven instruction and effective reading interventions.

- Explicit instruction and data-driven support for our ESOL students in the area of ELA Reading.
- Explicit instruction and data-driven support for our ESE students in the area of ELA Reading.

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

## #1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

According to 2022-2023 FAST PM3 data, 36% of students in 3rd – 5th grade were proficient in ELA as compared to the state average of 54% and district average of 55%. Based on the data and the identified contributing factors of lack of fidelity to common planning, lack of effective Reading Horizon Intervention training, and standard-aligned instruction and grading, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

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

With the implementation of Instructional Support Coaching, 46% of students in grades 3rd – 5th will score at grade level or above, in ELA on the 2023-2024 FAST PM3 State Assessment.

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

The Leadership Team will provide support to teachers and students by providing in-class support to students who are below grade-level, as evident in their weekly schedule. Additionally, the Leadership Team will be attending grade-level meetings to support teachers and staff on a weekly basis, conduct quarterly data chats, adjust groups as needed using data to drive decisions, and conduct regular walkthroughs. Weekly and Bi-Weekly data will be reviewed on a monthly basis to remediate any deficiencies.

### Person responsible for monitoring outcome:

Anita Marti (martia@dadeschools.net)

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

Within the Targeted Element of Instructional Coaching and Professional Learning, our school will focus on the Evidence-based Intervention: Instructional Support/Coaching. This will improve instructional outcomes and build capacity. Teachers will be able to apply the skills and strategies needed to increase student engagement.

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

Based on the current school data, Instructional Coaching and Professional Learning will build capacity and enhance instruction to meet the needs of all students.

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

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 14th- September 29th: Provide Professional Development for teachers on effective hands-on, multi-sensory instruction that is aligned to the BEST Standards at the opening of school's Professional Development meeting in August 2023. As a result, teachers will be empowered to implement strategies learned to improve instruction.

**Person Responsible:** Martha Torres (myaratorres@dadeschools.net)

**By When:** August 15th, 2023

August 14th- September 29th: Teachers will meet for collaborative planning to develop lesson plans that address students' needs and focus on content-specific instructional practices to improve student learning (ongoing). As a result, teachers will develop lesson plans that address the needs of all students through Multi-Sensory Instruction, as evident in their lesson plans and student engagement.

**Person Responsible:** Gloria Beiro (gbeiro@dadeschools.net)

**By When:** August 14-September 29, 2023

August 14th- September 29th: Teachers will be provided with effective and explicit Reading Horizon Intervention training that focuses on VAKT strategies that address student needs and focus on content-specific instruction in the area of phonics. As a result, teachers will provide effective intervention that addresses the specific needs of the students identified for intervention.

**Person Responsible:** Gloria Beiro (gbeiro@dadeschools.net)

**By When:** September 13, 2023

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

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

According to 2022-2023 ELA Reading FAST PM3 data, 11 percent of Students With Disabilities (SWD) in grades 3rd – 5th were proficient in ELA Reading. Based on the current data and the identified contributing factors of limited ESE support in specific grade levels, lack of Multi-Sensory instruction for SWD that are not making progress, and the need for explicit and systematic instruction, we will implement the Targeted Element of Students with Disabilities.

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

With the implementation of Student Centered Learning, 50% of students with disabilities in grades 3rd – 5th will show learning gains in the area of ELA on the 2023-2024 FAST PM3 State Assessment by May 2024.

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

The Leadership Team will present during weekly collaborative meetings in order to assist teachers with creating lessons that will address the distinct learning needs of ALL learners. Additionally, the Leadership Team will assist teachers in implementing strategies that support our neediest subgroups. Administrators will review lesson plans and conduct regular walkthroughs to address areas of concerns to meet the needs of all learners. During monthly grade chair meetings, the Leadership Team will discuss and share pertinent district information, best practices, and data.

**Person responsible for monitoring outcome:**

Anita Marti (martia@dadeschools.net)

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

Within the the targeted element of Students with Disabilities, our school will focus on the Evidence-Based Intervention of: Student-Centered Learning. Student-Centered Learning will focus on instructional approaches and academic-support strategies that will meet the students diverse learning needs and accelerate learning for our SWD subgroup.

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

Student-Centered Learning will help target specific learning needs for our SWD and accelerate learning for at risk students using a variety of instructional approaches that meets the needs of all learners.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 14th- September 29th: Teachers will attend professional development that focuses on multi-sensory instruction and VAKT strategies to provide a variety of teaching and learning strategies to remediate deficiencies. As a result, all teachers will incorporate effective hands-on and multi-sensory instruction to close any academic gaps in learning as evident in student progress and progress monitoring data of our SWD subgroup.

**Person Responsible:** Martha Torres (myaratorres@dadeschools.net)

**By When:** August 14th-September 29th

August 14th-September 29th: Administrators will focus on The Framework of Effective Instruction during each faculty meeting, highlighting the needs of all learners. As a result, administrators will provide real-time feedback to teachers and the opportunity to implement best practices to meet the needs of our SWD.

**Person Responsible:** Anita Marti (martia@dadeschools.net)

**By When:** August 14th-September 29th (ongoing)

August 14th-September 29th: The ESE chair will attend collaborative planning sessions and create hands on lessons for SWD students. Teacher will support students in small group instruction. As a result, students will be motivated to learn and content will be explicitly reinforced during small group.

**Person Responsible:** Martha Torres (myaratorres@dadeschools.net)

**By When:** August 14th-September 29th (ongoing)

**#3. Positive Culture and Environment specifically relating to Teacher Attendance**

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

According to the Power BI Staff Attendance Comparison, 64% of teachers at our school had 10 or more absences for the 2022-2023 school year in comparison to the District's 36% of staff with 10 or more absences. Based on the data and the identified contributing factors of staff morale, illness of self and family, and personal reasons, we will implement the Targeted Element of improving Teacher Attendance.

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

With the implementation of Rewards/Incentives, staff absences of 10 or more, should decrease by 5% for the 2023-2024 school year.

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

Administration will monitor staff absences by conducting monthly attendance chats based on current absences. We will monitor progress by analyzing reports and communicating with teachers.

**Person responsible for monitoring outcome:**

Anita Marti (martia@dadeschools.net)

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

Within the Targeted Element of improving Teacher Attendance, our school will focus on the Evidence-based Intervention of: Rewards/Incentives. The School's Leadership Team will create rewards and incentives programs that will promote a positive school culture.

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

The rationale for selecting the specific Evidence-based Intervention is to encourage staff members to be present and have a positive experience within the school environment.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 14th-September 29th: Provide staff incentives for attendance by highlighting teachers with zero absences during morning announcements. As a result, teachers will look forward to being recognized at work.

**Person Responsible:** Anita Marti (martia@dadeschools.net)

**By When:** September 1st, 2023 (ongoing)

August 14th-September 29th: During monthly faculty meetings, staff members with zero absences will be selected for a drawing. Selected staff member will be rewarded with a special treat. As a result, staff members will be more likely to be present at work.

**Person Responsible:** Anita Marti (martia@dadeschools.net)

**By When:** September 20th, 2023. (ongoing)

August 14th-September 29th: Every month teachers with zero absences will be randomly selected to receive a leave early/arrive late reward. As a result teachers will be encouraged to come to work and have time to plan their work day.

**Person Responsible:** Anita Marti (martia@dadeschools.net)

**By When:** September 29th (ongoing)

August 14th-September 29th: On a monthly basis, teachers with zero absences will get the opportunity to attend the "Espresso Escape" in the conference area for a 20 minute morning coffee break. As a result, teachers will feel encouraged to be present and build relationships with colleagues.

**Person Responsible:** Gloria Beiro (gbeiro@dadeschools.net)

**By When:** August 14th-September 29th (ongoing)

| #4. Instructional Practice specifically relating to ELA |
|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a crucial need from the data reviewed.<br>One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed. |

According to 2022-2023 FAST PM3 data, 36% of students in 3rd – 5th grade were proficient in ELA as compared to the state average of 54% and district average of 55%. Based on the data and the identified contributing factors of not having common planning time, lack of fidelity of monitoring at-risk student progress, and lack of explicit and systematic instruction, we will implement the Targeted Element of ELA.

| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. |
|---|

With the implementation of Establishing and Implementing Instructional Framework, 46% of students in grades 3rd – 5th will score at grade level or above, in ELA on the 2023-2024 FAST PM3 State Assessment.

| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. |
|---|

The Leadership Team will provide teachers with common planning times in a central location where teachers will have the opportunity to address learning needs and plan for effective systematic and explicit lessons that reviews and promotes instructional framework for effective instruction. Teachers will have the opportunity to meet with the Assistant Principal and select students for interventions. The Leadership Team will meet with each grade-level on a weekly basis to adjust groups based on student progress monitoring data and create effective lessons.

| **Person responsible for monitoring outcome:** |
|---|

Martha Torres (myaratorres@dadeschools.net)

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

Within the Targeted Element of ELA, our school will focus on the Evidence Based Intervention of: Establishing Instructional Frameworks. During Collaborative Planning teachers will create meaningful lessons, promoting bell-to-bell instruction.

| **Rationale for Evidence-based Intervention:**<br>Explain the rationale for selecting this specific strategy. |
|---|

By Establishing and Implementing Instructional Frameworks that promote explicit instruction, the likelihood of students achieving success and targeting specific learning needs will increases during collaborative planning sessions.

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

Tier 1 - Strong Evidence

| **Will this evidence-based intervention be funded with UniSIG?** |
|---|

No

| **Action Steps to Implement**<br>List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |
|---|

August 14th- September 29th: Teachers will be provided with Reading Horizon Intervention training that focuses on explicit and systematic instruction. Effective intervention will be modeled and each component of the 30 min. daily intervention lesson will be reviewed and explained. As a result, teachers will have the knowledge needed to provide students with effective intervention instruction.

**Person Responsible:** Gloria Beiro (gbeiro@dadeschools.net)

**By When:** September 13th, 2023

August 14th- September 29th: During collaborative planning, student Data Profiles will be given to teachers that details important academic information. Teachers will have the opportunity to review student profiles and analyze data. As a result, teachers will be able to analyze student data, creating lessons that target specific learning needs.

**Person Responsible:** Anita Marti (martia@dadeschools.net)

**By When:** September 6th, 2023

August 14th- September 29th: During weekly collaborative planning, teachers will discuss and analyze students progress in intervention and adjust groups as needed. Teachers will have the opportunity to implement strategies and skills from Reading Horizon program within their lessons to increase student engagement and understanding.

**Person Responsible:** Gloria Beiro (gbeiro@dadeschools.net)

**By When:** August 14th- September 29th

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

The School Leadership Team and EESAC analyze the current data and ensure that the allocations are used to fund resources directly related to student needs. Extended learning opportunities, such as before and after school tutoring, are provided to students based on current data to address the needs of our all students and remediate deficiencies.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

According to the 2023 STAR Early Literacy/Reading, 50 percent of students in grade 1 scored below the 50th percentile in ELA Reading. Based on the data and the identified contributing factors of: limited English proficiency, lack of explicit and systematic phonics instruction in the primary grades, and teachers not being familiar with the Reading Horizon Intervention Program, we will implement the Targeted Element of: ELA

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

According to the 2023 FAST ELA Reading, 36 percent of students in 3rd-5th grade scored a level 3 or above. Based on the data and the identified contributing factors of: limited English proficiency, limited understanding of the BEST standards and the depth of each standards (including the Achievement Level Description), and teachers not being familiar with the Reading Horizon Intervention Program, we will implement the Targeted Element of: ELA

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

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

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

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

### Grades K-2 Measurable Outcomes

With the implementation of Standard-Based Collaborative Planning and explicit and systematic instruction, 55% of students in grades K-2 will score above the the 50th percentile in the 2024 STAR Early Literacy/Reading assessment.

### Grades 3-5 Measurable Outcomes

With the implementation of Standard-Based Collaborative Planning and explicit and systematic instruction, 55% of students in grades 3-5 will score will a level 3 or above on the 2024 FAST ELA Reading assessment.

## Monitoring

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

The Leadership Team will monitor student progress by conducting quarterly data chats with teachers where they have an opportunity to make adjustments to their instruction and align instruction to current data. Administrators will review intervention folders to verify effectiveness and fidelity. Student progress will be reviewed and analyzed during data chats.

### Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Gonzalez, Lizette, l.gonzalez@dadeschools.net

## Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our school will focus on the Evidence-Based Intervention of: Standard-Based Collaborative Planning. Effective training and implementation will improve student outcomes and provide students with remediation that will accelerate learning in intervention and whole group instruction. Teachers will focus on detailed objective to align instruction to students needs.

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

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

Our school will focus on the Evidence-Based Intervention of: Standard-Based Collaborative Planning. The selected Evidence Based Strategy of Standard- Based Collaborative Planning addresses

foundational skills and VAKT strategies needed to remediate deficient skills for at-risk students during planning.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| August 14th- September 29th: Administrators and Leadership Team will meet with reading teachers in grades K-5 to analyze data, identify at-risk students utilizing assessment data, and select students for Reading Interventions. Leadership Team will focus on monitoring student progress through Reading Horizon software and Skill Focus lessons to remediate deficiencies. Students progress will be monitored through i-Ready Growth Monitoring Assessments. Teachers will have the opportunity to attend Reading Horizon Professional Learning Opportunities when available. | Gonzalez, Lizette, l.gonzalez@dadeschools.net |
| August 14th- September 29th: The Leadership Team will monitor student progress by analyzing Reading Horizon Accelerate reports on a monthly basis to monitor student usage and progress. During collaborative planning, teachers will be able to create data driven lessons that targets students needs. Students progress will be monitored through i-Ready Growth Monitoring Assessments. Teachers will have the opportunity to attend Reading Horizon Professional Learning Opportunities when available. | Gonzalez, Lizette, l.gonzalez@dadeschools.net |

## Title I Requirements

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

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

Twin Lakes disseminates the School Improvement Plan through Open House, EESAC meetings, faculty meetings, and Leadership Team meetings. The Leadership Team meets regularly to discuss effectiveness and address concerns. All stakeholders can access information on our school's webpage, https://www.twinlakeselem.org/.

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

Twin Lakes Elementary plans to build a positive relationship with all stakeholders through various forms of communication such as EESAC meetings, monthly night events such as STEAM Nights, Reading Under the Stars, and Title 1 parent/guardians informational meetings. In addition, all stakeholders are informed of
school-wide activities via Class Dojo, monthly school calendar, and social media platforms. Twin Lakes Elementary sets high expectations and provides all stakeholders an opportunity to improve the overall progress of the school. All stakeholders can also access information on our school's webpage, https://www.twinlakeselem.org/ and social media accounts where school information is shared with families.

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

To increase the quality of learning and strengthen academic programs at Twin Lakes, extended learning opportunities for at-risk students and students working below grade-level before and after school. The students will also receive intervention to strengthen the areas of concern.

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

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A