North Twin Lakes Elementary School

2014-15 School Improvement Plan

North Twin Lakes Elementary School

625 W 74TH PL, Hialeah, FL 33014

http://ntle.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	92%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Students are encouraged to share their culture and/or cultural values at key times during the school year such as the start of the school year through introductions and "All About Me" or Show and Tell activities, during the month of October by celebrating Hispanic Heritage Month, during November through December by studying various as well as American holiday traditions, and in February by celebrating Black History Month. Teachers guide such activities and participate as well.

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

North Twin Lakes Elementary creates an environment where students feel safe by implementing a closed-campus policy by which parents/visitors are not allowed beyond the main entrance to the school with the exception of the Main Office. In addition, North Twin Lakes Elementary employs strict arrival and dismissal procedures; arrival at school occurs through a single entry point (the school's Main Entrance) and students have specific waiting areas depending on their grade level. Dismissal occurs through three designated areas depending on method of transportation and grade level. Security personnel are always visible, adult supervision is always provided, and faculty and staff are trained to alert Security and/or administration if they see anything/anyone of concern. The school district's If You See Something Say Something campaign is also in place. During physical education activities, proper preparation and care is taken to ensure students' safety and injury prevention. North Twin Lakes Elementary creates an environment where students feel respected by implementing the school district's anti-bullying policies, encouraging communication with adults regarding conflicts with other students, and educating students on the Code of Student Conduct's Core Values and Examples of Model Student Behaviors section on. In addition as a component of the Instructional Performance Evaluation and Growth System for teacher evaluations, sarcasm, put-downs, or demeaning commentary by teachers is not permitted.

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

The behavioral system in place at North Twin Lakes Elementary aims at minimizing distractions and keeping students engaged during instructional time by providing students with clear expectations for

their behavior. The school counselor and assistant principal conduct a Code of Student Conduct assembly for all students within the first month of the school year highlighting the Core Values and Examples of Model Student Behaviors. Discipline for disruptive infractions are addressed using a "Three-Five-Eight" model in which the teacher will address the student for the first three such infractions, refer the student for the fourth and fifth, and the student is then referred to administration beyond the fifth occurrence. Students are also introduced to the Do the Right Thing program and the Winners Circle incentive at this assembly. Student-centered alternative to suspension activities include peer mediation when deemed appropriate as well as community service within the school grounds.

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

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

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

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

North Twin Lakes Elementary employs ongoing monitoring of reports and teacher feedback as an early warning system for students. Reports monitored on a daily, weekly, monthly, or quarterly basis include attendance reports, suspension reports, interim progress reports, and report cards. Such reports are monitored for the following indicators:
-Attendance below 90 percent (excused or due to suspension)
-One or more suspensions (indoor or outdoor)
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
-Students who are not proficient in reading by Grade 3
-Students who are retained
Students identified as in need of intervention and/or assistance through the early warning system are referred to the appropriate services, department, or personnel for assistance.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	5	8	5	7	6	44
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	10	16	26	40	27	6	125
Level 1 on statewide assessment	0	0	0	36	46	20	102

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/198201.

Description

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

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

North Twin Lakes Elementary builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through the following:
- Inviting the local community to school events.
- Inviting the local community to the school's Educational Excellence School Advisory Committee meetings.
- Informing the local community of how the school utilizes their donation/contributions and/or support for the school.
- Patronizing local businesses (supplies, materials, student incentives, etc).

Effective Leadership

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

School Leadership Team

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

Name	Title
Lumpkin, Richelle	Principal
Fernandez, Eduardo	Assistant Principal
Guerra, Hector	Assistant Principal
Gonzalez, Victor	Guidance Counselor
O'Reilly, Tiffanie	Instructional Coach

Duties

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

The MTSS/RtI Leadership Team is composed of key educators who consistently analyze data to drive the instructional program. The team focuses on student achievement, school safety, school culture, literacy, attendance, and most importantly, the increase of student achievement through prescriptive intervention programs. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student needs with a focus on supplemental and intensive interventions. The team consists of the following:
Richelle T. Lumpkin, Principal
Eduardo Fernandez, Assistant Principal
Hector Guerra, Community School Assistant Principal
TIffanie O'Reilly, Reading Facilitator/teacher
Victor Gonzalez, School Counselor
Grade level Chairpersons:
Vielka Saavedra, Pre-K
Gloria Martinez, Kindergarten
Aline Garcia, First Grade
Linda Williams, Second Grade
Nancy Rodriguez, Third Grade
Rebecca Castañeda, Fourth Grade
Carolin Cramer, Fifth Grade
Evelyn Gomez, ESOL
The MTSS/RtI Leadership Team meets monthly for the purpose of monitoring/assigning responsibilities, discussing student data trends, disseminating information for gradelevel/department chairpersons to share with those they lead, and shared decision making.

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

The school's MTSS/RtI Leadership Team will meet monthly to confer regarding the following activities: Analyze data such as Thinkgate and PMRN reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and or Professional Learning Communities and resources necessary to carry out effective interventions. The team will also collaborate regularly, resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team will also support the process of building consensus, increasing communications, and managing decisions about implementation. More specifically the roles and responsibilities are as follows: Principal, Assistant Principal, and Reading Facilitator: Provide a common vision for the use of

data based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/RtI; conduct assessments of MTSS/RtI skills; ensure implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicate with parents regarding school-based MTSS/RtI plans and activities. They consult all stakeholders to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team processes and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen as part of the School Improvement Plan. Student Service Personnel: Offer quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions in addition to providing interventions. Student service personnel will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Title I, Part A

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

Title II

We are a Title II District. The District uses supplemental funds for improving basic education as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training to 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 Learner (ELL) and immigrant students by providing funds to implement and/or provide:

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

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive

services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• 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) This school will receive funding from Supplementary 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 and 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. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; schedule the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria Perez-Pons	Education Support Employee
Carolin Cramer	Teacher
Heather Tuffs Murphy	Business/Community
Irma Companioni	Education Support Employee
Linda Williams	Teacher
Rebecca Castañeda	Teacher
Victor Gonzalez	Education Support Employee
Jalitza Horta	Teacher
Alejandro Melendez	Teacher
Loammin Figueredo	Parent
Beverly Royals	Parent
Jennifer Ramirez	Parent
Trista Carbone	Parent
Lauren Rush	Parent
Nicole Robinson	Parent
Yahaira Ramirez	Parent
Jael Palacio	Parent
Jessica Perez	Student

Duties

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

Evaluation of last year's school improvement plan

At the last SAC Meeting of the 2013 - 2014 school year, which took place in May, the School Improvement Plan (SIP) for 2013 -2014 was reviewed and evaluated for effectiveness. Ineffective or excessive strategies were identified and noted and suggestions were accepted for the 2014 - 2015 school year.

Development of this school improvement plan

Ineffective or excessive strategies identified and noted by the SAC during the last meeting of the 2013 - 2014 school year as well as suggestions were considered in the development of the 2014 - 2015 SIP draft. At the first SAC meeting of the 2014 -2015 school year, the SAC was presented with the draft SIP for approval.

Preparation of the school's annual budget and plan

For the 2014 - 2015 school year, the SAC presented its budget at the first SAC meeting of the school year. A request was made for the full amount to be used for the purchase of incentives for students and curriculum support materials. The SAC reached consensus on supporting the school by awarding the request.

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

Student incentives - $1,500.00
Curriculum support materials - $1,400.00

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Lumpkin, Richelle	Principal
Fernandez, Eduardo	Assistant Principal
Gonzalez, Victor	Guidance Counselor
O'Reilly, Tiffanie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Positive working relationships between teachers, including collaborative planning and instruction are encouraged by:
- Providing common planning time.
- Ensuring teachers receive their contractual planning time weekly.
- Encouraging teachers to present/share experiences and best practices with colleagues during teacher planning days or gradelevel/faculty meetings.
- Providing onsite professional development sessions and Professional Learning Communities.
- Arranging for teachers who request to observe their colleagues deliver a lesson.
- Encouraging teachers to participate in conferences, learning/teaching showcases, and partnerships such as Teacher Fellows.

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

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

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

Although there are no beginning teachers for the 2014 – 2015 school year, beginning teachers (mentees) are routinely paired with highly-qualified veteran teachers within their grade level to serve as their mentor. The principal supports mentee/mentor relationships by contributing professional leave days as needed for mentees and mentors to observe each other's instructional delivery and conduct structured discussions and critiques.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

North Twin Lakes Elementary follows the district pacing guide in order to ensure all instructional programs are aligned to Florida Standards.

Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 2,400

Teacher collaboration, planning, and professional development will take place during the following:
-Weekly common planning time with teachers on the same grade level.
-Two mandatory professional development days to take place during two teacher planning days within the 2013 – 2014 school year.
-Professional Learning Community activities/professional development at each mandatory faculty meeting during the 2013 – 2014 school year.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student performance data is collected as follows and analyzed for effectiveness of strategies during data chats following each assessment:
- At the beginning of the school year through administration of the District Baseline Assessments and the Florida Assessment for Instruction in Reading (FAIR) Assessment Period One (AP1).
- In the Fall through the use of the District Fall Interim Assessments program.
- In the winter through the use of the District Winter Interim Assessments and the FAIR AP2.
- In the Spring through the use of Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)simulations, FCAT 2.0 Spring administration, and the FAIR AP3.
Persons responsible include:
- Preparing assessments and overseeing their administration, School Test Chairperson
- Administering assessments, teachers
- Collecting student performance data, School Test Chairperson and reading facilitator
- Conducting data chats, School Principal and Assistant Principals
- Adjusting strategies as needed, teachers

Student Transition and Readiness

PreK-12 Transition

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

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

At the end of each school year, in the month of June, Pre-Kindergarten and Kindergarten orientations are held at the school. These orientations are advertised throughout the school and community. The main purpose for these orientations is to inform parents on how they can prepare their child for the upcoming school year. Such preparations include, materials, school rules and policies, as well as activities parents can conduct at home in preparation for their child's entry into Pre-K or Kindergarten. In addition, a back to school school-wide orientation as well as Open House are held during the month of August once the current school year is underway
Students in the Kindergarten program are assessed at the beginning of the school year using the

Florida Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. FLKRS will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations. Additional assessments used on an as-needed basis include:
-Oral Language Proficiency Scale – Revised (OLPS-R)
-Houghton Mifflin – Early Growth Indicators Benchmark Assessment
-Child Observation Record (COR)
-The Devereux Early Childhood Assessment (DECA)
-Learning Accomplishment Profile Diagnostic edition (LAP-D)
-LAP-D screening for General Education students
-Phonological and Early Literacy Inventory
-Battelle Developmental Inventory (BDI 2)
-Preschool Key Experience Note Form

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

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

G2.   The goal is to prepare students to be college and career ready through STEM initiatives and programs.

G3.   The goal is to use the Early Warning System to identify at-risk students and provide support and intervention to increase their achievement.

G4.   See Title I PIP for this goal.

Strategic Goals Detail

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

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

🔍 G050870

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	71.0
AMO Reading - ELL	63.0
AMO Reading - SWD	41.0
AMO Reading - ED	69.0
AMO Math - All Students	78.0
AMO Math - African American	69.0
AMO Math - Hispanic	79.0
AMO Math - ELL	71.0
AMO Math - SWD	47.0
AMO Math - ED	77.0
FCAT 2.0 Science Proficiency	64.0

Resources Available to Support the Goal 2

- Reading: Smartboards, Reading Coach, average of four computers in each classroom, two computer labs, Wonders Reading Series, Reading Plus, Reading Response Journals, Writing Journals, Literacy Days (Wacky Wednesday, Read for the Record, Author's Highlight). Math: Smartboards, 2 Assitant Principals, average of four computers in each classroom, two computer labs, GoMath Series, Math Journals, mannipulatives, Gizmos Science: Smartboards, 2 Assitant Principals, average of four computers in each classroom, two computer labs, Discovery Education, Interacive Science Journals, Science labs, Gizmos, Scott Foresman Science textbook, and Science Fair Project

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in lesson delivery.

Plan to Monitor Progress Toward G1. 8

Data disaggregation, District Interim Assessments, and the Florida Standards Assessment.

Person Responsible

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Increase in student proficiency.

G2. The goal is to prepare students to be college and career ready through STEM initiatives and programs.
1a

G050632

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Science teachers, SPED teachers, ELL teachers, Florida Standards-aligned adopted science series (Scott Foresman), adopted science series laboratory kits, educational software (Gizmos), journals.

Targeted Barriers to Achieving the Goal 3

- During the 2013-2014 school year there were no STEM activities.

Plan to Monitor Progress Toward G2. 8

Monitor for progress:
Annual in-school Science Fair
Annual County-wide Science Fair

Person Responsible

Schedule
Weekly, from 1/5/2015 to 5/25/2015

Evidence of Completion
Improvement in: Student participation in the in-school Science Fair Student participation in the County-wide Science Fair

G3. The goal is to use the Early Warning System to identify at-risk students and provide support and intervention to increase their achievement. `1a`

Targets Supported `1b`

🔑 G050633

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	
Non-proficient Reading by Grade 03	

Resources Available to Support the Goal `2`

- Reading teachers, SPED teachers, ELL teachers, FCAT 2.0 Reading results, Common Core Standards-based adopted reading series intervention program (McGraw-Hill Wonders Works), Student Daily Attendance Report, Student Case Management referralls report, Elementary Code of Student Conduct, school counselor, School-Based Alternative to Suspension Plan, RtI Process.

Targeted Barriers to Achieving the Goal `3`

- Students with excessive excused or unexcused absences or students who arrive late to school on a regular basis miss available instructional time.

- Pursuant to s. 1008.25(4)(c), F.S., students who do not meet set criteria must be retained.

- 42% of students in third grade during the 2013 – 2014 school year were not proficient in reading as evidenced by the percentage of students achieving a level three or higher on the FCAT Reading 2.0, which was 58%.

- There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school.

- There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school and require suspension as a consequence.

Plan to Monitor Progress Toward G3. `8`

Monitor for progress:
Daily Student Attendance Report
District Reading Interim Assessments results
Student Case Management Form Entries Report
Student Suspension Report

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Improvement in these categories reflected on the: Daily Student Attendance Report District Reading Interim Assessments results Student Case Management Form Entries Report Student Suspension Report

G4. See Title I PIP for this goal. 1a

🔍 G050634

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- School's Community Involvement Specialist, Online Parental Involvement Plan.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G050870

G1.B4 Lack of rigor in lesson delivery. [2]

🔑 B127587

G1.B4.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. [4]

🔑 S139710

Strategy Rationale

To improve core instruction in Reading.

Action Step 1 [5]

Provide a professional development to introduce higher order questioning strategies in each content area.

Person Responsible

Tiffanie O'Reilly

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheet, agenda, professional development handouts/materials

Action Step 2 5

Work collaboratively weekly, during common planning and PLC meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on the Constructed Response Item and reader's response questions.

Person Responsible

Tiffanie O'Reilly

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, agenda, sign-in sheets, coaches notes

Action Step 3 5

Monitor implementation of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.

Person Responsible

Tiffanie O'Reilly

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student's reading and writing response journals, lesson plans, classroom walk-through notes

Action Step 4 5

Identify teachers and provide coaching support on the delivery of developed lessons based on higher order thinking questioning and planned activities.

Person Responsible

Tiffanie O'Reilly

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaches logs, coaches calendar, debriefing log

Action Step 5 `5`

Monitor effectiveness of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.

Person Responsible

Tiffanie O'Reilly

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, planning meeting/grade level meeting agendas or minutes, student generated work.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Analyzing student performance data as it becomes available.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student results on formative assessments.

G1.B4.S2 Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics. `4`

🔑 S139714

Strategy Rationale

To improve core instruction in Mathematics.

Action Step 1 `5`

Provide a professional development to introduce higher order questioning strategies in each content area.

Person Responsible

Rebecca Castaneda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheet, agenda, professional development handouts/materials

Action Step 2 `5`

Work collaboratively weekly, during common planning and PLC meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on higher order thinking questions (H.O.T), Write Math, and Problem Solving Real World.

Person Responsible

Rebecca Castaneda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, agenda, sign-in sheets

Action Step 3 5

Monitor implementation of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.

Person Responsible

Rebecca Castaneda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Math journals, lesson plans, classroom walk-through notes

Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order thinking questioning and planned activities.

Person Responsible

Rebecca Castaneda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Logs, and walk-through notes

Action Step 5 5

Monitor effectiveness of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.

Person Responsible

Rebecca Castaneda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, planning meeting/grade level meeting agendas or minutes, student generated work.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student results on formative assessments.

G1.B4.S3 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction. 4

🔑 S139715

Strategy Rationale

To improve core instruction in Science.

Action Step 1 5

Provide a professional development to introduce higher order questioning strategies in each content area.

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet, agenda, professional development handouts/materials

Action Step 2 5

Work collaboratively weekly, during common planning and PLC meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on Directed Inquiry (Labs), Drawing Conclusions, and Writing in Science

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, agenda, sign-in sheets

Action Step 3 `5`

Monitor implementation of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Interactive Science Journals, lesson plans, classroom walk-through notes

Action Step 4 `5`

Identify teachers and provide support on the delivery of developed lessons based on higher order thinking questioning and planned activities.

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Logs, and walk-through notes

Action Step 5 `5`

Monitor effectiveness of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.

Person Responsible

Hector Guerra

Schedule

Weekly, from 10/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, planning meeting/grade level meeting agendas or minutes, student generated work.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.

Person Responsible

Hector Guerra

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student results on formative assessments.

G2. The goal is to prepare students to be college and career ready through STEM initiatives and programs. [1]

G050632

G2.B1 During the 2013-2014 school year there were no STEM activities. [2]

B126828

G2.B1.S1 • Provide/facilitate and plan/schedule opportunities for students to engage in Science, Technology, Engineering, and Mathematics (STEM) activities. [4]

S138790

Strategy Rationale

Providing leadership in conducting STEM activities by defining the timeline or time of year when the activities are to take place will provide a scope of time for planning, preparing, and completing the activities successfully.

Action Step 1 [5]

A school-wide Science Fair will be held in order to provide students with an opportunity to execute the Scientific Process and test a Hypothesis. Students will also be encouraged to participate in a District-wide Science Fair for the same purpose.

Person Responsible

Eduardo Fernandez

Schedule

On 5/18/2015

Evidence of Completion

- Student participation in the school-wide Science Fair and the District Science Fair.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 1/5/2015 to 5/25/2015

Evidence of Completion

- Science Fair projects.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 1/5/2015 to 5/25/2015

Evidence of Completion

- Student results on the District Science Interim Assessments (fifth grade only). - 2015 FCAT 2.0 Science results.

G3. The goal is to use the Early Warning System to identify at-risk students and provide support and intervention to increase their achievement. `1`

🔑 G050633

G3.B1 Students with excessive excused or unexcused absences or students who arrive late to school on a regular basis miss available instructional time. `2`

🔑 B126829

G3.B1.S1 • Track students with excessive absences or late arrivals. `4`

🔑 S138791

Strategy Rationale

Identify students that have reached an Early Warning System indicator.

Action Step 1 `5`

This strategy will be implemented by identifying students with five or more excused or unexcused absences and referring them to the Attendance Review Committee and School Counselor for intervention. The School Board's policy on excused versus unexcused absences will be disseminated.

Person Responsible

Victor Gonzalez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Daily Student Attendance Report - Students with Excessive Absences Report

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

The process of tracking students with excessive absences as performed by the homeroom teachers and school counselor will be monitored for fidelity.

Person Responsible

Victor Gonzalez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Daily student Attendance Report - Students with Excessive Absences Report

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

Effectiveness of this strategy will be measured by improvement in daily attendance of students identified as having excessive absences.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students with Excessive Absences Report

G3.B2 Pursuant to s. 1008.25(4)(c), F.S., students who do not meet set criteria must be retained. 2

B126830

G3.B2.S1 • Identification of students reading below grade level in grades K – 2. • Intervention/ remediation for students reading below grade level in grades K – 2. • Referral to the RtI Team. 4

S138792

Strategy Rationale

To address deficiencies and lack of reading proficiency before the third grade.

Action Step 1 5

These strategies will be implemented by monitoring student assessment data for students in grades K – 2 and identifying students scoring below grade level. Such students will be provided with small-group differentiated instruction in reading within the 90-minute reading/language arts block. Students with severe deficiencies in reading proficiency will receive intervention beyond the required 90 minutes of reading/language arts.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance on the adopted Common Core Standards aligned reading series' unit exams.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Fidelity of this strategy will be monitored through oversight of teachers' process of monitoring student performance and referring students for intervention or to the RtI Team as needed.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 6/4/2015 to 6/4/2015

Evidence of Completion

Student performance on the adopted Common Core Standards aligned reading series' unit exams.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Effectiveness of this strategy will be monitored by tracking student referrals for intervention and/or to the RtI Team.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Intervention groups - RtI referrals

G3.B3 42% of students in third grade during the 2013 – 2014 school year were not proficient in reading as evidenced by the percentage of students achieving a level three or higher on the FCAT Reading 2.0, which was 58%. `2`

`B126831`

G3.B3.S1 • Identification of students reading below grade level in grades K – 2. • Intervention/ remediation for students reading below grade level in grades K – 2. • Referral to the RtI Team. `4`

`S138793`

Strategy Rationale

To address deficiencies and lack of reading proficiency before the third grade.

Action Step 1 `5`

These strategies will be implemented by monitoring student assessment data for students in grades K – 2 and identifying students scoring below grade level. Such students will be provided with small-group differentiated instruction in reading within the 90-minute reading/language arts block. Students with severer deficiencies in reading proficiency will receive intervention beyond the required 90 minutes of reading/language arts.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance on the adopted Common Core Standards aligned reading series' unit exams.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Fidelity of this strategy will be monitored through oversight of teachers' process of monitoring student performance and referring students for intervention or to the RtI Team as needed.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance on the District Reading Interim Assessments

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Effectiveness of this strategy will be monitored by tracking student referrals for intervention and/or to the RtI Team.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- LLT - RtI Team - Intervention groups - RtI referrals

G3.B4 There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school. 2

🔑 B126832

G3.B4.S1 • School-wide Code of Student Conduct assembly. • Referral to the school guidance counselor. 4

🔑 S138794

Strategy Rationale

To inform students of desired behaviors versus infractions and offer counseling services.

Action Step 1 5

The school counselor will conduct a Code of Student Conduct assembly within the first nine-week grading period of the school year to highlight and review key sections of the Code of Student Conduct for elementary schools. In this assembly violations and consequences will be discussed with an emphasis on the desired behaviors.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Fidelity of this strategy will be overseen by the Assistant Principal who will ensure the School-wide Code of Student Conduct assembly takes place.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Effectiveness of this strategy will be monitored by tracking the number of Student Case Management form entries.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Student Case Management form entries report.

G3.B5 There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school and require suspension as a consequence. `2`

🔑 B126833

G3.B5.S1 • School-wide Code of Student Conduct assembly. • Referral to the school counselor. • School-Based Alternative to Suspension Plan. `4`

🔑 S138795

Strategy Rationale

To inform students of desired behaviors versus infractions, offer counseling services, and administer consequences that allow the student to continue attending school and working towards academic achievement.

Action Step 1 `5`

The school counselor will conduct a Code of Student Conduct assembly within the first nine-week grading period of the school year to highlight and review key sections of the Code of Student Conduct for elementary schools. In this assembly violations and consequences will be discussed with an emphasis on the desired behaviors. Students who commit Code of Student Conduct violations requiring suspension will be subject to the Alternative to Suspension Plan.

Person Responsible

Eduardo Fernandez

Schedule

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 `6`

Fidelity of the implementation of this strategy will be overseen by the Assistant Principal who will ensure the School-wide Code of Student Conduct assembly takes place.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

Effectiveness of this strategy will be monitored by tracking the number of Student Case Management form entries and use of the Alternative to Suspension Plan.

Person Responsible

Eduardo Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

- Student Case Mangement for entries report. - Student Suspension report.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	A school-wide Science Fair will be held in order to provide students with an opportunity to execute the Scientific Process and test a Hypothesis. Students will also be encouraged to participate in a District-wide Science Fair for the same purpose.	Fernandez, Eduardo	1/12/2015	- Student participation in the school-wide Science Fair and the District Science Fair.	5/18/2015 one-time
G3.B1.S1.A1	This strategy will be implemented by identifying students with five or more excused or unexcused absences and referring them to the Attendance Review Committee and School Counselor for intervention. The School Board's policy on excused versus	Gonzalez, Victor	8/18/2014	- Daily Student Attendance Report - Students with Excessive Absences Report	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	unexcused absences will be disseminated.				
G3.B2.S1.A1	These strategies will be implemented by monitoring student assessment data for students in grades K – 2 and identifying students scoring below grade level. Such students will be provided with small-group differentiated instruction in reading within the 90-minute reading/ language arts block. Students with severe deficiencies in reading proficiency will receive intervention beyond the required 90 minutes of reading/language arts.	Fernandez, Eduardo	8/18/2014	Student performance on the adopted Common Core Standards aligned reading series' unit exams.	6/4/2015 weekly
G3.B3.S1.A1	These strategies will be implemented by monitoring student assessment data for students in grades K – 2 and identifying students scoring below grade level. Such students will be provided with small-group differentiated instruction in reading within the 90-minute reading/ language arts block. Students with severer deficiencies in reading proficiency will receive intervention beyond the required 90 minutes of reading/language arts.		8/18/2014	Student performance on the adopted Common Core Standards aligned reading series' unit exams.	6/4/2015 weekly
G3.B4.S1.A1	The school counselor will conduct a Code of Student Conduct assembly within the first nine-week grading period of the school year to highlight and review key sections of the Code of Student Conduct for elementary schools. In this assembly violations and consequences will be discussed with an emphasis on the desired behaviors.	Fernandez, Eduardo	8/18/2014	- Student attendance rosters for the School-wide Code of Student Conduct assembly.	6/4/2015 weekly
G3.B5.S1.A1	The school counselor will conduct a Code of Student Conduct assembly within the first nine-week grading period of the school year to highlight and review key sections of the Code of Student Conduct for elementary schools. In this assembly violations and consequences will be discussed with an emphasis on the desired behaviors. Students who commit Code of Student Conduct violations requiring suspension will be subject to the Alternative to Suspension Plan.	Fernandez, Eduardo	8/18/2014	- Student attendance rosters for the School-wide Code of Student Conduct assembly.	weekly
G1.B4.S1.A1	Provide a professional development to introduce higher order questioning strategies in each content area.	O'Reilly, Tiffanie	8/18/2014	Sign-in sheet, agenda, professional development handouts/materials	6/4/2015 weekly
G1.B4.S2.A1	Provide a professional development to introduce higher order questioning strategies in each content area.	Castaneda, Rebecca	8/18/2014	Sign-in sheet, agenda, professional development handouts/materials	6/4/2015 weekly
G1.B4.S3.A1	Provide a professional development to introduce higher order questioning strategies in each content area.	Guerra, Hector	8/18/2014	Sign-in sheet, agenda, professional development handouts/materials	6/5/2015 weekly
G1.B4.S1.A2	Work collaboratively weekly, during common planning and PLC meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on the Constructed Response Item and reader's response questions.	O'Reilly, Tiffanie	8/18/2014	Lesson plans, agenda, sign-in sheets, coaches notes	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.A2	Work collaboratively weekly, during common planning and PLC meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on higher order thinking questions (H.O.T), Write Math, and Problem Solving Real World.	Castaneda, Rebecca	8/18/2014	Lesson plans, agenda, sign-in sheets	6/4/2015 weekly
G1.B4.S3.A2	Work collaboratively weekly, during common planning and PLC meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on Directed Inquiry (Labs), Drawing Conclusions, and Writing in Science	Guerra, Hector	8/18/2014	Lesson plans, agenda, sign-in sheets	6/5/2015 weekly
G1.B4.S1.A3	Monitor implementation of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.	O'Reilly, Tiffanie	8/18/2014	Student's reading and writing response journals, lesson plans, classroom walk-through notes	6/4/2015 weekly
G1.B4.S2.A3	Monitor implementation of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.	Castaneda, Rebecca	8/18/2014	Math journals, lesson plans, classroom walk-through notes	6/4/2015 weekly
G1.B4.S3.A3	Monitor implementation of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.		8/18/2014	Interactive Science Journals, lesson plans, classroom walk-through notes	6/5/2015 weekly
G1.B4.S1.A4	Identify teachers and provide coaching support on the delivery of developed lessons based on higher order thinking questioning and planned activities.	O'Reilly, Tiffanie	8/18/2014	Coaches logs, coaches calendar, debriefing log	6/4/2015 weekly
G1.B4.S2.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order thinking questioning and planned activities.	Castaneda, Rebecca	8/18/2014	Logs, and walk-through notes	6/4/2015 weekly
G1.B4.S3.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order thinking questioning and planned activities.	Guerra, Hector	8/18/2014	Logs, and walk-through notes	6/5/2015 weekly
G1.B4.S1.A5	Monitor effectiveness of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.	O'Reilly, Tiffanie	8/18/2014	Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data	6/4/2015 weekly
G1.B4.S2.A5	Monitor effectiveness of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.	Castaneda, Rebecca	8/18/2014	Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data	6/4/2015 weekly
G1.B4.S3.A5	Monitor effectiveness of higher order questioning strategies and planned activities based on lesson plans created during the collaborative planning sessions.	Guerra, Hector	8/18/2014	Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data	6/5/2015 weekly
G1.MA1	Data disaggregation, District Interim Assessments, and the Florida Standards Assessment.		8/18/2014	Increase in student proficiency.	6/4/2015 quarterly
G1.B4.S1.MA1	Analyzing student performance data as it becomes available.	Fernandez, Eduardo	8/18/2014	Student results on formative assessments.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.	Fernandez, Eduardo	8/18/2014	Lesson plans, planning meeting/grade level meeting agendas or minutes, student generated work.	6/4/2015 weekly
G1.B4.S2.MA1	Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.	Guerra, Hector	8/18/2014	Student results on formative assessments.	6/4/2015 weekly
G1.B4.S2.MA1	Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.	Guerra, Hector	8/18/2014	Lesson plans, planning meeting/grade level meeting agendas or minutes, student generated work.	6/4/2015 weekly
G1.B4.S3.MA1	Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.	Guerra, Hector	8/18/2014	Student results on formative assessments.	6/4/2015 weekly
G1.B4.S3.MA1	Formal and informal observations and walkthroughs. Analyzing student performance data as it becomes available.	Guerra, Hector	10/18/2014	Lesson plans, planning meeting/grade level meeting agendas or minutes, student generated work.	6/5/2015 weekly
G2.MA1	Monitor for progress: Annual in-school Science Fair Annual County-wide Science Fair		1/5/2015	Improvement in: Student participation in the in-school Science Fair Student participation in the County-wide Science Fair	5/25/2015 weekly
G2.B1.S1.MA1	Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.	Fernandez, Eduardo	1/5/2015	- Student results on the District Science Interim Assessments (fifth grade only). - 2015 FCAT 2.0 Science results.	5/25/2015 weekly
G2.B1.S1.MA1	Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.	Fernandez, Eduardo	1/5/2015	- Science Fair projects.	5/25/2015 weekly
G3.MA1	Monitor for progress: Daily Student Attendance Report District Reading Interim Assessments results Student Case Management Form Entries Report Student Suspension Report	Fernandez, Eduardo	8/18/2014	Improvement in these categories reflected on the: Daily Student Attendance Report District Reading Interim Assessments results Student Case Management Form Entries Report Student Suspension Report	6/4/2015 weekly
G3.B1.S1.MA1	Effectiveness of this strategy will be measured by improvement in daily attendance of students identified as having excessive absences.	Fernandez, Eduardo	8/18/2014	Students with Excessive Absences Report	6/4/2015 weekly
G3.B1.S1.MA1	The process of tracking students with excessive absences as performed by the homeroom teachers and school counselor will be monitored for fidelity.	Gonzalez, Victor	8/18/2014	- Daily student Attendance Report - Students with Excessive Absences Report	6/4/2015 weekly
G3.B2.S1.MA1	Effectiveness of this strategy will be monitored by tracking student referrals for intervention and/or to the RtI Team.		8/18/2014	- Intervention groups - RtI referrals	6/4/2015 weekly
G3.B2.S1.MA1	Fidelity of this strategy will be monitored through oversight of teachers' process of monitoring student performance and referring students for intervention or to the RtI Team as needed.	Fernandez, Eduardo	6/4/2015	Student performance on the adopted Common Core Standards aligned reading series' unit exams.	6/4/2015 weekly
G3.B3.S1.MA1	Effectiveness of this strategy will be monitored by tracking student referrals for intervention and/or to the RtI Team.	Fernandez, Eduardo	8/18/2014	- LLT - RtI Team - Intervention groups - RtI referrals	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Fidelity of this strategy will be monitored through oversight of teachers' process of monitoring student performance and referring students for intervention or to the RtI Team as needed.	Fernandez, Eduardo	8/18/2014	Student performance on the District Reading Interim Assessments	6/4/2015 weekly
G3.B4.S1.MA1	Effectiveness of this strategy will be monitored by tracking the number of Student Case Management form entries.	Fernandez, Eduardo	8/18/2014	- Student Case Management form entries report.	6/4/2015 weekly
G3.B4.S1.MA1	Fidelity of this strategy will be overseen by the Assistant Principal who will ensure the School-wide Code of Student Conduct assembly takes place.	Fernandez, Eduardo	8/18/2014	- Student attendance rosters for the School-wide Code of Student Conduct assembly.	6/4/2015 weekly
G3.B5.S1.MA1	Effectiveness of this strategy will be monitored by tracking the number of Student Case Management form entries and use of the Alternative to Suspension Plan.	Fernandez, Eduardo	8/18/2014	- Student Case Mangement for entries report. - Student Suspension report.	6/4/2015 weekly
G3.B5.S1.MA1	Fidelity of the implementation of this strategy will be overseen by the Assistant Principal who will ensure the School-wide Code of Student Conduct assembly takes place.	Fernandez, Eduardo	8/18/2014	- Student attendance rosters for the School-wide Code of Student Conduct assembly.	6/4/2015 weekly
G4.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B4 Lack of rigor in lesson delivery.

G1.B4.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in each content area.

Facilitator

Tiffanie O'Reilly

Participants

Reading Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G1.B4.S2 Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in each content area.

Facilitator

Rebecca Castaneda, Math Teacher/Leader

Participants

Math Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G1.B4.S3 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in each content area.

Facilitator

Hector Guerra

Participants

Science Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

G2. The goal is to prepare students to be college and career ready through STEM initiatives and programs.

G2.B1 During the 2013-2014 school year there were no STEM activities.

G2.B1.S1 • Provide/facilitate and plan/schedule opportunities for students to engage in Science, Technology, Engineering, and Mathematics (STEM) activities.

PD Opportunity 1

A school-wide Science Fair will be held in order to provide students with an opportunity to execute the Scientific Process and test a Hypothesis. Students will also be encouraged to participate in a District-wide Science Fair for the same purpose.

Facilitator

Lead Mathematics, Science, and Technology teachers.

Participants

Mathematics and Science teachers.

Schedule

On 5/18/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**