

North Twin Lakes Elementary School

625 W 74TH PL, Hialeah, FL 33014

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for North Twin Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

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

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

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

North Twin Lakes Elementary fosters an environment where students feel respected due to the implementation of anti-bullying policies. Additionally, students are encouraged to communicate with adults regarding conflicts with other students. Model student behavior is promoted through the school-adopted District campaign, "Values Matter." The "Do The Right Thing Program" is also implemented at the school site and students are recognized for student achievement, exemplifying core values, assisting classmates, and modeling leadership behavior.

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

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

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

- Attendance below 90 percent
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students who are not proficient in reading by Grade 3
- Students who are retained

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	1	10	3	8	4	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	4	11	12	14	9	0	0	0	0	0	0	0	50

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	11	4	17	10	0	0	0	0	0	0	0	43

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

North Twin Lakes developed the school-level parent and Family Engagement Plan in conjunction with all stakeholders in order to enhance parental involvement. The school will conduct its annual Title I meeting and facilitate meeting times where parents are able to attend. Activities will be planned that involve parents, teachers, students and community stakeholders.

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

b. Duties

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

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

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

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

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

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

students and families.

The following grade level chairs: Vielka Saavedra, Pre-K Chairperson, Arelys Delgado, Kindergarten, Annia Sobrino, First Grade, Aline Garcia, Second Grade, Jalitze Horta, Third Grade, Laura Mendez, Fourth Grade, Marlen Paradoa, Fifth Grade and Evelyn Gomez, ESOL and Special Areas actively participate in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, and monitoring student achievement.

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

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

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

Title I, Part A

Services are provided to ensure that students who require additional remediation are met through the after-school tutorial programs and intervention sessions. The North Twin Lakes Leadership Team develops, leads, and evaluates 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. They also assist with whole school screening programs that provide early intervening services for students to be considered "at risk". They assist in the design and implementation for progress monitoring, data collection, and data analysis. These highly qualified leaders participate in the design and delivery of professional

development and provide support for assessment and implementation monitoring.

Title III

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

- Tutorial Programs 2nd-5th Grade (\$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)
- 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 North Twin Lakes Elementary with the identification, enrollment, attendance, and transportation of homeless students.
- Our Guidance Counselor serves as The Homeless Liaison. He provides training for the school registrar on the procedures for enrolling homeless students to ensure homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The District Homeless Student Liaison and our school counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The counselor is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

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

Nutrition Programs

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

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the last SAC Meeting of the 2016 - 2017 school year, which took place in May, the School Improvement Plan (SIP) for 2016 -2017 was reviewed and evaluated for effectiveness. Ineffective or excessive strategies were identified and noted and suggestions were accepted for the 2017 - 2018 school year.

b. Development of this school improvement plan

Ineffective or excessive strategies identified and noted by the SAC during the last meeting of the 2016 - 2017 school year as well as suggestions were considered in the development of the 2017 - 2018 SIP draft. At the first SAC meeting of the 2017 -2018 school year, the SAC was presented with the draft SIP for approval.

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

For the 2017 - 2018 school year, the SAC will present its budget at the second SAC meeting of the school year. A request will be made for the full amount to be used for the purchase of incentives for students and curriculum support materials.

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

North Twin Lakes Elementary ESSAC spent \$2,999.00 on student incentives (awards, medals, certificates, trophies) during the 2016-2017 school year. It is estimated that approximately the same amount be requested to be utilized for student incentives during the 2017-2018 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Fernandez, Jose R.	Principal
Marrero, Aisha	Assistant Principal
Gonzalez, Victor	Guidance Counselor
Siblesz, Isabel	Assistant Principal
Paradoa, Marlen	Teacher, K-12
Horta, Yalitze	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

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

- Providing common planning time.
- Encouraging teachers to present/share experiences and best practices with colleagues during teacher planning days or grade level/faculty meetings.
- Providing onsite professional development sessions and Professional Learning Communities.
- Arranging coverage for teachers who request to observe their colleagues deliver a lesson.
- Encouraging teachers to participate in conferences, teaching and learning showcases.
- Conducting ice breakers during professional development activities - small group activities.

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

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

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

There are no beginning teachers at the school site this year. In the past, the principal has supported mentee/mentor relationships by contributing professional leave days as needed for mentees and mentors to observe each other's instructional delivery and conduct structured discussions and critiques. The mentor and mentee have worked collaboratively to prepare instructional lessons that are academically challenging.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

North Twin Lakes Elementary has data chats with all grade levels in order to analyze the data and student progress. After each informal or formal assessment, teachers rearrange groups as needed. Students are provided specific instructions in the areas where sufficient progress was not made. Also,

students making progress are given enrichment material in order to continue making progress. Small group instruction and Differentiated Instructional strategies are implemented to improve student achievement. In addition, data is utilized to develop intervention strategies and provide the most appropriate method of instructional delivery to increase student achievement.

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

Strategy: After School Program

Minutes added to school year: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Jose R., pr3981@dadeschools.net

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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

month of September once the current school year is underway.

Students in the Kindergarten program are assessed for readiness in Reading and Mathematics 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 instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

It is important to increase the use of technology in order to improve academic achievement and communication with key stakeholders.

B. Problem Analysis Summary

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

Online testing has necessitated the need for increased usage of technology by students and teachers alike. Students must be familiar with the equipment and knowledge of keyboarding in order to do well with online testing. Similarly, technology can assist in communicating effectively with parents regarding student progress to ensure success in the educational setting.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G094417

Targets Supported 1b

Indicator	Annual Target
Literacy Rate - Grade 1	60.0

Targeted Barriers to Achieving the Goal 3

- Minimal amount of technology utilized by staff.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Offering more professional development opportunities on incorporating technology into classroom instruction.
- The use of Class Dojo, iReady, Twitter, Instagram, school website, Connect-Ed, Go Math online, Wonders online and other technological resources that will improve communication with key stakeholders.
- utilize Survey Monkey to receive feedback from key stakeholders regarding the individual needs related to technology.

Plan to Monitor Progress Toward G1. 8

Data Chats will be conducted with teachers to analyze student performance.

Person Responsible

Jose R. Fernandez

Schedule

Every 3 Weeks, from 10/9/2017 to 6/7/2018

Evidence of Completion

iReady reports, Reflex Math, topic assessments and McGraw Hill E-Assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G094417

G1.B1 Minimal amount of technology utilized by staff. 2

B254310

G1.B1.S1 Minimal amount of technology utilized by staff. 4

S268555

Strategy Rationale

Offering instructional strategies in the classroom utilizing technology will enhance concepts to improve student performance.

Action Step 1 5

Offer professional development opportunities to staff on Class Dojo and Microsoft Tools

Person Responsible

Jose R. Fernandez

Schedule

Monthly, from 10/2/2017 to 10/2/2017

Evidence of Completion

Attendance rosters, agendas, sign in sheets

Action Step 2 5

Monitor use of technology in the classroom through classroom walkthroughs.

Person Responsible

Jose R. Fernandez

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrative classroom walkthroughs, Social media posts, photos and student work samples.

Action Step 3 5

During Common Planning, teachers will incorporate the use of technology in their lesson plan.

Person Responsible

Schedule

On 6/7/2018

Evidence of Completion

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

Conduct classroom walkthroughs and observe use of technology.

Person Responsible

Jose R. Fernandez

Schedule

Daily, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrative walkthroughs, social media posts and student work samples.

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

Informal and formal assessments in all subject areas.

Person Responsible

Jose R. Fernandez

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Iready, topic assessment and informal assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A357993	Offer professional development opportunities to staff on Class Dojo and Microsoft Tools	Fernandez, Jose R.	10/2/2017	Attendance rosters, agendas, sign in sheets	10/2/2017 monthly
G1.MA1 M382493	Data Chats will be conducted with teachers to analyze student performance.	Fernandez, Jose R.	10/9/2017	iReady reports, Reflex Math, topic assessments and McGraw Hill E-Assessments	6/7/2018 every-3-weeks
G1.B1.S1.MA1 M382491	Conduct classroom walkthroughs and observe use of technology.	Fernandez, Jose R.	9/25/2017	Administrative walkthroughs, social media posts and student work samples.	6/7/2018 daily
G1.B1.S1.MA1 M382492	Informal and formal assessments in all subject areas.	Fernandez, Jose R.	10/2/2017	Iready, topic assessment and informal assessment data	6/7/2018 monthly
G1.B1.S1.A2 A357996	Monitor use of technology in the classroom through classroom walkthroughs.	Fernandez, Jose R.	9/25/2017	Administrative classroom walkthroughs, Social media posts, photos and student work samples.	6/7/2018 weekly
G1.B1.S1.A3 A358010	During Common Planning, teachers will incorporate the use of technology in their lesson plan.		9/21/2017		6/7/2018 one-time

V. Professional Development Opportunities

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

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

G1.B1 Minimal amount of technology utilized by staff.

G1.B1.S1 Minimal amount of technology utilized by staff.

PD Opportunity 1

Offer professional development opportunities to staff on Class Dojo and Microsoft Tools

Facilitator

Ana Hernandez

Participants

All Teachers

Schedule

Monthly, from 10/2/2017 to 10/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Offer professional development opportunities to staff on Class Dojo and Microsoft Tools	\$0.00
2	G1.B1.S1.A2	Monitor use of technology in the classroom through classroom walkthroughs.	\$0.00
3	G1.B1.S1.A3	During Common Planning, teachers will incorporate the use of technology in their lesson plan.	\$0.00
Total:			\$0.00