

Miami-Dade County Public Schools

TWIN LAKES ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data..... 7

 E. Early Warning Systems..... 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup..... 17

 E. Grade Level Data Review 20

III. Planning for Improvement..... 21

IV. Positive Learning Environment 32

V. Title I Requirements (optional)..... 35

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

School Board Approval

This plan was approved by the Dade County School Board on 10/16/24.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none">1. Have an overall Federal Index below 41%;2. Have a graduation rate at or below 67%;3. Have a school grade of D or F; or4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Anita Marti

Position Title

Principal

Job Duties and Responsibilities

Plays a multifaceted role managing all school operations, establishes a positive and effective learning environment, and ensures the success and well being of all stakeholders. Advocates for the needs of

the school both within the educational system and in the community.

Leadership Team Member #2

Employee's Name

Lizette Gonzalez

Position Title

Assistant Principal

Job Duties and Responsibilities

Plays a critical role in supporting the principal in all school operations. Observes classrooms and analyzes data to ensure academic growth. Collaborates with teachers and principal in the efforts of creating an enriching educational environment for students.

Leadership Team Member #3

Employee's Name

Gloria Beiro

Position Title

ESOL Chair

Job Duties and Responsibilities

Facilitates language development and academic success of English language learners by collaborating with teachers. Ensures all regulatory requirements of ELL documentation.

Leadership Team Member #4

Employee's Name

Martha Torres

Position Title

Instructional Coach

Job Duties and Responsibilities

Acts as a mentor to teachers and students to improve mathematics and education within the school. Works with teachers to design strategies for differentiated instruction, ensuring that all students receive appropriate support. Spearheads the STEAM program. Additionally, analyzes, monitors, and provides data in the area of math and science for teachers on a regular basis while adjusting needs based on data.

Leadership Team Member #5

Employee's Name

Elsa Napoles

Position Title
School Counselor

Job Duties and Responsibilities

Handles academic and behavioral issues through a school counseling program. Is part of the attendance committee to identify students who are at risk of poor attendance. Works with the ESE Chair to oversee and implement the MTSS process while providing support to our students and staff.

Leadership Team Member #6

Employee's Name
Evy Gonzalez

Position Title
ESE Chair

Job Duties and Responsibilities

Works with teachers and parents to develop Individualized Education Plans for students with exceptionalities. Provides the necessary support and accommodations to ensure that students with disabilities receive an education tailored to their needs.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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

SIP Monitoring

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

To ensure that the School Improvement Process is effectively implemented with fidelity.

Administrators and the leadership team conduct classroom visits on a regular basis. The team analysis data with teachers and is part of their grade-level planning meetings to strategize and provide feedback.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: A 2022-23: C* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	3	5	5	0	1				17
One or more suspensions	1	0	0	0	2	0				3
Course failure in English Language Arts (ELA)	0	1	11	8	6	3				29
Course failure in Math	0	1	9	14	7	13				44
Level 1 on statewide ELA assessment	0	0	0	27	17	19				63
Level 1 on statewide Math assessment	0	0	0	15	11	20				46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	3	28	34						65
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	2	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		4	1	8	1	1				15
One or more suspensions										0
Course failure in ELA			2	4	3	1				10
Course failure in Math			3	10	5	2				20
Level 1 on statewide ELA assessment				7	21	13				41
Level 1 on statewide Math assessment				6	9	16				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		6	20	24						85

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			2	8	10	11				31

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			7	1					9
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67	63	57	48	60	53	58	62	56
ELA Grade 3 Achievement **	69	63	58	36	60	53			
ELA Learning Gains	67	64	60				58		
ELA Learning Gains Lowest 25%	47	62	57				44		
Math Achievement *	66	69	62	46	66	59	48	58	50
Math Learning Gains	73	65	62				62		
Math Learning Gains Lowest 25%	79	58	52				67		
Science Achievement *	51	61	57	49	58	54	43	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	76	64	61	50	63	59	57		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	595
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	50%	55%	36%		63%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	62%	No		
Hispanic Students	66%	No		
Economically Disadvantaged Students	70%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	2	1
English Language Learners	50%	No		
Hispanic Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Economically Disadvantaged Students

47%

No

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities

36%

Yes

1

English Language Learners

55%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

55%

No

Multiracial Students

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	69%	67%	47%	66%	73%	79%	51%					76%
Students With Disabilities	36%		45%		36%	55%							50%
English Language Learners	59%	61%	62%	44%	60%	70%	76%	46%					76%
Hispanic Students	66%	69%	67%	47%	65%	72%	79%	51%					76%
Economically Disadvantaged Students	72%	76%	72%	54%	68%	74%	82%	50%					78%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	36%			46%			49%					50%
Students With Disabilities	6%				19%								42%
English Language Learners	47%	35%			45%			51%					70%
Hispanic Students	48%	33%			46%			49%					70%
Economically Disadvantaged Students	43%	33%			42%			43%					72%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	58%		58%	44%	48%	62%	67%	43%		
										57%
Students With Disabilities	40%		60%	40%	20%	38%		9%		
										47%
English Language Learners	58%		56%	42%	53%	65%	68%	40%		
										57%
Native American Students										
Asian Students										
Black/African American Students										
Hispanic Students	59%		59%	42%	49%	62%	67%	45%		
										57%
Multiracial Students										
Pacific Islander Students										
White Students										
Economically Disadvantaged Students	55%		58%	44%	42%	59%	68%	35%		
										57%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	56%	-13%	55%	-12%
ELA	4	40%	55%	-15%	53%	-13%
ELA	5	47%	56%	-9%	55%	-8%
Math	3	54%	65%	-11%	60%	-6%
Math	4	55%	62%	-7%	58%	-3%
Math	5	36%	59%	-23%	56%	-20%
Science	5	35%	53%	-18%	53%	-18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

According to the 2024 FAST PM3 data, 67% of our students in grades 3-5 were proficient in ELA Reading as compared to the district average of 56%, and the state average of 54%. Additionally, the 2024 FAST PM3 data shows that 79% of the Lowest 25/35% of students in grades 3-5 showed learning gains.

The actions taken to contribute to this improvement were setting high expectations for teachers and students, extended learning opportunities for all students including: Saturday Academy, before and after school tutoring, and math weekly tutoring for selected students based on data. Additionally, teachers had the opportunity to attend ELA ICAD's on a monthly basis, district-provided support in the areas of reading and mathematics were provided with fidelity, data chats with students and teachers were provided with purposeful strategies and targeted instruction, and daily Reading Horizon Interventions for our Tier 2 and Tier 3 students were conducted daily to close achievement gaps.

Lowest Performance

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

According to the 2024 FAST PM3 data, 41% of our students in grade 2 were proficient in ELA Reading and 23% of students in grade K were proficient . Additionally, 47% of the L25/35% of students in grades 3-5 were proficient in PM3 ELA Reading. In grade 5, 33% of students earned a level 7 or above in the BEST Writing compared to the district average of 46% and state average of 33%.

The contributing factors that lead to this performance were inconsistent support in ESE and ELL in the primary grades and inconsistency in utilizing a multi-sensory approach in ELA Reading in the primary grades. Additional support in professional development is needed for our primary teachers in the area of ELA Reading.

Greatest Decline

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

According to the 2024 FAST PM3 data, 41% of our students in grade 2 were proficient in ELA

Reading and 23% of students in grade K . Additionally, 47% of the L25/35% of students were proficient in ELA Reading. According to POWER BI's raw data, 29% of Students With Disabilities (SWD) were proficient in ELA Reading and 36% of SWD were proficient in Mathematics. Based on this data, the factors that contributed to these results were inconsistent targeted support for ESE/ELL students, and additional Professional Learning in effective whole group and small group instruction.

Greatest Gap

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

According to the 2024 FAST PM3 data, 54% of our students in grade 5 were proficient in Mathematics compared to the district average of 59% and the state average of 56%. Additionally, only 19% of students in grade 4 earned a level 7 or above in the BEST Writing compared to the district average of 34% and the state average of 24%. In grade 5, 33% of students earned a level 7 or above in the BEST Writing compared the the district average of 46% and the state average of 33%. The contributing factors to this gap were personnel changes within the grade-level and additional content related professional learning.

EWS Areas of Concern

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

When reflecting on the Early Warning Systems for the 2024-2025 school year, 14 students in grade 5 received a level 1 on the ELA FAST PM3 and 14 students in grade 4 scored a level 1 on the Mathematics FAST PM3. Additionally, there are 30 students in grade 4 and 25 in grade 3 with Substantial Reading Deficiency, as indicated in the Early Warning Indicators (EWI) Data on Power BI.

Highest Priorities

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

According to the 2024 data, the highest priorities for the 2024-2025 school year is as follows:

1. K-2 ELA Reading Proficiency
2. Lowest 25/35% in ELA Reading grades 3-5 Proficiency and Learning Gains
3. 4th & 5th grade ELA Writing Proficiency (Level 7 and above)

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 47% of our Lowest 25/35% of students in grades 3-5 students were proficient in ELA Reading. In grade K, 58% of students scored below the 40th percentile in the STAR Early Literacy/Reading and 63% in grade 2 fell below the 40th percentile. Based on the data and the identified contributing factors of inconsistent ESE and ELL support and lack of targeted multi-sensory strategies for a variety of learning styles, we will implement the targeted element of Student Engagement using Visual Auditory Kinesthetic Tactile (VAKT) strategies to address different learning needs fluidly based on data.

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

In grade K, 58% of students scored below the 40th percentile in the STAR Early Literacy/Reading and 63% in grade 2 fell below the 40th percentile. Based on the data and the identified contributing factors of inconsistent ESE and ELL support and lack of targeted multi-sensory strategies for a variety of learning styles, we will implement the targeted element of Student Engagement using Visual Auditory Kinesthetic Tactile (VAKT) strategies to address different learning needs fluidly based on data.

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

According to the 2024 FAST PM3 data, 47% of our Lowest 25/35% of students in grades 3-5 students were proficient in ELA Reading. Based on the data and the identified contributing factors of inconsistent ESE and ELL support and lack of targeted multi-sensory strategies for a variety of learning styles, we will implement the targeted element of Student Engagement using Visual Auditory Kinesthetic Tactile (VAKT) strategies to address different learning needs fluidly based on data.

Grades K-2: Measurable Outcome(s)

With the implementation of the Gradual Release of Responsibilities Model, students in grades K-2 will increase proficiency by 5% in the 2025 FAST ELA PM3.

Grades 3-5: Measurable Outcome(s)

With the implementation of Gradual Release of Responsibilities Model, students in grades 3-5 will increase proficiency by 5% in the 2025 FAST ELA PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The following Action Steps for the Targeted Element of Student Engagement focusing on Gradual Release of Responsibilities Model (GRRM):

Schedule support staff and personnel, such as ESE & ELL chair for our struggling students.

Administrators, Ms. Anita Marti and Ms. Lizette Gonzalez, will conduct bi-weekly walkthroughs to ensure ESE & ELL support for our struggling students are provided using VAKT strategies.

Additionally, administrators will review student folders during small group instructions and will provide feedback on an as needed basis. As a result, students will improve scores on biweekly assessments.

Provide Common Planning for Support Personnel and Grade-Level

Administrators, Ms. Anita Marti and Ms. Lizette Gonzalez, will provide each support staff with a scheduled time to collaborate with the grade-level they will support to plan effective and purposeful lessons. Ms. Evy Gonzalez (ESE Chair), Ms. Gloria Beiro (ELL Chair), and Ms. Martha Torres (Instructional Coach) will have the opportunity to plan with each grade level and they will provide feedback and collaborate on multi-sensory lessons to engage and enhance student learning. As a result, support staff will be able to create meaningful targeted lessons to address needs as evident in student small group folders and instruction.

Person responsible for monitoring outcome

Ms. Anita Marti, Ms. Lizette Gonzalez, Ms. Gloria Beiro, Ms. Martha Torres, & Ms. Evy Gonzalez

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Gradual Release of Responsibilities Model (GRRM) is framed around explicit instruction. Students will be guided through the learning process with explicit and systematic phonics instruction that is purposeful and data-driven to gradually release students as they work on mastery of targeted skills.

Rationale:

The evidence based strategy of Gradual Release Responsibilities Model (GRRM) was chosen to address and support individual student needs and remediate deficiencies through explicit and systematic instruction while also providing rigorous and engaging learning opportunities using VAKT strategies to support a variety of learning needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Schedule ESE & ELL In-Class Support During Small Group

Person Monitoring:

Ms. Lizette Gonzalez

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELL and ESE personnel will provide small group instruction to targeted students to remediate deficiencies during whole group instruction, creating at least 2 teacher-led centers to increase effectiveness. Administrators will conduct bi-weekly walkthroughs to ensure implementation of ESE & ELL support during small group instruction for our L25/35% of students. Additionally, administrators will review student folders during small group instructions and will provide feedback on an as needed basis. As a result, students will improve scores on biweekly assessments.

Action Step #2

Provide Common Planning for Support Personnel and Grade-Level

Person Monitoring:

Ms. Lizette Gonzalez

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Support Personnel such as ESE, ELL, and Instructional Coach will have the opportunity to plan with each grade level to ensure that lessons are targeting students needs, specifically focusing on VAKT strategies. Additionally, they will provide feedback and collaborate on multi-sensory lessons to engage and enhance student learning. As a result, support staff will be able to create meaningful targeted lessons to address needs as evident in student small group folders and ELA instruction.

Action Step #3

ESE Small Group Scope and Sequence

Person Monitoring:

Lizette Gonzalez

By When/Frequency:

Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create a Scope and Sequence plan that is aligned to the ELA Pacing guide to focus on targeted small group instruction for our neediest subgroups , remediating deficiencies while providing support during Tier 1 instruction focused on our ESE and L25/35% of students. This will be monitored through walkthroughs and student's work folder. As a result, ESE and L25/35% students will increase student understanding during Tier 1 instruction, evident through biweekly cold reads.

Action Step #4

ELL Scope and Sequence

Person Monitoring:

By When/Frequency:

Lizette Gonzalez

Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create a Scope and Sequence plan that is aligned to the ELA Pacing guide to focus on providing reinforcement during Spanish, following the Spanish curriculum, to our neediest subgroups , remediating deficiencies while providing additional support to our ELL > 2 years students not meeting proficiency. This will be monitored through walkthroughs and student's work folder. As a result, ELL students will increase student understanding during Tier 1 instruction, evident through biweekly cold reads.

Action Step #5

Strengthening Phonics Instruction

Person Monitoring:

Lizette Gonzalez

By When/Frequency:

Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After analyzing PM2 data, teachers will meet with admin to discuss explicit instruction in Phonics and admin will provide support and assistance as needed through professional learning opportunities to enhance explicit phonics instructions and remediate deficiencies for students while clarifying misconceptions and concerns.

Action Step #6

Monthly ICADs Follow-Up

Person Monitoring:

Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After selected teachers attend monthly ICADs, they will share best practices in faculty meetings. Administration will conduct walk-throughs to ensure district recommendations are being implemented with fidelity. Teachers will also share notes through email or copied to ELA teachers.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 BEST Writing Assessment, 19% of our 4th grade students and 33% of 5th grade students scored a 7 or above on the 2024 BEST Writing. Based on the data and the identified contributing factors of ELL students less than two years with language barriers, teacher training, and support in the area of Writing, we will implement the targeted Element of Benchmark-Aligned Instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Rubric Utilization, 5% of our 4th and 5th grade students (4th grade: 19% to 24% and 5th grade: 32%-37%) will score at a level 7 or above on the 2025 B.E.S.T. Writing PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The following Action Steps for the Targeted Element of Benchmark- Aligned instruction focusing on Rubric Utilization are:

Writing Check-Ins

Ms. Lizette Gonzalez (Assistant Principal) and Ms. Martha Torres (Instructional Coach) will meet with ELA teachers in grades 4-5 to provide support and address needs, as evident in monthly meeting agendas. This will facilitate explicit, benchmark aligned instruction in writing.

Collaborative Writing Meeting: Essay Dissecting and Scoring

Ms. Martha Torres, Instructional Coach, will meet with 4th and 5th grade ELA teachers every other month to share writing essays and utilize writing rubric to effectively score essays and develop a deeper understanding of the writing rubric. As a result, teachers will be able to facilitate effective and targeted lessons focused on writing deficiencies that are based on data and provide tailored student feedback as evident in student essay with teacher feedback.

Person responsible for monitoring outcome

Ms. Lizette Gonzalez, Ms. Anita Marti, and Ms. Martha Torres

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Evidence-Based Intervention Rubric Utilization sets guidelines to promote consistent expectations and learning objectives for teachers and students. Clearly defined expectations and goals will help ensure success in the area of ELA Writing for students in grades 4-5.

Rationale:

The Evidence-Based Intervention Rubric Utilization will allow teachers and students to set consistent and appropriate expectations aligned to our state standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Writing Check-Ins

Person Monitoring:

Ms. Lizette Gonzalez and Ms. Martha Torres

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in grades 4-5 will meet on a monthly basis to share best practices and discuss concerns to improve writing instruction and consistency. This will also facilitate explicit, benchmark aligned instruction in writing. By sharing best practices and addressing needs, teachers will feel supported ensure student success as evident in meeting agendas.

Action Step #2

Collaborative Writing Meeting: Essay Dissecting and Scoring

Person Monitoring:

Ms. Lizette Gonzalez, Ms. Martha Torres, Ms. Anita Marti

By When/Frequency:

Bimonthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in grades 4-5 will meet every other month to share writing essays and utilize writing rubric to effectively score essays and develop a deeper understanding of the writing rubric. As a result, teachers will be able to facilitate effective and targeted lessons focused on writing deficiencies that are based on data and provide tailored student feedback. Additionally, teachers will use appropriate resources to develop specific learning groups for writing instruction as evident in lesson plans and student writing journals.

Action Step #3

ELA Teacher Observations

Person Monitoring:

Anita Marti

By When/Frequency:

Monthly, as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

New and selected teachers will be provided with coverage to attend ELA classrooms during ELA Reading and Writing to observe best practices in the classrooms. As a result, teachers will share best practices and feel empowered to create meaningful and engaging lessons, evident through walkthroughs.

Action Step #4

Data Chats and Follow-Up

Person Monitoring:

Anita Marti

By When/Frequency:

Beginning October 21st (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will meet with each grade level to discuss data, weakest standards, remediation resources/strategies, and tools for reassessing. Additionally, as part of the data conversations,

assistant principal will create an action plan for our ELL and ESE subgroups with our ESE chair and Spanish teachers that will remediate and reinforce ELA standards during Tier 1 instruction. Follow up will be conducted during Mid-Year data chats and during grade-level planning. As a result, teachers will be able to make data driven decisions and small group instruction will be purposeful and meaningful.

Action Step #5

Extended Learning Opportunities

Person Monitoring:

Lizette Gonzalez

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After reviewing FAST PM2 data, extended learning opportunity will be provided for selected students. Academic plan will be in place that aligns to areas of need based on FAST data. If selected students attend, assessment scores will improve as a result of additional support in targeted benchmarks.

Action Step #6

T2 and T3 Intervention Follow-Up and Check-In

Person Monitoring:

Lizette Gonzalez

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will review intervention routine and clarify any questions interventionist may have such as Daily Core Four, Chapter Assessments, and Multi-Sensory Instruction. As a result, students will show progress during Tier 1 instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST STAR test, 23% of Kindergarten students, 73% of first grade students and 41% of second graders were proficient in ELA. Based on this data and the identified contributing factors of high number of Level 1 and 2 ESOL students along with lesson plans and instruction that do not set high expectations, we will implement the Targeted Element of Student Engagement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Interactive Learning Environment, proficiency in grades K-2 will increase by 5% on the 2025 statewide FAST STAR Early Literacy and STAR Reading Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The following Action Steps for the Targeted Element of Student Engagement focusing on Interactive Learning Environment are:

Collaborative Planning Time

Administrators, Ms. Anita Marti and Ms. Lizette Gonzalez, will provide teachers with collaborative planning time to create meaningful and purposeful lessons focusing on Visual, Auditory, Kinesthetic, and Tactile lessons to increase understanding and student engagement through multi-sensory instruction as evident in lessons and lesson plans. Administrators and Instructional Coach will attend weekly planning sessions to ensure productivity, share best practices, support teachers, and increase effectiveness as evident in weekly lesson plans, planning meeting minutes, and administrative walkthroughs.

Teacher Multi-Sensory Resources

Administrators, Ms. Anita Marti and Lizette Gonzalez, will provide teachers will resources (such as sandpaper, individual whiteboards, and sand) that will enhance the delivery and instruction of an interactive learning environment, that addresses a variety of learning styles.

Person responsible for monitoring outcome

Ms. Lizette Gonzalez, Ms. Anita Marti

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

An Interactive Learning Environment allows for students to interact using a hands-on, multi-sensory approach where students are actively engaged in the learning process.

Rationale:

The Evidence-Based Intervention, Interactive Learning Environment, facilitates active participation and deeper understanding of skills and strategies to meet the needs of a variety of learning needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Ms. Anita Marti and Ms. Lizette Gonzalez

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide teachers the opportunity to engage in collaborative planning with their grade-level to share best practices and create meaningful and purposeful lessons that increase student engagement in ELA Reading. Collaborative planning sessions will be focused on creating lessons that focuses on VAKT models- increasing understanding and engagement. As a result, teachers will meet a variety of different learning needs and increase understanding of grade-level skills.

Action Step #2

Teacher Multi-Sensory Resources

Person Monitoring:

Ms. Lizette Gonzalez and Ms. Anita Marti

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide teachers with resources and training in the delivery of effective VAKT strategies during collaborative planning. Teachers will be provided with multi-sensory tools and resources to better meet the needs of all students. As a result, student engagement will increase as evident in administrative walkthroughs.

Action Step #3

Learning Environment Promoting Engagement

Person Monitoring:

Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide teachers with support to create anchor charts that provide a reference for learning based on instruction to create an engagement and conducive learning environment for students. As a result, students engagement and understanding of topics already taught will enhance as evident through walkthroughs.

Action Step #4

Best Practices Highlight

Person Monitoring:

Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During faculty meetings and communication apps, teachers will share engaging lessons, best practices, activities, and anchor charts to promote a learning environment. This will motivate teachers and enhance student engagement, evident through walkthroughs.

Action Step #5

Hands-On Doodle Boards

Person Monitoring:
Anita Marti

By When/Frequency:
BiWeekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students are provided with doodle boards and are using hands-on learning tools to enhance engagement and hands-on learning. As a result, students will be exposed to a variety of learning strategies to meet their needs and enhance student engagement observed through walkthroughs.

Action Step #6
Peer Observation

Person Monitoring:
Lizette Gonzalez

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through peer observation, teachers will have the opportunity to observe hands-on instruction and student engagement to build autonomy and capacity.

IV. Positive Learning Environment

Area of Focus #1

Teacher Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 Power BI teacher attendance data, 64% of teachers acquired 10 or more absences during the 2023-2024 school year compared to the district average of 36%. Based on this data and identified contributing factors of health complications, we will implement the targeted element of Teacher Attendance, focusing on incentivizing teachers to decrease frequency of absences.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Attendance Initiatives, teacher absences will decrease by 15% from 64% to 49% of teachers with 10 or more absences for the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The following Action Steps for the Targeted Element of Teacher Attendance focusing on Teacher Incentives are:

Wednesday Collaborative Planning

Administrators will provide planning time on Wednesdays so teachers can meet with their teams to collaborate and share best practices. As a result, teachers will be more inclined to come to school and be able to increase productivity. Administrators will conduct informal walkthroughs on Wednesday to ensure fidelity and productivity.

Faculty Meeting Recognition/Award

Administrators will recognize faculty members with perfect attendance during monthly faculty meetings. Teachers with perfect attendance for the month will be highlighted and acknowledged as evident in faculty meeting agenda. Additionally, teachers will get the opportunity to be part of a raffle to win a prize. As a result, teachers will be motivated to come to work and the amount of absences will decrease.

Person responsible for monitoring outcome

Ms. Anita Marti

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Attendance Initiatives will motivate teachers to decrease the amount of teachers with 10 or more absences during the 2024-2025 school year.

Rationale:

The evidence based strategy of Attendance Initiatives was chosen to motivate teachers and decrease amount of teacher absences to address the discrepancy between our school-level attendance data and the district-level attendance data.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Wednesday Collaborative Planning

Person Monitoring:

Ms. Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will provide additional time on Wednesdays to meet with their teams to collaborate and share best practices. As a result, teachers will be more inclined to come to school and be able to

increase productivity.

Action Step #2

Faculty Meeting Recognition Award

Person Monitoring:

Ms. Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During monthly faculty meetings, teachers with perfect attendance for the month will be highlighted and acknowledged. Additionally, teachers will get the opportunity to be part of a raffle to win a prize. As a result, teachers will be motivated to come to work and the amount of absences will decrease.

Action Step #3

Team Building Activity

Person Monitoring:

Leadership Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During selected faculty meetings, the leadership team will conduct a team building activity that focuses on empathy and building relationships and comradery amongst new staff members.

Action Step #4

Teacher Perfect Attendance Bulletin Shoutout

Person Monitoring:

Leadership Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, teachers with perfect attendance for the month will have their picture displayed in the "Perfect Attendance" bulletin board to celebrate their commitment to students, motivating staff to be present and celebrating staff members.

Action Step #5

Faculty Meeting in Classrooms

Person Monitoring:

Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to motivate teachers in creating an engaging learning environment, classrooms were selected to host faculty meetings. This empowered teachers, giving them the opportunity to share ideas and best practices.

Action Step #6

Teacher Attendance Cards

Person Monitoring:

Anita Marti

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers were given punch cards to promote and incentivize teachers with perfect attendance each month.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

<https://twinlakeselementary.net/title-i/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

Plans to Strengthen the Academic Program

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

To increase the quality of learning and strengthen academic programs at Twin Lakes, extended learning opportunities for at-risk students and students working below grade-level before and after school, Saturday academies, and explicit intervention.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Counseling, school-based mental health services, specialized support services, and mentoring services are planned out with teachers to ensure there is an alignment with intended goals.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

MTSS Team and School Based Threat Management Team follows tiered model to address behavioral concerns and discuss student cases and individual student needs. A behavioral matrix system is used to address behavioral concerns at Twin Lakes Elementary.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers are provided with professional learning opportunities to enhance instructional practices and align instruction to state standards. Data chats are conducted with teachers and students to remediate learning deficiencies and target specific academic needs.

Strategies to Assist Preschool Children

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

VPK students and teachers have the opportunity to collaborate with kindergarten teachers to discuss transitional services and expectations.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00