

Miami-Dade County Public Schools

Twin Lakes Elementary School



2016-17 Schoolwide Improvement Plan

Twin Lakes Elementary School

6735 W 5TH PL, Hialeah, FL 33012

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Twin Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Twin Lakes Elementary's faculty and staff are committed to working cooperatively to prepare students to become successful adults in a rapidly changing multicultural society and to meet the challenges of tomorrow.

b. Provide the school's vision statement.

At Twin Lakes Elementary School, the faculty, staff and school community are committed to holding students to a higher academic achievement and providing them with a safe and nurturing environment, thus envisioning and creating a world class education for all.

2. School Environment

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

At Twin Lakes Elementary, the relationship between the teachers and students is one of trust and teamwork. Teachers use the personal experiences of students to develop their lessons. Helping students to build their knowledge base is facilitated when teachers learn more about students' home cultures and adapt their teaching approach to incorporate students' cultural characteristics. This makes school relevant to the students and helps to build a conducive relationship between the home and school. Communication between the school and the parents is also a critical part of the process at Twin Lakes Elementary. Scheduling parent-teacher conferences to review student progress is on-going throughout the year. Parent workshops and family-based activities are scheduled monthly to support the curriculum and to strengthen the relationship between the teachers and students.

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

Twin Lakes Elementary sees student safety as a main priority. Students are always under adult supervision before, during and after school. The buddy system is used on the rare occasions when students need to travel within the building when they are not with their class. The school campus has only one entry point throughout the day which is manned by security personnel. Any visitors to the building must sign-in and be cleared by the office. They are required to wear a visitor pass in order to be in the building. Staff members have been trained to stop any visitors without appropriate clearance. Classroom doors are kept locked at all times and only adults are allowed to open a door after checking to see who is there. Trainings are done with all staff members about appropriate and respectful behaviors when it comes to their interactions with all stakeholders and students specifically.

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.

Twin Lakes Elementary follows the Miami-Dade County Public Schools Code of Student Conduct and implements the Values Matter curriculum. Teachers are reminded at the Opening of Schools meeting of the importance of implementing a consistent discipline plan within their classroom. The Faculty

Handbook includes a section on discipline which outlines 21 techniques teachers should use to maintain a positive classroom environment. There is training throughout the school year in reference to the strategies recommended to be implemented when behavior issues arise.

Positive reinforcement is central to the behavioral system. Positive behavior is promoted through daily character education highlights on the morning announcements. Each month is dedicated to a positive value. Practical examples are given to the students on how they can incorporate these characteristics into their daily lives. The Spot Success Program is used to recognize students from each class who exemplify the monthly value. These students receive a certificate and letter from the principal and their teacher and their names are announced on the morning announcements with the reason why they were chosen from their class as the model student. In addition, the students and their parents are invited to attend a special Value Matters event. The counselor also goes into classrooms and conducts lessons on that month's value with the teacher.

The counselor at Twin Lakes Elementary created a Teacher Referral Form for teachers to use when they feel that a student is starting to have difficulties with behavior and/or academics. This is a preventative step to deter any Code of Student Conduct violations. Counseling sessions and parent conferences are scheduled as needed. Community resources information is shared when needed as well.

Students who have committed a Code of Student Conduct violation receive behavior and academic counseling. Issues and concerns are identified and strategies are developed to address the needs of the student within the classroom setting. Strategies include weekly counseling sessions, behavior charts, community resource programs and School Support Team (SST) assistance.

Twin Lakes Elementary incorporates the support of parents, school and district personnel and community agencies to address the needs of students who have committed Code of Student Conduct offenses. Expectations are set and progress is monitored through behavior charts and anecdotal records if needed. Adjustments are made to seating, homeroom assignments and schedule when necessary.

Students that violate the Code of Student Conduct are excluded from extracurricular non-academic activities as an alternative to suspension. This is required to reinforce the importance in following school rules. It sends a powerful message to all students who experience or witness the consequence of inappropriate behaviors.

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.

Twin Lakes Elementary provides ongoing support to students and families to ensure that the social-emotional needs of all students are being met. The teachers work with the Student Service support personnel such as the administrators, counselor, social worker, school psychologist and community involvement specialist when needed. On-going parent workshops through the Parent Academy and school personnel are provided monthly to assist parents with a wide range of topics to reinforce social, emotional and academic development. School-site assistance is provided to parents with locating outside community assistance and with parent-teacher conferences.

The counselor and social worker conduct lessons within the classroom bi-monthly focusing on a wide range of topics and programs that encourage discussions and development of interpersonal skills. Individual and group counseling sessions are scheduled as needed throughout the year based on teacher, student and parent referrals.

Outside agencies also provide extra support to students and their families. The organizations that provide assistance to our students at Twin Lakes Elementary are Institute for Child and Family Health, Miami Behavioral Health Center, Citrus Health Network, Miami Children's Hospital, Jackson Memorial Hospital and Florida International University. We also work with private physicians after completing a Mutual Consent Form. By creating a partnership between the family, school and health provider, we are able to reduce and eliminate undesirable behaviors.

3. Early Warning Systems

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

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

The Early Warning System (EWS) at Twin Lakes Elementary identifies indicators that are highly predictive of potential student failure which can lead to students dropping out of school. EWS indicators assist in identifying students in order to provide appropriate support and intervention in a timely manner. Below are the EWS indicators used at Twin Lakes Elementary.

1. Students who miss more than 10% of instructional time.
2. Students who have referrals that lead to suspensions.
3. Students who score at the lowest level on the FSA in either English Language Arts or Mathematics.
4. Students who are not proficient in Reading by Grade 3.
5. Students who are retained.

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	5	7	15	15	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	18	17	3	34	49	0	0	0	0	0	0	0	121
Retentions	0	4	6	1	0	0	0	0	0	0	0	0	0	11

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	2	5	19	2	6	19	0	0	0	0	0	0	0	53

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

Students at Twin Lakes Elementary are identified at the beginning of each school year for academic intervention through the scores on statewide assessments, retention, grades from the previous school year, baseline data and teacher recommendation. These students participate in the McGraw-Hill WonderWorks intervention program. The intervention is research based and on-going progress monitoring is conducted to ensure students are progressing. Students that do not show a response to the intervention are identified by the Mutli-Tiered System Team (MTSS). A School Support Team (SST) meeting is held for these students and additional interventions are put in place to address the student's specific academic deficits. On-going progress monitoring on a weekly basis is conducted to measure the effectiveness of interventions put in place. Students who do not show progress may be

referred for a psycho-educational evaluation to determine if specialized instruction by a special education teacher is warranted.

A variety of intervention strategies are in place to improve the academic performance of students identified by the early warning system. In order to support attendance, the counselor works closely with parents to address attendance issues and provide support. Students with habitual attendance issues are referred to the M-DCPS Truancy Intervention Program. Our Community Involvement Specialist conducts home visits for those students that have attendance issues in order to provide support to families and help them improve their child's attendance. A reward system is also in place in each class for those students that are on time and in school every day to encourage good attendance habits.

Students who scored a level 1 on a statewide assessment or have failing grades in reading and/or math are part of our intervention program. The intervention is research-based and on-going progress monitoring is conducted to ensure students are progressing. Students that do not show a response to the intervention are identified by the Multi-Tiered System Team (MTSS). A School Support Team (SST) meeting is held for these students and additional interventions are put in place to address the student's specific academic deficits. On-going progress monitoring on a weekly basis is conducted to measure the effectiveness of interventions put in place. Students who do not show progress may be referred for a psycho-educational evaluation to determine if specialized instruction by a special education teacher is warranted.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315790>.

2. Description

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

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.

Twin Lakes is partnered with several community organizations in order to support the academic growth of our students and to improve student achievement. Our partners include the City of Hialeah, City of Hialeah Police Department, Miami-Dade College, the Education Fund, the Common Threads Program, and Winn Dixie. Through these partnerships, Twin Lakes Elementary is able to provide hands-on resources to support the curriculum and mentoring to help students develop a positive approach to learning. Additional resources are provided to struggling families with school supplies, uniforms, food and family activities.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bernal Pino, Ivette	Principal
Cardona, Diane	Assistant Principal
Morales, Sabina	Teacher, K-12
Muller, Mirtha	Teacher, K-12
Villanueva, Jacquelyn	Teacher, K-12
Rodriguez, Jillian	Teacher, K-12
Scoggin, Jennifer	Teacher, ESE
Medina, Katia	Teacher, K-12
Montane, Jorge	Teacher, K-12
Arocha, Ana	Teacher, K-12
Gonzalez, Selma	Teacher, K-12
Mesa, Monica	Teacher, K-12
Torres, Martha	Instructional Media

b. Duties

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

Tier 1 (Leadership Team)

- Ivette Bernal-Pino, Principal, schedules the Tier 1 leadership meetings and monitors the available financial resources available.
- Diane Cardona, Assistant Principal, monitors the implementation of the resources and scheduling of personnel to ensure that the academic focus is in place for student success. Schedules and facilitates regular RtI meetings, ensures attendance of team members and ensures follow up of action steps.
- Katia Medina, Reading Liaison, monitors student progress in reading. Analyzes data to assist teachers with curriculum development and individualized intervention plans for students.
- Jillian Rodriguez, ESOL Chairperson, ensures that the language development needs of ELL students are met. Schedules LEP meetings with parents and teachers to develop strategies based on individual student data to facilitate in reading, writing and oral communication development.
- Mirtha Muller, Math Liaison, monitors student progress in mathematics. Analyzes data to assist teachers with curriculum development and individualized intervention plans for students.
- Jacquelyn Villanueva, Science Liaison, monitors student progress in science. Works with each grade level to develop hands-on activities to support the science curriculum.
- Jennifer Scoggin, SPED Chairperson, collaborates with teachers in developing appropriate educational accommodations and intervention strategies. Participates in placement of students based on the evaluation results.
- Danay Gonzalez, Counselor, assists teachers with behavior concerns within the classroom. Develops individualized behavior plans for students.

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

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

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

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

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and

ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

Additional members of the MTSS team also provide support to the process as needed.

Luzmary Amesty-Fong, School Psychologist, participates in School Support Team (SST) meetings with parents, conducts classroom observations and assists teachers with individualized intervention plans for behavior and academic concerns. She administers the appropriate evaluations for psycho-educational and behavior referrals to determine the appropriate school programs for students who are not meeting the grade level standards.

Hector Abad, Social Worker, works with teachers and parents to provide the appropriate outside assistance and school resources concerning academics, behavior and health concerns.

Title I, Part A

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners

(ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- cultural supplementary instructional materials
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provided training to the school registrar on the procedures for enrolling homeless students. The registrar was also trained on the McKinney-Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart has provided a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The counselor ensures appropriate services are provided to the homeless students.

Violence Prevention Programs

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

Nutrition Programs

- 1) Twin Lakes Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Twin Lakes Elementary adheres to and implements the ideas from the Alliance for a Healthier Generation.
- 5) Twin Lakes Elementary participates in the Common Threads Program implementing the Small Bites nutrition curriculum during the school day and the Cooking Class after school.
- 6) Twin Lakes Elementary encourages healthy eating habits through a grant from the Action for Healthy Kids

Other

Parental Involvement Program Description

Twin Lakes Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The school increases parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House) and other documents/activities necessary in order to comply with dissemination and reporting requirements. Twin Lakes Elementary conducts informal parent surveys to determine specific needs of our parents and schedules our workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. In addition, Twin Lakes completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits these reports to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the upcoming school year.

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

- Heiken Children's Vision Program-in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program to provide free eye examinations and glasses if needed.
- * Colgate Dental Van-provides free dental examinations and referrals for free dental services if needed.
- HIV/AIDS Education Program Partnership-funded through a cooperative agreement grant with the Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC/DASH), the program aims to decrease the prevalence of HIV/AIDS, sexually transmitted diseases (STDs), unintended pregnancy and other at-risk behaviors among K-12 youths.
- Action for Healthy Kids-works to address childhood obesity by empowering kids to make healthy lifestyle choices. Program brings awareness to the students, faculty and community. Program is in Collaboration with the American Heart Association and William J. Clinton Foundation.
- Imagine Learning English Program-promotes language and literacy for students who are acquiring the English language. This research based program automatically assesses performance and adapts instruction for individual students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ivette Bernal-Pino	Principal
Selma Gonzalez	Teacher
Luis Laherra	Business/Community
Mari Castellanos	Teacher
Mirtha Muller	Teacher
Yamile Velez	Teacher
Monica Mesa	Teacher
Mike Marquez	Business/Community
Eduardo Recinos	Business/Community
Madelyn Escobar	Parent
Nikole Hernandez	Student
Dayana Lopez	Student
Kristen Suarez	Teacher
Jorge Montane	Teacher
Victoria Wanton	Education Support Employee
Jorge Ramos	Parent
Maria Espinosa	Business/Community
Eneybet Cubillas	Business/Community
Mayra Rabre	Education Support Employee
Mayte Mendez	Parent
Zaily Machado	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the initial SAC meeting of the school year, we reviewed last year's school improvement plan in conjunction with the 2016 FSA state assessment results to determine an evaluation of its goals and effectiveness.

b. Development of this school improvement plan

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

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

In the spring of 2016, the projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2016 meeting, updated budget information was shared and SAC determined allocations of SAC funds based upon SIP goals and needs.

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

The SAC receives special funds designated for the purpose of implementing the school improvement plan strategies. EESAC decided to purchase paper and ink cartridges for instructional purposes to support the curriculum. Available funds from the 2015-2016 school year was \$2569.00

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
Bernal Pino, Ivette	Principal
Cardona, Diane	Assistant Principal
Gonzalez, Danay	School Counselor
Morales, Sabina	Teacher, K-12
Muller, Mirtha	Teacher, K-12
Rodriguez, Jillian	Teacher, K-12
Villanueva, Jacquelyn	Teacher, K-12
Medina, Katia	Teacher, K-12
Scoggin, Jennifer	Teacher, ESE
Montane, Jorge	Teacher, K-12
Arocha, Ana	Teacher, K-12
Gonzalez, Selma	Teacher, K-12
Mesa, Monica	Teacher, K-12
Torres, Martha	Teacher, K-12

b. Duties

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

The major initiatives of the LLT this year will be:

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

D. Public and Collaborative Teaching

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

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

At Twin Lakes Elementary, positive working relationships between teachers are facilitated through weekly grade level meetings focused on collaborative planning and standards-based instruction. Leadership, department and committee meetings are held monthly to effectively support the programs and curriculum across all grade levels and subject areas. Professional development growth activities are held throughout the year to provide additional support and to share best practices with the faculty.

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

The school utilizes the following strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school:

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

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

Twin Lakes Elementary's mentoring program is in accordance with the District's Instructional Performance Evaluation Growth System (IPEGS) in regards to policies and procedures. Beginning teachers and experienced teachers new to the school have the support of a professional growth team and an individual mentor who provides guidance in all aspects of school responsibilities throughout the first year. Mentors are paired to mentees based on grade level and/or subject area assignments. The goal of this program is to foster a supportive environment for teachers new to the school by providing opportunities for coaching, classroom demonstrations and mentor-teacher activities such as planning, observing and providing feedback. Beginning teachers and their mentors are guided by the District through the M.I.N.T. program.

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.

Twin Lakes Elementary ensures its core instructional programs and materials are aligned to Florida's standards by implementing the instructional programs and materials that are adopted and supported by the District. Instructional Pacing Guides for all grade levels and subjects are also provided by the District that outlines all of the content standards that a teacher must cover, organized by strand. These standards are linked directly to the state standards by number.

In addition, our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

Twin Lakes Elementary uses data throughout the year to provide and differentiate instruction to meet the diverse needs of our students. All students are given baseline assessments at the beginning of the school year in Reading, Writing, Mathematics and Science. A diagnostic assessment is also given through the i-Ready program which levels the students according to the Reading benchmarks and Mathematics strands. This information, along with any state assessment results, is used to provide the targeted differentiated instruction at the beginning of the school year. After this initial assessment, teachers give weekly formative assessments to track students' growth based on specific standards-based learning targets. Instruction is modified based upon student data in order to reteach a skill or present a skill at a more advanced level. Small reading and math groups are implemented to address students' needs based on grade level expectations. These groups provide for re-teaching and enrichment. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progressed monitored and the groups will be adjusted as needed.

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: Weekend Program

Minutes added to school year: 1,800

Twin Lakes Elementary will develop extended learning opportunities based on the identified needs of the students. Data from the i-Ready Diagnostic, 2016 FSA Assessment and the District Baseline will also be used to adjust the focus of instruction throughout the year. Participation in the extended learning opportunities will be based on formal assessments and teacher recommendations.

Strategy Rationale

There will be an increase in overall Reading and/or Mathematics proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cardona, Diane, dcardona@dadeschools.net

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

The effectiveness of this strategy will be assessed by using the weekly and unit formative assessments from the core programs along with District assessments and i-Ready Diagnostic and Progress Monitoring tools. Student growth will be measured and areas of focus will be adjusted based on the most current data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Title I Administration assists by providing supplemental funds to sponsor beyond the State of Florida funded

Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time

highly qualified teacher and paraprofessional. The program assists by providing young children with a variety

of meaningful learning experiences. The VPK program provides an environment that gives students opportunities to develop potential through activities shared with supportive adults. Twin Lakes Elementary

assists with the transition from early childhood programs by conducting orientation meetings for parents and

guardians. Policies, procedures and curriculum are explained and discussed at this orientation.

Parent handbooks are provided to parents as a resource guide for the school year. Teachers also provide an

orientation at Open House. Parent conferences are scheduled as needed throughout the school year. Monthly

parent workshops are offered to provide information on how parents can assist their children with the learning process and on the resources available from Miami-Dade County Public Schools. Prior to entering

Kindergarten, the Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS) is administered to determine language proficiency. FLKRS is used to determine social/emotional skills, student readiness, and reading skills. The WIDA is administered at the end of the year to evaluate language proficiency in reading, writing, speaking and listening. The results of these assessments are monitored through data analysis meetings, observations, classroom walk-throughs, and regular weekly benchmark assessments.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction in all content areas is improved that 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 in all content areas is improved that student achievement will improve. 1a

G087826

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	83.0
AMO Reading - Hispanic	84.0
AMO Reading - ELL	76.0
AMO Reading - SWD	57.0
AMO Reading - ED	84.0
AMO Math - All Students	91.0
AMO Math - Hispanic	91.0
AMO Math - ELL	88.0
AMO Math - SWD	76.0
AMO Math - ED	90.0

Targeted Barriers to Achieving the Goal 3

- Students are lacking the prerequisite skills for their grade level across curriculum areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Reading Series, WonderWorks, District Pacing Guides, FSA Item Specs, FSA Writing Rubrics, FSA Reading and Writing training tests, McGraw Hill Writers' Workspace, tutorials incorporating a writing component, Reading Liaison providing professional development, supplementary materials address the writing component, four computer labs with rotating schedule, 3-5 computers in each classroom, Promethean boards, iReady, MyOnReader, Imagine Learning, Accelerated Reader, open access Media Center, Literacy Leadership team, curriculum committee, common planning time for all grade levels, and classroom libraries.
- Go Math series, Think Central, District Pacing Guides, FSA Item Specs, FSA Math training tests, Math Liaison, four computer labs with rotating schedule, 3-5 computers in each classroom, Promethean boards, Reflex Math, iReady, Gizmos, Discovery Education, NBC Learn, Sumdog, Core Standards for Math, Scholastic Morning Jumpstarts: Math, tutorials, Leadership team, curriculum committees, and common planning time for all grade levels.
- Scott Foresman Science series with Science kits (supplemental resource), District Pacing Guides, NGSSS Item Specs, Science Liaison, science lab, four computer labs with rotating schedule, 3-5 computers in each classroom, Promethean boards, GIZMOS, Discovery Education, NBC Learn, Sciencesaurus, Science Bootcamp, Leadership team, curriculum committee, common planning time for all grade levels, and classroom libraries.

Plan to Monitor Progress Toward G1. 8

Consistently monitor the progress of the implementation of differentiated instruction in the classroom by conducting classroom walkthroughs and analyzing data.

Person Responsible

Ivette Bernal Pino

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data chats, Florida Standards Assessment (FSA), walkthrough notes and data reports from the following: STAR, Accelerated Reader, Imagine Learning, Reflex Math, i-Ready, MyONReader, and GIZMOS.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction in all content areas is improved that student achievement will improve. 1

G087826

G1.B2 Students are lacking the prerequisite skills for their grade level across curriculum areas. 2

B233506

G1.B2.S1 Administer prerequisite, diagnostic and subject pretests to determine student levels at the beginning of the school year in order to determine areas of need and to develop differentiated instruction groups. Students will be able to show growth towards meeting the standards of their grade level. 4

S246402

Strategy Rationale

We identified that there is a lack of prerequisite skills across curriculum areas. This strategy will ensure the implementation of targeted differentiated instruction across the curriculum.

Action Step 1 5

Provide professional development focusing on effective differentiated instruction groups across the curriculum utilizing data from i-Ready Diagnostic, prerequisite and pretest assessments.

Person Responsible

Ivette Bernal Pino

Schedule

Biweekly, from 8/22/2016 to 10/28/2016

Evidence of Completion

Agendas, sign-in sheets, intervention and differentiated instruction groups and samples of effective differentiated instruction activities.

Action Step 2 5

Conduct individual, grade level and department data chats to determine the effectiveness of the differentiated instruction groups utilizing subject area assessments and i-Ready progress monitoring data.

Person Responsible

Ivette Bernal Pino

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, differentiated instruction activities, data, and classroom walkthroughs.

Action Step 3 **5**

Consistently monitor the implementation of differentiated instruction groups in the classroom by conducting classroom walkthroughs.

Person Responsible

Ivette Bernal Pino

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes, lesson plans, and differentiated instruction groups.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Consistently monitor the differentiated instruction groups in the classroom by conducting classroom walkthroughs.

Person Responsible

Ivette Bernal Pino

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 **7**

Consistently monitor the differentiated instruction groups in the classroom by conducting Classroom walkthroughs.

Person Responsible

Ivette Bernal Pino

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student work, formative assessments, progress monitoring data, and data chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A319688	Provide professional development focusing on effective differentiated instruction groups across the...	Bernal Pino, Ivette	8/22/2016	Agendas, sign-in sheets, intervention and differentiated instruction groups and samples of effective differentiated instruction activities.	10/28/2016 biweekly
G1.MA1 M332978	Consistently monitor the progress of the implementation of differentiated instruction in the...	Bernal Pino, Ivette	8/22/2016	Data chats, Florida Standards Assessment (FSA), walkthrough notes and data reports from the following: STAR, Accelerated Reader, Imagine Learning, Reflex Math, i-Ready, MyONReader, and GIZMOS.	6/8/2017 weekly
G1.B2.S1.MA1 M332976	Consistently monitor the differentiated instruction groups in the classroom by conducting Classroom...	Bernal Pino, Ivette	8/22/2016	Student work, formative assessments, progress monitoring data, and data chats	6/8/2017 weekly
G1.B2.S1.MA1 M332977	Consistently monitor the differentiated instruction groups in the classroom by conducting classroom...	Bernal Pino, Ivette	8/22/2016	Walkthrough notes and lesson plans	6/8/2017 weekly
G1.B2.S1.A2 A319689	Conduct individual, grade level and department data chats to determine the effectiveness of the...	Bernal Pino, Ivette	8/22/2016	Lesson plans, differentiated instruction activities, data, and classroom walkthroughs.	6/8/2017 every-6-weeks
G1.B2.S1.A3 A319690	Consistently monitor the implementation of differentiated instruction groups in the classroom by...	Bernal Pino, Ivette	8/22/2016	Walkthrough notes, lesson plans, and differentiated instruction groups.	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction in all content areas is improved that student achievement will improve.

G1.B2 Students are lacking the prerequisite skills for their grade level across curriculum areas.

G1.B2.S1 Administer prerequisite, diagnostic and subject pretests to determine student levels at the beginning of the school year in order to determine areas of need and to develop differentiated instruction groups. Students will be able to show growth towards meeting the standards of their grade level.

PD Opportunity 1

Provide professional development focusing on effective differentiated instruction groups across the curriculum utilizing data from i-Ready Diagnostic, prerequisite and pretest assessments.

Facilitator

Administration and Department Liaisons

Participants

Instructional Staff

Schedule

Biweekly, from 8/22/2016 to 10/28/2016

PD Opportunity 2

Conduct individual, grade level and department data chats to determine the effectiveness of the differentiated instruction groups utilizing subject area assessments and i-Ready progress monitoring data.

Facilitator

Administration and Department Liaisons

Participants

Instructional staff

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

PD Opportunity 3

Consistently monitor the implementation of differentiated instruction groups in the classroom by conducting classroom walkthroughs.

Facilitator

Administration and Department Liaisons

Participants

Instructional staff

Schedule

Weekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Provide professional development focusing on effective differentiated instruction groups across the curriculum utilizing data from i-Ready Diagnostic, prerequisite and pretest assessments.				\$3,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240	140-Substitute Teachers	5601 - Twin Lakes Elementary School	Title I, Part A	475.0	\$3,300.00
2	G1.B2.S1.A2	Conduct individual, grade level and department data chats to determine the effectiveness of the differentiated instruction groups utilizing subject area assessments and i-Ready progress monitoring data.				\$0.00
3	G1.B2.S1.A3	Consistently monitor the implementation of differentiated instruction groups in the classroom by conducting classroom walkthroughs.				\$0.00
Total:						\$3,300.00