

Miami-Dade County Public Schools

Comstock Elementary School



2016-17 Schoolwide Improvement Plan

Comstock Elementary School

2420 NW 18TH AVE, Miami, FL 33142

<http://comstockelementary.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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	F

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Comstock 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.

The mission of Comstock Elementary School is to develop each student's academic, social, physical, and emotional needs in an environment that fosters high self-esteem, self-motivation, and personal responsibility. On-going analysis of student data will enable the staff to evaluate the reading, writing, mathematics, science, and extra-curricular programs to monitor the progress of the whole child and to meet individual learner needs. The staff will continue to develop their professional growth through self-assessment and professional reflection. Teachers and students will work collaboratively in becoming life-long learners.

A key component of the educational program at Comstock is building a strong academic foundation to guide our students into productive members of society and contributors to the global economy.

b. Provide the school's vision statement.

The vision at Comstock Elementary School is to create a safe, nurturing, challenging, and stimulating learning environment that will result in all students achieving their highest potential with all parents, teachers, students, and community members working collectively for common goals. Comstock Elementary School is strengthening the educational and social development of the multicultural community. We envision the staff to be deeply involved in continuous professional growth in order to be up-to-date with technological advances and research-based teaching and learning strategies to deliver a quality, rigorous education to all students.

2. School Environment

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

The process used to learn about students' cultures and build relationships between teachers and students include lessons that are centered around students' daily lives that allow for discussions and conversations based on family traditions and values. A multicultural committee has been formed to organize activities and performances to enhance awareness of various cultures throughout the school.

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

The school creates an environment where students feel safe and respected by providing an open door policy for students to seek advice, guidance or counseling via administration, the guidance counselor or teachers and staff members. Security monitors and safety patrols are positioned throughout the school and a school-wide dismissal plan has been developed to ensure student safety.

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.

A school-wide behavioral expectations plan called SOAR (Safe, Organized, Accountable, Respectful) has been developed to establish protocols for disciplinary incidents and clearly identify behavioral

expectations. Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year. Acknowledge students behaviors that meet the SOAR expectations. Implement I-HUM strategies: I - interact with students, HU - heads up, always looking around at students, M - moving constantly in and around students. Teachers and staff will also follow procedures for infractions.

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.

The school provides group as well as individual counseling to ensure the social emotional needs of all students are being met. The guidance counselor conducts bullying and prevention lessons throughout the school year that address all students in grades K-5. The school social worker also works with students and parents to address issues related to attendance. Outside mental health agencies also partner with the school to provide services to students as needed.

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.

Comstock Elementary's early warning system consists of identifying students who are not proficient in reading by third grade, students who score at FSA level 1 in either ELA or Math, students who miss more than 10% of instructional time, students who have referrals that lead to suspension and 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	3	15	12	4	18	29	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	15	22	5	3	16	0	0	0	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	17	26	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	15	12	4	18	29	0	0	0	0	0	0	0	81

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

Comstock Elementary has worked diligently to provide intervention in the areas of academic, behavior and attendance. A variety of data tools are analyzed to determine the needs of the students. Based on that need, an intervention plan is developed. This plan may include, teacher led instruction, intervention using a research based intervention program, computer aided remediation, before, after

and Saturday school tutorials and utilizing the Rtl process.

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 available at the school site.

2. Description

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.

Comstock Elementary works with various community partners to support the school and student achievement. Monthly Parent Academy meetings take place to help parents become more aware of educational resources and practices to assist students and increase student achievement. Community members and partners are invited to attend EESAC meetings to better support our students in the community.

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
Campbell, Orna	Principal
Gancedo, Maria	Assistant Principal
Hamil, Jasma	Instructional Coach
Delgado, Maythe	Instructional Coach

b. Duties

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

- School guidance counselor, Yaima Suarez
- School social worker, Amber Rinehart-Perez
- Member of advisory group, community stakeholders, parents;
Yoskayra Rijo (parent)
Ysidra Lopez (parent)

Marta Fernandez (Community Representative)

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

Tier 2

The Administration, Instructional Liaisons, and Counselor of the 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

The Administration, Instructional Liaisons, and Counselor of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 use 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 team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze 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.

Tier 2

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 (monthly is suggested) 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

implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. 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.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Tier 1(Leadership Team)

- Administrator, Adrian Rogers will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
- In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- School Reading Liaison, Karen Haymon; Math Liaison, Mariuxi Yglesias
 - Special education personnel; Lisa White and Margarita Isern

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy 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 Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such

as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) 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(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- 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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
 - This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayra Reyes	Teacher
Rolando Hallman	Teacher
Martha Fernandez	Business/Community
Natasha Casola	Teacher
Mirtha Iglesias	Teacher
Saralidia Osorio	Teacher
Jackie Madera	Education Support Employee
Ysidra Lopez	Parent
Yoskayra Rijo	Parent
tykaria Mitchell	Student
jasmyn Martinez	Student
Adrian Rogers	Principal

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

The EESAC committee discussed the School Improvement Plan that was entered last year and approved the plan. During the school year, data was discussed for the Mid-Year SIP and assessment data was discussed for the End of the Year.

b. Development of this school improvement plan

The SAC committee meets to discuss results of the district interim assessments. The committee shares in the development of the school improvement plan and what goals will be recorded. The members were given an opportunity to make suggestions for changes to our current School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan. The SAC will review the final plan and approve.

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

The needs of the school was discussed during our opening EESAC meeting. Funds will be used for the benefit of our students. As a committee, we will decide and approve the purchases of those student related items.

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

Students incentives, classroom libraries, parent resources and technology.

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
Campbell, Orna	Principal
Gancedo, Maria	Assistant Principal
Hamil, Jasma	Instructional Coach
Osorio, Saralidia	Instructional Coach
Haymon, Karen	Teacher, K-12

b. Duties

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

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform

above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement.
- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

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.

Comstock Elementary implements and monitors targeted interventions and enrichment opportunities by providing Reading intervention throughout the school day. Teachers have received and will continue to receive training in the Florida Standards and are implementing the rigorous requirements of these standards to guide our students in becoming more effective readers. Teachers will organize differentiated groups within their classrooms to heighten collaborative conversations and comprehension of various texts.

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

Students from the local universities conduct their student teaching at our school thereby providing an opportunity for recruitment once they have completed all the requirements. Teachers will be provided with an opportunity to attend on-going professional development activities and an opportunity to implement the learned instructional practices and facilitate Professional Learning Communities.

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

The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

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.

All core instructional programs and materials are mandated by our school district. Teachers have received and continue to receive on-going professional development on resources and materials used to support core instructional programs.

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.

Data is analyzed by administrators, coaches and teachers after each interim assessment. Using current data assists in targeting standards that need are in need of improvement. Our leadership team conducts data chats with the teachers to determine what strategies need to be put in place in order to improve scores. Teachers also use the data within their classrooms to target low scoring standards during differentiated instruction.

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: Extended School Day

Minutes added to school year: 60

Utilizing a researched-based District adopted intervention program, all students in Kindergarten through fifth grade will receive 60 minutes of small group intervention in Reading by a certified teacher and/or interventionist.

Strategy Rationale

With deliberate and targeted intervention, students will gain in their reading deficits and close the achievement gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Campbell, Orna, pr0881@dadeschools.net

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

On going progress monitoring will be provided and adjustment will be made based on individual student's responses to intervention. Research based intervention assessments and computer based programs will be used to collect data and determine if students are making learning gains.

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 the school by providing supplemental funds 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. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. We began Kindergarten recruitment in April, 2016 and provided parents with an orientation in May, 2016. Additionally, parents were invited to the school's meet and greet held on August 19, 2016 to further orientate them on the requirements, expectations, learning outcomes and curriculum.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this 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 we improve our instructional strategies, engagement and delivery in the core subject areas then student achievement will increase.

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 we improve our instructional strategies, engagement and delivery in the core subject areas then student achievement will increase. 1a

G088098

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	59.0
AMO Math - SWD	56.0
AMO Reading - All Students	66.0
AMO Reading - African American	59.0
AMO Reading - SWD	56.0
AMO Reading - ED	67.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence in the rigor and consistency of deep planning that incorporates higher order thinking skills, unwrapping the benchmarks and using technology to support rigor in instructional delivery.
- Limited evidence of the use of problem solving protocols across grade levels in order to increase higher order thinking skills and student proficiency in problem solving.
- Limited evidence of differentiated instructional strategies that target student deficiencies in the Reading, Math and Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CORE: McGraw-Hill Wonders Reading, Maravillas, ELA/ESOL District Pacing Guides, SUPPLEMENTAL: Florida Language Arts Standards, Item Specifications, ELL Matrix, Waterford, Imagine Learning, I-Ready online instruction, ELA Planning cards, C-Palms, McGraw-Hill Wonderworks, National Geographic, myON, Saxon.
- CORE: HMH Go Math! Florida Grades K-5; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach), District Pacing Guides including Technology Resources SUPPLEMENTAL: Mathematics Florida Standards Item Specifications (Grades 3-6); Promethean Boards; Gizmos Grades 3-5; Explore Learning –Reflex Math; problem solving protocol, I-ready, Think Central, C-Palms, Florida Ready, I-Ready online instruction.
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams, SECME Stars III program, C-Palms, Discovery Learning, Lab Kits, J & J Science Bootcamp, Power My Learning.

Plan to Monitor Progress Toward G1. 8

Tri-Monthly School Developed Assessments, I-Ready Diagnostic, District Topic, Interim Assessments, 2016 Florida Standards Assessment, 2016 FCAT 2.0 Science Assessment

Person Responsible

Orna Campbell

Schedule

On 6/2/2016

Evidence of Completion

Assessment data

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 we improve our instructional strategies, engagement and delivery in the core subject areas then student achievement will increase. **1**


 G088098

G1.B1 Limited evidence in the rigor and consistency of deep planning that incorporates higher order thinking skills, unwrapping the benchmarks and using technology to support rigor in instructional delivery.

2

 B234243

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks unwrapping the standards, looking at assessments, identifying key vocabulary, determining prerequisite skills, and reviewing technological resources that will provide additional support. As a result, rigorous, purposeful, and engaging instructional activities will ensure students' mastery of the skills needed to achieve high standards. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S247023

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 **5**

Provide job embedded professional development in the core areas of instruction where K -5 teachers unwrapping the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.

Person Responsible

Orna Campbell

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agendas, Sign-in sheets, Lesson Plans, Interactive notebook, Student artifacts, FSA Standards, District Pacing Guide.

Action Step 2 5

Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and small group differentiated instruction.

Person Responsible

Orna Campbell

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

Evidence of Completion

I-Ready Diagnostic Reports, Classroom assessments, District Interim assessments, OPM from intervention series

Action Step 3 5

Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies.

Person Responsible

Orna Campbell

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom walkthrough checklist

Action Step 4 5

Through interactive journals, students will extend their responses to support their answers through a variety of tasks such as using text evidence, graphic organizers as written responses in lieu of multiple choice.

Person Responsible

Orna Campbell

Schedule

On 5/26/2017

Evidence of Completion

Student's interactive journals, and assessment data

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

The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Administration will observe the implementation of the plan as a means to develop professional development activities if needed.

Person Responsible

Orna Campbell

Schedule

On 5/26/2017

Evidence of Completion

Grade level planning agenda, sign in sheets

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

The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Administration will observe the implementation of the plan as a means to develop professional development activities if needed. The Administration will conduct daily walk throughs to ensure fidelity.

Person Responsible

Orna Campbell

Schedule

On 5/26/2017


Evidence of Completion

Grade level planning agenda, assessment data, Unwrapping the standards protocol

G1.B2 Limited evidence of the use of problem solving protocols across grade levels in order to increase higher order thinking skills and student proficiency in problem solving. **2**

 B234244

G1.B2.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol. **4**

 S247024

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 **5**

Provide professional development to teachers in grades K-5 on the implementation of problem-solving protocols using visual models as a primary strategy.

Person Responsible

Orna Campbell

Schedule

Biweekly, from 9/7/2016 to 12/15/2016

Evidence of Completion

PD agenda, materials, problem solving protocol anchor chart, roster, student's interactive journals, assessment data, student work.

Action Step 2 **5**

Utilizing the coaching cycle, transformational coaches will support teachers in mastering problem-solving protocols.

Person Responsible

Orna Campbell

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

coaching log, observations.

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

The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets. Both the Administration and Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

Orna Campbell

Schedule

On 12/16/2016

Evidence of Completion

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

The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets. Both the Administration and Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible


Orna Campbell

Schedule

On 12/16/2016

Evidence of Completion

G1.B3 Limited evidence of differentiated instructional strategies that target student deficiencies in the Reading, Math and Science. 2

 B234245

G1.B3.S1 Teachers will be provided with explicit and scaffolding professional development to ensure that they plan for and implement with fidelity the use of remedial supplemental resources to target students' deficiencies in Reading, Math and Science. 4

 S247025

Strategy Rationale

Students learning gains we below 50% on the State Assessment

Action Step 1 5

The instructional Coach along with the assistance of the ETO curriculum support, teachers will first be given an overview of the various remedial instructional materials available. In depth training both live and webinars will be utilized to provide teachers with scaffolded instruction of implementation techniques. The instructional Coaches will use the coaching cycle to provide for the "I do, We do, You do" model to occur. Daily walkthroughs and feedback will be provided.

Person Responsible

Orna Campbell

Schedule

On 5/26/2017

Evidence of Completion

Action Step 2 5

Teachers will plan for differentiated Instruction during common planning using assessment data.

Person Responsible

Orna Campbell

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Action Step 3 5

A school wide DI plan will be developed and implemented where the teachers will have a three way rotation of teacher led center, technology center and independent center that will be paper and technology based for students.

Person Responsible

Orna Campbell

Schedule

Weekly, from 8/29/2016 to 6/7/2017

Evidence of Completion

Action Step 4 5

Monthly PLC meetings will be developed to look at student data, student work and teacher led center activities to allow teachers to work collaboratively to improve the instructional strategies.

Person Responsible

Orna Campbell

Schedule

Monthly, from 9/21/2016 to 5/24/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Instructional Coach will develop a weekly agenda for the coaching cycle. The Administration will observe the implementation of the plan as a means to develop professional development activities if needed.

Person Responsible

Orna Campbell

Schedule

On 5/26/2017

Evidence of Completion

observation logs, coaches logs, student DI folders, DI lesson planning.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Administration will observe the implementation of the plan as a means to develop professional development activities if needed.

Person Responsible

Orna Campbell

Schedule

On 5/26/2017

Evidence of Completion

observation logs, coaches logs, student DI folders, DI lesson planning.

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.MA1  M334447	Tri-Monthly School Developed Assessments, I-Ready Diagnostic, District Topic, Interim Assessments,...	Campbell, Orna	10/12/2015	Assessment data	6/2/2016 one-time
G1.B2.S1.A1  A321302	Provide professional development to teachers in grades K-5 on the implementation of problem-solving...	Campbell, Orna	9/7/2016	PD agenda, materials, problem solving protocol anchor chart, roster, student's interactive journals, assessment data, student work.	12/15/2016 biweekly
G1.B2.S1.MA1  M334443	The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets....	Campbell, Orna	9/12/2016		12/16/2016 one-time
G1.B2.S1.MA1  M334444	The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets....	Campbell, Orna	9/12/2016		12/16/2016 one-time
G1.B3.S1.A4  A321307	Monthly PLC meetings will be developed to look at student data, student work and teacher led center...	Campbell, Orna	9/21/2016		5/24/2017 monthly
G1.B1.S1.MA1  M334441	The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets....	Campbell, Orna	8/29/2016	Grade level planning agenda, assessment data, Unwrapping the standards protocol	5/26/2017 one-time
G1.B1.S1.MA1  M334442	The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets....	Campbell, Orna	8/29/2016	Grade level planning agenda, sign in sheets	5/26/2017 one-time
G1.B1.S1.A1  A321298	Provide job embedded professional development in the core areas of instruction where K-5 teachers...	Campbell, Orna	8/29/2016	Agendas, Sign-in sheets, Lesson Plans, Interactive notebook, Student artifacts, FSA Standards, District Pacing Guide.	5/26/2017 weekly
G1.B1.S1.A2  A321299	Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and...	Campbell, Orna	8/29/2016	I-Ready Diagnostic Reports, Classroom assessments, District Interim assessments, OPM from intervention series	5/26/2017 every-3-weeks
G1.B1.S1.A3  A321300	Conduct weekly walkthroughs to monitor the implementation of the action steps that support the...	Campbell, Orna	8/22/2016	Classroom walkthrough checklist	5/26/2017 daily
G1.B1.S1.A4  A321301	Through interactive journals, students will extend their responses to support their answers though...	Campbell, Orna	8/22/2016	Student's interactive journals, and assessment data	5/26/2017 one-time
G1.B2.S1.A2  A321303	Utilizing the coaching cycle, transformational coaches will support teachers in mastering...	Campbell, Orna	8/22/2016	coaching log, observations.	5/26/2017 biweekly
G1.B3.S1.MA1  M334445	The Instructional Coach will develop a weekly agenda for the planning sessions and sign in sheets....	Campbell, Orna	9/6/2016	observation logs, coaches logs, student DI folders, DI lesson planning.	5/26/2017 one-time
G1.B3.S1.MA1  M334446	The Instructional Coach will develop a weekly agenda for the coaching cycle. The Administration...	Campbell, Orna	9/6/2016	observation logs, coaches logs, student DI folders, DI lesson planning.	5/26/2017 one-time
G1.B3.S1.A1  A321304	The instructional Coach along with the assistance of the ETO curriculum support, teachers will...	Campbell, Orna	8/29/2016		5/26/2017 one-time
G1.B3.S1.A2  A321305	Teachers will plan for differentiated Instruction during common planning using assessment data.	Campbell, Orna	8/22/2016		5/26/2017 weekly
G1.B3.S1.A3  A321306	A school wide DI plan will be developed and implemented where the teachers will have a three way...	Campbell, Orna	8/29/2016		6/7/2017 weekly

V. Professional Development Opportunities

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

G1. If we improve our instructional strategies, engagement and delivery in the core subject areas then student achievement will increase.

G1.B1 Limited evidence in the rigor and consistency of deep planning that incorporates higher order thinking skills, unwrapping the benchmarks and using technology to support rigor in instructional delivery.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks unwrapping the standards, looking at assessments, identifying key vocabulary, determining prerequisite skills, and reviewing technological resources that will provide additional support. As a result, rigorous, purposeful, and engaging instructional activities will ensure students' mastery of the skills needed to achieve high standards. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide job embedded professional development in the core areas of instruction where K -5 teachers unwrapping the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.

Facilitator

Jasma Hamil, Saralidia Osorio, Educational Transformation Office Curriculum Support Specialist.

Participants

Teachers in grades K-5

Schedule

Weekly, from 8/29/2016 to 5/26/2017

PD Opportunity 2

Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and small group differentiated instruction.

Facilitator

Jasma Hamil, Saralidia Osorio, Educational Transformation Office Curriculum Support Specialist.

Participants

Teachers in grades K-5

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

G1.B2 Limited evidence of the use of problem solving protocols across grade levels in order to increase higher order thinking skills and student proficiency in problem solving.

G1.B2.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

PD Opportunity 1

Provide professional development to teachers in grades K-5 on the implementation of problem-solving protocols using visual models as a primary strategy.

Facilitator

Instructional Coaches, Educational Transformation Office Curriculum Support

Participants

Teachers K-5

Schedule

Biweekly, from 9/7/2016 to 12/15/2016

G1.B3 Limited evidence of differentiated instructional strategies that target student deficiencies in the Reading, Math and Science.

G1.B3.S1 Teachers will be provided with explicit and scaffolding professional development to ensure that they plan for and implement with fidelity the use of remedial supplemental resources to target students' deficiencies in Reading, Math and Science.

PD Opportunity 1

The instructional Coach along with the assistance of the ETO curriculum support, teachers will first be given an overview of the various remedial instructional materials available. In depth training both live and webinars will be utilized to provide teachers with scaffolded instruction of implementation techniques. The instructional Coaches will use the coaching cycle to provide for the "I do, We do, You do" model to occur. Daily walkthroughs and feedback will be provided.

Facilitator

Instructional Coaches and ETO curriculum support

Participants

K-5 Teachers

Schedule

On 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide job embedded professional development in the core areas of instruction where K-5 teachers unwrapping the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.	\$0.00
2	G1.B1.S1.A2	Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and small group differentiated instruction.	\$0.00
3	G1.B1.S1.A3	Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies.	\$0.00
4	G1.B1.S1.A4	Through interactive journals, students will extend their responses to support their answers though a variety of tasks such as using text evidence, graphic organizers as written responses in lieu of multiple choice.	\$0.00
5	G1.B2.S1.A1	Provide professional development to teachers in grades K-5 on the implementation of problem-solving protocols using visual models as a primary strategy.	\$0.00
6	G1.B2.S1.A2	Utilizing the coaching cycle, transformational coaches will support teachers in mastering problem-solving protocols.	\$0.00
7	G1.B3.S1.A1	The instructional Coach along with the assistance of the ETO curriculum support, teachers will first be given an overview of the various remedial instructional materials available. In depth training both live and webinars will be utilized to provide teachers with scaffolded instruction of implementation techniques. The instructional Coaches will use the coaching cycle to provide for the "I do, We do, You do" model to occur. Daily walkthroughs and feedback will be provided.	\$0.00
8	G1.B3.S1.A2	Teachers will plan for differentiated Instruction during common planning using assessment data.	\$0.00
9	G1.B3.S1.A3	A school wide DI plan will be developed and implemented where the teachers will have a three way rotation of teacher led center, technology center and independent center that will be paper and technology based for students.	\$0.00
10	G1.B3.S1.A4	Monthly PLC meetings will be developed to look at student data, student work and teacher led center activities to allow teachers to work collaboratively to improve the instructional strategies.	\$0.00
Total:			\$0.00