

Miami-Dade County Public Schools

Comstock Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	100%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Comstock Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 dedicated to providing and to developing each student's academic foundation, social, physical, and emotional needs in an environment that fosters high self-esteem, self-motivation, and personal responsibility. A key component of the educational program at Comstock is building a strong and rigorous 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 academically and personally with all stakeholders working collectively for common goals.

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. Staff members create a climate of acceptance and respect of all other staff and students. They interact with the students in a way that builds confidence, extends learning, encourages values and builds trusting relationships. A multicultural committee has also 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. School expectations, regulations and procedures are clearly written and reviewed with staff and students. A school-wide Positive Behavior Support system is in place which merges the District Values Matter Initiative, the Cloud 9 Positive Behavior Program, and the classroom-based behavior plans.

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

The school implements a school-wide Positive Behavior Support (PBS) system that encompasses the District's Values Matter Curriculum; aligned with the Cloud 9 Behavior Intervention Program, in order to celebrate core values and, thus diminish negative behaviors. All teachers in the school implement this behavior program and use the Class Dojo application in order to track positive behaviors. In order to increase effectiveness, the PBS team created school-wide "look fors" that all teachers award points

for. These points are then used by teachers in order to nominate students for Student of the Month (aligned to the Core Values) and the "Do the Right Thing" program. In addition, students may use their points to purchase items from the PBS store. Conversely, when infractions occur, the school uses the Student Code of Conduct to address infractions and practice progressive discipline. A review of PBS is conducted every nine-weeks to ensure students stay informed of the school-wide expectations. Students are guided in developing Behavior Standards: Learning Strategies, self-management skills, social skills that contribute to student engagement leading to improved academic achievement resulting in school readiness. An extension to these strategies we have implemented the Student of the Month where we focus on the District Core Value. Teachers nominate a student who has acquired and promoted the value. The student and parent participate in a Student of the Month breakfast and receive a certificate, pencil and t-shirt.

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 and individual student needs. Outside mental health agencies also partner with the school to provide services to students as needed.

On an academic level, students in the lowest 25 and 35 percentiles have been identified and assigned to members of the leadership team. These mentoring groups have been created so that team leaders (Principal, Assistant Principal, Reading Coach, and Math Coach) can personally track student data and encourage students to set goals, track goals, and attend tutorial sessions.

3. Early Warning Systems

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

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

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 disciplinary actions based on the Code of Student 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	2	13	11	12	12	7	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	2	16	15	22	24	9	0	0	0	0	0	0	0	88

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	15	15	13	22	10	0	0	0	0	0	0	0	77

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 for students who exhibit early warning systems in the areas of attendance, behavior, and/or academic learning.

Attendance: Attendance is monitored daily. Classes with perfect attendance are announced daily and students who are present/on time are randomly selected for daily drawings. Attendance Review Committee meetings are also held monthly in order to provide attendance interventions for students with excessive absences. For the 2017-2018 school year we are participating in the iAttend Intervention Program. Classes who spell PERFECT ATTENDANCE first receive an ice cream party.

Behavior: The school-wide Positive Behavior Support system is in place to provide direct instruction on core values and celebrate students who are caught demonstrating positive behaviors. In addition, progressive discipline is used in order to provide consequences and support to students who need a more individualized behavior plan.

Academic: A variety of data tools are analyzed to determine the needs of the students. Based on that need, an intervention plan is developed aligned to the RtI process. This plan may include teacher led instruction, intervention using a research based intervention program, computer aided remediation, extended learning and Tier III interventions.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Comstock Elementary strives to engage parents and stakeholders through an active Parent Teacher Association (PTA) and an active EESAC. The PTA is continuously planning activities that allow parents to come to the school and participate in their child's education. In a similar manner, the EESAC invites parents to share in school-wide decisions about school improvement. In addition, the Community Involvement Specialists acts as a liaison between our parents and our school. The CIS plans monthly informative meetings, assists parents with individual needs, and works alongside the PTA/EESAC in order to ensure all school events are a success.

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 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

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
Delgado, Maythe	Instructional Coach
Haymon, Karen	Instructional Coach
Suarez, Yaima	School Counselor

b. Duties

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

The Leadership Team consists of the following: Principal, Assistant Principal, Transformational Coaches, and the School Counselor.

Administrators: The administrators support all stakeholders in order to impact student achievement. They ensure that the educational success of students, the use effective data-based decision-making and navigates the interventions and implementation of research based programs with fidelity. In addition, school staff and stakeholders are informed of decisions and activities that surround the implementation School Improvement Goals. The Leadership Team is led by the principal and meets on a weekly basis in order to review the status of the Action Plans and make informed decisions based on current data. During Leadership meetings, student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students achieving mastery and struggling students. Additionally, the principal will have individual data chats aligned to instructional direction/support and professional development services that will assist and impact student achievement for teachers where students are not producing learning gains.

Transformation Coaches: The Transformational coaches support the teachers through Collaborative Planning, Coaching Cycles, and implementing Reading/Math/Science instructional methodologies with fidelity. In addition, the coaches in collaboration with the teachers and administration assist in developing the school-wide action plans to build teacher capacity, address bridging the instructional gap, and to improve student's academic proficiency as well as, make Learning Gains. Essentially, they assist in creating a more rigorous and intense structured intervention and/or enrichment programs which are the essential to developing the systematic pattern blueprint for student achievement. The coaches participate in disaggregating and analyzing student data, grouping students according to their needs, supporting evidenced based interventions for individual students as resulted by the test data, and develop the curriculum for the extended learning programs.

Guidance Counselor: Works with parents and students to collect necessary data on the student and

family to provide support based on their individual needs. The Counselor provides support with school attendance, Early Warning Systems, school-wide behavior. She implements the District Core Value program and the Cloud 9 Program to build a positive learning environment. Attendance is monitored on a daily basis to ensure students are receiving instruction daily. Intervention, small and group counseling are provided for students with attendance, behavior and academic concerns. In addition, individual and small group coaching is provided to EWS targeted students depending on the need as identified by EWS indicators. Collaboration takes place with the Social Worker and the iAttend Interventionist to work with parents of identified EWS students to remove barriers in order to succeed and provide support. Meets with EWS students at least once a month to council towards achievement of set short term/long term goals on coaching plan.

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 following steps will be followed by the school's MTSS/Rtl Leadership Team to address how we will use the Tier 1 Problem Solving process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

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 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 for SST Tier 3 intervention

Tier 3

The most individualized level of support occurs during Student Support Team (SST) meetings. SST meetings are conducted weekly and include administration, the school psychologist and social worker, classroom teachers, and parents. Students who are selected for Tier 3 intervention, are not demonstrating an acceptable rate of growth in both Tier 1 and Tier 2 intervention programs; thus:

1. Create an individualized intervention plan during SST meetings.

2. Monitor student progress on a bi-weekly basis.
3. Review OPM data to refer for more specialized services in the Special Education Program if needed.

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 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 year's trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Tier 1(Leadership Team)

* The principal, Dr. Orna Campbell, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and 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:

* Assistant Principal: Maria Gancedo

* School Transformational Coaches: Karen Haymon (Reading) and Maythe Delgado (Mathematics)

* Counselor: Yaima Suarez

* Special Education personnel: Margarita Isern and Shenika Tuff

* Grade Level Chairpersons: Natascha Casola, Mirtha Iglesias, Rolando Hallman, Stephanie Wilkerson-

Laurent, Lourdes Paz, Shirley Peabody

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (After-school and Saturday school programs). 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. Transformational 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-Parent and Family Engagement Policy (PFEP – which is provided in three languages at all schools), the school improvement process and the annual Title I Annual Parent Meeting is held 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 Parental Program, 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

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)
- 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)
- 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)

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.

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
Ysidra Lopez	Parent
Yoskayra Rijo	Parent
Orna Campbell	Principal
Karen Haymon	Teacher
Heydys Zosa	Parent
Tawina Moore	Parent
Susana Medina	Parent
Maria Guerrero	Parent
Fatima Inestroza	Parent
Cynthia Zeron	Parent
Lourdes Paz	Teacher
Jackie Madera	Education Support Employee
Dilcia Perez	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

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

a. Evaluation of last year's school improvement plan

The SAC 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, a reflection of the school-wide strategies and assessment data was discussed for the End of the Year. Based on the data collected, the team provided feedback on the strengths and the contributing factors of the. Additionally, the team focused on the opportunities for improvement which, in turn, creates a starting point for the current year's plan.

b. Development of this school improvement plan

The SAC committee provided feedback during the end-of-year reflection and review. This information was used to develop the 2017-2018 SIP. The committee meets to discuss results of Instructional Review Action Plan, school and District assessments ex. the Topic assessments, iReady assessments etc... 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. 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

SAC will review the budget and help develop a plan on how the funds will be used for students and to implement the School Improvement Plan. The needs of the school were discussed during our

opening SAC meeting. Funds will be used as incentives for our students as well as needed supplies. 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.

For the 2016-2017 school year we were budgeted for \$2,999. Funds were used for:

\$1,499-Ink for the classrooms

\$1,500-Student incentives for academic and behavior performances

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
Haymon, Karen	Teacher, K-12
Delgado, Maria	Instructional Coach
Casola, Natascha	Teacher, K-12
Iglesias, Mirtha	Teacher, K-12
Wilkerson-Laurent, Stephanie	Teacher, K-12
Paz, Lourdes	Teacher, K-12
Peabody, Sharlee	Teacher, K-12
Hallman, Rolando	Teacher, K-12
Suarez, Yaima	School Counselor

b. Duties

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

The Literacy Leadership Team (LLT) will work together to build a positive school culture for all stakeholders, monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provide levels of support and interventions to students based on data. Paramount among this year's initiatives will be to increase the number of students who demonstrate mastery of grade-level skills as well as, implement strategies to increase the number of students who demonstrate learning gains.

Other initiatives undertaken by the LLT will include:

- Implementation and monitoring of the iReady, eAssessments, and MyOn Program.
- 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Administration along with the Transformational Coaches have developed a schedule and norms to ensure that collaborative planning takes place twice a week with the support. In addition, one Wednesday a month teachers are given the opportunity to collaborate with the grade level through grade level meetings. Comstock Elementary faculty meetings are comprised of professional development opportunities where teachers have the opportunity to share best practices and work together. Teachers are able to mentor each other to improve instructional delivery and build teacher capacity.

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. The administrative team also attends Teacher Fairs that are offered throughout the year.

New teachers are paired with veteran staff and participate in the Mentoring and Induction for New Teachers (M.I.N.T) Program.

Collaborative planning time has been provided 2 days a week per subject area and Wednesday afternoons during early release. Teachers have the opportunity to meet with instructional coaches twice a week to plan, review the upcoming weeks lessons and standards, review data, restructure groups, develop centers, and provide professional development.

Provide Coaching support through the coaching cycles within the classroom setting to model best practices strategies for instruction.

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.

Utilizing the M.I.N.T program, the mentor and mentee will meet on a weekly basis in a professional learning community to discuss concerns, lesson plans and areas of need as evident based instructional strategies. The mentor will be given release time to observe the mentee. As well as the mentee to observe the mentor or a model teacher in their subject area. Time will also be given for feedback, coaching, and planning.

Any teacher who is in need of support is provided a peer support to assist with building the necessary teaching skills to be a highly effective teacher.

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. Ongoing opportunities for teachers to unpack the Standards to plan and discuss reading, writing, science and math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can take away misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Collaborative planning sessions are offered throughout the week and on-site professional development opportunities are made available. Opportunities to collaborate through planning and or during the after school professional development gives all staff members multiple opportunities to grow professionally and develop a deeper understanding of the new standards along with core instructional resources.

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 I-Ready Diagnostic assessment, Science Interim Assessment, Reading e-assessments, and Mathematics Topic assessments. Using current data assists in targeting standards that are in need of improvement as well as group students according to their areas of need. Our leadership team conducts data chats with the teachers to determine what strategies need to be put in place in order to increase student mastery of targeted skills. Teachers also use the data within their classrooms to target low scoring standards during differentiated instruction. Based on data students are pulled out for reading intervention and enrichment. Tier 3 students participate in the Intensive Acceleration program where they receive an hour more of intervention. Teachers are supported by their transformational coaches as needed during whole group and small group instruction to aid the teacher in delivering explicit 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: After School Program

Minutes added to school year: 4,800

Utilizing researched-based supplemental programs, students who are identified as in need of additional learning opportunities will be invited to our after-school tutorial program. The program will occur four times a week for an additional hour. Students will receive additional learning opportunities assigned to them based on on-going progress monitoring data.

Strategy Rationale

With deliberate and targeted intervention, students will gain in their reading/mathematics 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 adjustments 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.

Strategy: Weekend Program

Minutes added to school year: 2,880

Utilizing researched-based district-provided lessons, students who are identified as in need of additional learning opportunities will be invited to our Saturday-school tutorial program. Teachers will use this as an additional opportunity to re-teach lowest performing standards as per school-wide data.

Strategy Rationale

With deliberate and targeted intervention, students will gain in their reading/mathematics 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 adjustments 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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. We began Kindergarten recruitment in April 2017 and provided parents with an orientation in May 2017. A transition program is held for all incoming kindergarten students and their parents from the neighboring preschool centers. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the upcoming school year. Additionally, parents were invited to the school's meet and greet held on August 18, 2017 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

When comparing data from the 2015-2016 school-year to the 2016-2017 school year, there was growth in all reporting categories. This led to an increase of 69 points; which ultimately moved the school from a "D" rating to a "C" rating. In addition, the school increased from 32 percent Reading Proficiency to 45 percent Reading Proficiency during the 2016-2017 school-year; eliminating the school from the "Lowest 300" rating in the State of Florida. Although growth was evident in all reporting categories, proficiency for English Language Arts (ELA) is still below 50 % and proficiency for Mathematics is slightly higher at 53 %. In both areas, only half of the student population is mastering grade level standards. Upon further analysis, there are also concerns in the reporting categories of Learning Gains. The trend data suggests that students who did not achieve proficiency levels typically did not demonstrate a similar rate of learning gains from one year to the next as their counterparts did. Reading Learning Gains increased from 38 percent to 54 percent and Mathematics Learning Gains increased from 43 percent to 49 percent. This is especially evident in ELA Lowest 25% where there was only a 3 percentage point increase from 2016 to 2017.

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.

Analysis of the data suggests that school-wide efforts to align instruction to Florida Standards and school wide intervention programs increased the amount of students who were able to demonstrate proficiency on State Assessments. For students who were consistently performing below proficiency levels, however, standards-based instruction and scripted intervention programs were not effective, for the large part, in meeting individual instructional needs and thus bridging the achievement gap.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If core instruction in all content areas is improved, then there will be an increase in student achievement.

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, then there will be an increase in student achievement. 1a

G096894

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	58.0
FSA Mathematics Achievement	58.0
Math Gains	62.0
ELA/Reading Lowest 25% Gains	58.0
Statewide Science Assessment Achievement	27.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the use of data to provide differentiated instruction which targets 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, myON Reader, 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; 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/elel/instructionalResources/default.html> Supplemental: Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams, C-Palms, Discovery Learning, Lab Kits, J & J Science Bootcamp.

Plan to Monitor Progress Toward G1. 8

Topic Assessments (Mathematics and Science), E-Assessments (Reading), I-Ready Diagnostic, Science Interim Assessments, 2018 Florida Standards Assessment, 2018 FCAT 2.0 Science Assessment

Person Responsible

Orna Campbell

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction in all content areas is improved, then there will be an increase in student achievement.

1

G096894

G1.B3 Limited evidence of the use of data to provide differentiated instruction which targets student deficiencies in the Reading, Math and Science. 2

B260650

G1.B3.S1 Teachers will be provided with professional development on how to analyze the data in order to group students by area of need. Furthermore, instructional coaches will assist teachers by providing instructional resources which will meet the needs of students on an instructional level. 4

S276046

Strategy Rationale

Students learning gains in Reading and Math were below 60% on the State Assessment

Action Step 1 5

Instructional coaches will assist teachers with utilizing 2017 Assessment Data, along with I-Ready Diagnostic Data, to create instructional profiles under which to group students by academic needs. Instructional resources will then be aligned to each profile so that teachers may plan subsequent activities for the students.

Person Responsible

Orna Campbell

Schedule

Triannually, from 10/4/2017 to 6/7/2018

Evidence of Completion

Data Binders, Differentiated Instruction Lesson Plans

Action Step 2 5

A second session of collaborative planning will be available for teachers to plan instructional activities for the Differentiated Instruction Groups. Once teachers attend this professional development session, a variety of assignments (varying from group to group) will be evident in student work folders.

Person Responsible

Orna Campbell

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agendas, Sign-in sheets, Differentiated Instruction Plans, Student Work Folders

Action Step 3 5

Teachers will create group rotation charts with the Promethean Board being one of the centers. Students will be able to use the board as an interactive tool to practice skills based on academic need.

Person Responsible

Orna Campbell

Schedule

Daily, from 10/4/2017 to 6/7/2018

Evidence of Completion

Teacher Schedules, Differentiated Instruction Lesson Plans, Student Work Folders

Action Step 4 5

Differentiated Instruction Blocks (within the Reading Block) will be identified on schedules so that push-in support as well as follow-up visits may be scheduled.

Person Responsible

Orna Campbell

Schedule

Biweekly, from 10/4/2017 to 6/7/2018

Evidence of Completion

Teacher Schedules, Differentiated Instruction Lesson Plans, Student Work Folders

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

Instructional coaches will provide weekly collaborative planning sessions to plan activities (based on data) which target student needs. Differentiated Instruction blocks will be identified on student schedules and administrators will provide follow up in order to ensure Differentiated Instruction is conducted with fidelity.

Person Responsible

Orna Campbell

Schedule

Weekly, from 10/4/2017 to 6/7/2018

Evidence of Completion

Observation Logs, Coaches Logs, Student DI Folders, DI Lesson Planning.

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

I-Ready Diagnostic Data, On-going progress monitoring data, and topic assessment/e-assessment data will be utilized to ensure that Differentiated Instruction is effective.

Person Responsible

Orna Campbell








Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

I-Ready Diagnostic Data, OPM Data Trackers, Student Work Folders

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399662	Topic Assessments (Mathematics and Science), E-Assessments (Reading), I-Ready Diagnostic, Science...	Campbell, Orna	8/21/2017	Assessment Data	6/7/2018 quarterly
G1.B3.S1.MA1  M399660	I-Ready Diagnostic Data, On-going progress monitoring data, and topic assessment/e-assessment data...	Campbell, Orna	8/21/2017	I-Ready Diagnostic Data, OPM Data Trackers, Student Work Folders	6/7/2018 monthly
G1.B3.S1.MA1  M399661	Instructional coaches will provide weekly collaborative planning sessions to plan activities (based...	Campbell, Orna	10/4/2017	Observation Logs, Coaches Logs, Student DI Folders, DI Lesson Planning.	6/7/2018 weekly
G1.B3.S1.A1  A371360	Instructional coaches will assist teachers with utilizing 2017 Assessment Data, along with I-Ready...	Campbell, Orna	10/4/2017	Data Binders, Differentiated Instruction Lesson Plans	6/7/2018 triannually
G1.B3.S1.A2  A371361	A second session of collaborative planning will be available for teachers to plan instructional...	Campbell, Orna	8/21/2017	Agendas, Sign-in sheets, Differentiated Instruction Plans, Student Work Folders	6/7/2018 weekly
G1.B3.S1.A3  A371362	Teachers will create group rotation charts with the Promethean Board being one of the centers...	Campbell, Orna	10/4/2017	Teacher Schedules, Differentiated Instruction Lesson Plans, Student Work Folders	6/7/2018 daily
G1.B3.S1.A4  A371363	Differentiated Instruction Blocks (within the Reading Block) will be identified on schedules so...	Campbell, Orna	10/4/2017	Teacher Schedules, Differentiated Instruction Lesson Plans, Student Work Folders	6/7/2018 biweekly

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, then there will be an increase in student achievement.

G1.B3 Limited evidence of the use of data to provide differentiated instruction which targets student deficiencies in the Reading, Math and Science.

G1.B3.S1 Teachers will be provided with professional development on how to analyze the data in order to group students by area of need. Furthermore, instructional coaches will assist teachers by providing instructional resources which will meet the needs of students on an instructional level.

PD Opportunity 1

Instructional coaches will assist teachers with utilizing 2017 Assessment Data, along with I-Ready Diagnostic Data, to create instructional profiles under which to group students by academic needs. Instructional resources will then be aligned to each profile so that teachers may plan subsequent activities for the students.

Facilitator

Administrators, Instructional Coaches

Participants

Teachers K-5

Schedule

Triannually, from 10/4/2017 to 6/7/2018

PD Opportunity 2

A second session of collaborative planning will be available for teachers to plan instructional activities for the Differentiated Instruction Groups. Once teachers attend this professional development session, a variety of assignments (varying from group to group) will be evident in student work folders.

Facilitator

Instructional Coaches

Participants

Teachers K-5

Schedule

Weekly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

G1. If core instruction in all content areas is improved, then there will be an increase in student achievement.

G1.B3 Limited evidence of the use of data to provide differentiated instruction which targets student deficiencies in the Reading, Math and Science.

G1.B3.S1 Teachers will be provided with professional development on how to analyze the data in order to group students by area of need. Furthermore, instructional coaches will assist teachers by providing instructional resources which will meet the needs of students on an instructional level.

TA Opportunity 1

Teachers will create group rotation charts with the Promethean Board being one of the centers. Students will be able to use the board as an interactive tool to practice skills based on academic need.

Facilitator

Instructional Coaches

Participants

Teachers K-5

Schedule

Daily, from 10/4/2017 to 6/7/2018

VII. Budget

1	G1.B3.S1.A1	Instructional coaches will assist teachers with utilizing 2017 Assessment Data, along with I-Ready Diagnostic Data, to create instructional profiles under which to group students by academic needs. Instructional resources will then be aligned to each profile so that teachers may plan subsequent activities for the students.	\$0.00
2	G1.B3.S1.A2	A second session of collaborative planning will be available for teachers to plan instructional activities for the Differentiated Instruction Groups. Once teachers attend this professional development session, a variety of assignments (varying from group to group) will be evident in student work folders.	\$0.00
3	G1.B3.S1.A3	Teachers will create group rotation charts with the Promethean Board being one of the centers. Students will be able to use the board as an interactive tool to practice skills based on academic need.	\$0.00
4	G1.B3.S1.A4	Differentiated Instruction Blocks (within the Reading Block) will be identified on schedules so that push-in support as well as follow-up visits may be scheduled.	\$0.00
Total:			\$0.00