

Miami-Dade County Public Schools

# Comstock Elementary School



2015-16 School Improvement Plan

## Comstock Elementary School

2420 NW 18TH AVE, Miami, FL 33142

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	99%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	C	C	B

*\*Preliminary 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **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.

##### **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.

#### School Environment

##### **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.

##### **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.

##### **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.

**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.

**Early Warning Systems**

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

**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 FCAT(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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	15	12	4	18	29	81
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	15	22	5	3	16	63
Level 1 on statewide assessment	0	0	0	0	17	26	43
	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	
Students exhibiting two or more indicators	3	15	12	4	18	29	81

**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.

## Family and Community Involvement

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

**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. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49454>.

#### Description

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

**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.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Rogers, Adrian	Principal
savigne, jennifer	Assistant Principal
Haymon, Karen	Teacher, K-12
Yglesias, Mariuxi	Teacher, K-12
Osorio, Saralidia	Teacher, K-12

#### Duties

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

- School guidance counselor, Catalina Colella
- 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.

***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 CCESS (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

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve 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).

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Mayra Reyes	Teacher
Jenoure Pollas	Parent
Adrian Rogers	Principal
Rolando Hallman	Teacher
Martha Fernandez	Business/Community
Natasha Casola	Teacher
Mirtha Iglesias	Teacher
Saralidia Osorio	Teacher
Miguel Mejia	Teacher
Jackie Madera	Education Support Employee
Ysidra Lopez	Parent
Yoskayra Rijo	Parent
Anthony Puebla	Student
Juri Ramos-Lopez	Student

**Duties**

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

*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 FCAT data was discussed for the End of the Year.

*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.

*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.

**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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Rogers, Adrian	Principal
savigne, jennifer	Assistant Principal
Haymon, Karen	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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.

## Public and Collaborative Teaching

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

### **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.

### **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.

### **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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

##### ***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.

#### Instructional Strategies

##### ***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.

##### ***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: 60**

After school tutoring for ELL students on Monday, Tuesday, Thursday and Friday from 3:05-4:30 pm.

**Strategy Rationale**

After school tutoring provides ELL students with remediation in Reading, Math and Science.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Rogers, Adrian, pr0881@dadeschools.net

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

Research based intervention and computer based programs will be used to collect data and determine if students are making learning gains.

**Student Transition and Readiness**

**PreK-12 Transition**

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

**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, 2015 and provided parents with an orientation in May, 2015. Additionally, parents were invited to the school's meet and greet held on August 21, 2015 to further orientate them on the requirements, expectations, learning outcomes and curriculum.

**College and Career Readiness**

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

NA

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

NA

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

NA

**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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

### 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.

## 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.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G070552

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - African American	52.0
AMO Math - SWD	49.0
AMO Reading - All Students	60.0
AMO Reading - African American	52.0
AMO Reading - SWD	49.0
AMO Reading - ED	61.0

**Resources Available to Support the Goal 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, task cards, C-Palms.
- 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) SUPPLEMENTAL: District Pacing Guides including Technology Resources; 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
- 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.

**Targeted Barriers to Achieving the Goal 3**

- Limited evidence in the rigor and consistency of deep planning in the core subject areas.

**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**

Adrian Rogers

**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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G070552

**G1.B1** Limited evidence in the rigor and consistency of deep planning in the core subject areas. **2**

 B183811

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S195441

### 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 unpack the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.

### Person Responsible

Adrian Rogers

### Schedule

Monthly, from 10/12/2015 to 5/27/2016

### Evidence of Completion

Agendas, Sign-in sheets, Lesson Plans, Interactive notebook, Student artifacts

## 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**

Adrian Rogers

### **Schedule**

Every 3 Weeks, from 10/5/2015 to 6/2/2016

### **Evidence of Completion**

I-Ready Diagnostic Reports, Classroom bi-weekly assessments, School Developed Tri-monthly assessment

## Action Step 3 5

Establish model classrooms in grades K-2 and 3-5 to promote best practices in the core areas of instruction.

### **Person Responsible**

Adrian Rogers

### **Schedule**

On 11/24/2015

### **Evidence of Completion**

Anchor charts, Authentic student work, Reading response notebook

## Action Step 4 5

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

### **Person Responsible**

Adrian Rogers

### **Schedule**

Daily, from 10/5/2015 to 5/27/2016

### **Evidence of Completion**

Classroom walkthrough checklist

**Action Step 5** 5

Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.

**Person Responsible**

Adrian Rogers

**Schedule**

Monthly, from 9/15/2015 to 4/22/2016

**Evidence of Completion**

PD roster, sign-in sheets, students' artifacts, instructional focus calendar, lesson plans

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

The Grade Level Chairperson 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**

Adrian Rogers

**Schedule**

On 5/27/2016

**Evidence of Completion**

Grade level planning agenda, sign in sheets

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

The Grade Level Chairperson 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**

Adrian Rogers

**Schedule**

On 5/27/2016

**Evidence of Completion**

Grade level planning agenda, assessment data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide job embedded professional development in the core areas of instruction where K -5 teachers unpack the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.	Rogers, Adrian	10/12/2015	Agendas, Sign-in sheets, Lesson Plans, Interactive notebook, Student artifacts	5/27/2016 monthly
G1.B1.S1.A2	Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and small group differentiated instruction.	Rogers, Adrian	10/5/2015	I-Ready Diagnostic Reports, Classroom bi-weekly assessments, School Developed Tri-monthly assessment	6/2/2016 every-3-weeks
G1.B1.S1.A3	Establish model classrooms in grades K-2 and 3-5 to promote best practices in the core areas of instruction.	Rogers, Adrian	10/19/2015	Anchor charts, Authentic student work, Reading response notebook	11/24/2015 one-time
G1.B1.S1.A4	Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies.	Rogers, Adrian	10/5/2015	Classroom walkthrough checklist	5/27/2016 daily
G1.B1.S1.A5	Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.	Rogers, Adrian	9/15/2015	PD roster, sign-in sheets, students' artifacts, instructional focus calendar, lesson plans	4/22/2016 monthly
G1.MA1	Tri-Monthly School Developed Assessments, I-Ready Diagnostic, District Topic, Interim Assessments, 2016 Florida Standards Assessment, 2016 FCAT 2.0 Science Assessment	Rogers, Adrian	10/12/2015	Assessment data	6/2/2016 one-time
G1.B1.S1.MA1	The Grade Level Chairperson 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	Rogers, Adrian	10/12/2015	Grade level planning agenda, assessment data	5/27/2016 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	activities if needed. The Administration will conduct daily walk throughs to ensure fidelity.				
G1.B1.S1.MA1	The Grade Level Chairperson 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.	Rogers, Adrian	10/12/2015	Grade level planning agenda, sign in sheets	5/27/2016 one-time

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited evidence in the rigor and consistency of deep planning in the core subject areas.

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. 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 unpack the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.

#### **Facilitator**

Karen Haymon, Mariuxi Yglesias, Rolando Hallman, Saralidia Osorio

#### **Participants**

Teachers in grades K-5

#### **Schedule**

Monthly, from 10/12/2015 to 5/27/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Provide job embedded professional development in the core areas of instruction where K-5 teachers unpack 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	Establish model classrooms in grades K-2 and 3-5 to promote best practices in the core areas of instruction.	\$0.00
4	G1.B1.S1.A4	Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies.	\$0.00
5	G1.B1.S1.A5	Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.	\$0.00
			<b>Total: \$0.00</b>