



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Comstock Elementary School

2420 NW 18TH AVE

Miami, FL 33142

305-635-7341

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 F
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Part III: Coordination and Integration	60
Appendix 1: Professional Development Plan to Support Goals	63
Appendix 2: Budget to Support Goals	64

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Comstock Elementary School

Principal

Adrian Michelle Rogers

School Advisory Council chair

Mayra Reyes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Adrian Rogers	Principal
Jennifer Savigne	Assistant Principal
Anjanette Hallman	Reading Coach
Karen Gabbidon	Reading Coach
Viola Clesca-Tovar	Science Coach
Waleska Cardona	Math Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

position principal -1, UTD steward – 1, teachers – 5, parents – 7, educational support, student – 1, BCR – 1.....)

Involvement of the SAC in the development of the SIP

The members of the SAC disaggregated the data, provided feedback and reviewed the sections.

Activities of the SAC for the upcoming school year

The SAC will work to increase parent involvement through various events to be held at the school and working towards helping motivate our student toward academic success.

Projected use of school improvement funds, including the amount allocated to each project

Students incentives, classroom libraries, parent resources and technology.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Adrian Michelle Rogers

Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

Elementary Ed.; Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 35
 Math Proficiency, 44
 Rdg. Lrg. Gains, 57points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO
 Math AMO
 '12 '11 '10 '09 08
 School Grades B B D B C
 High Standards-Rdg 36 58 55 56 59
 High Standards-Math 47 66 59 65 62
 Lrng Gains –Reading 72 58 56 62 64
 Lrng Gains-Math 67 69 51 55 57
 Gains-R-25 84 45 55 57 62
 Gains-M-25 76 73 53 75 69
 Rdg. AMO
 Math AMO

Jennifer Savigne

Asst Principal

Years as Administrator: 7

Years at Current School: 0

Credentials

Specific Learning Disabilities K-12,
Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 62%
 Math Proficiency, 67%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% -
 58 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO
 Math AMO
 '12 '11 '10 '09 '08
 School Grades A A A A A
 High Standards – Rdg 65 83 82 83 77
 High Standards - Math 63 87 82 78 78
 Lrng Gains – Reading 76 75 72 72 71
 Lrng Gains – Math 73 69 72 62 76
 Gains-R-25 65 71 55 62 64
 Gains-M-25 71 72 65 54 75
 Rdg. AMO
 Math AMO

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Viola Clesca-Tovar		
Full-time / School-based	Years as Coach: 6	Years at Current School: 2
Areas	Science	
Credentials	Educational Leadership, Primary K-3	
Performance Record	13 '12 '11 '10 '09 School Grades C B B D B High Standards-Rdg 34 36 58 55 56 High Standards-Math 41 47 66 59 65 Lrng Gains –Reading 56 72 58 56 62 Lrng Gains-Math 33 67 69 51 55 Gains-R-25 60 84 45 55 57 Gains-M-25 29 76 73 53 75 Rdg. AMO Math AMO	

Karen Gabbidon		
Full-time / School-based	Years as Coach: 9	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	Elementary Education, Reading	
Performance Record	13 '12 '11 '10 '09 School Grades C B B D B High Standards-Rdg 34 36 58 55 56 High Standards-Math 41 47 66 59 65 Lrng Gains –Reading 56 72 58 56 62 Lrng Gains-Math 33 67 69 51 55 Gains-R-25 60 84 45 55 57 Gains-M-25 29 76 73 53 75 Rdg. AMO Math AMO	

Anjanette Hallman		
Full-time / School-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Education	
Performance Record	13 '12 '11 '10 '09 School Grades C B B D B High Standards-Rdg 34 36 58 55 56 High Standards-Math 41 47 66 59 65 Lrng Gains –Reading 56 72 58 56 62 Lrng Gains-Math 33 67 69 51 55 Gains-R-25 60 84 45 55 57 Gains-M-25 29 76 73 53 75 Rdg. AMO Math AMO	

Waleska Cardona		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Mathematics	
Credentials	Elementary Education	
Performance Record	13 '12 '11 '10 '09 School Grades C B B D B High Standards-Rdg 34 36 58 55 56 High Standards-Math 41 47 66 59 65 Lrng Gains –Reading 56 72 58 56 62 Lrng Gains-Math 33 67 69 51 55 Gains-R-25 60 84 45 55 57 Gains-M-25 29 76 73 53 75 Reading AMO Math AMO	

Classroom Teachers

# of classroom teachers	43
# receiving effective rating or higher	0%
# Highly Qualified Teachers	67%
# certified in-field	43, 100%
# ESOL endorsed	33, 77%

reading endorsed

6, 14%

with advanced degrees

16, 37%

National Board Certified

0, 0%

first-year teachers

, 0%

with 1-5 years of experience

41, 95%

with 6-14 years of experience

27, 63%

with 15 or more years of experience

11, 26%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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,,: Karen Gabbidon and Dr, Anjanette Hallman; Math Coach, Waleska Cardona and Science Coach; Dr. Viola Clesca-Tovar
- Special education personnel; Lisa White

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- School guidance counselor; Catalina Colella
- School social worker;
- Member of advisory group, community stakeholders, parents; Carlos Ruiz (Parent)
Deyci Hernandez (parent)
Marta Fernandez (Community Representatives)
- 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 Coaches, Counselor and Interventionist 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 Coaches, Counselor and Interventionist of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Wonderworks and Saxon intervention systems
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments

- FCAT
 - Student grades
 - School site specific assessments
- Behavior
- Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Team climate surveys
 - Attendance
 - Functional Assessment
 - Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 60

The extra hours in to provide an additional hour of reading to all students in grades Kindergarten through five.

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Both research-based intervention programs have on-going progress monitoring components to determine effectiveness. The Reading Coaches will gather the data as stated in the program, and will analyze progress.

Who is responsible for monitoring implementation of this strategy?

The Administration will monitor the fidelity of the program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Adrian Rogers	Principal
Karen Gabbidon	Reading Coach
Anjanette Hallman	Reading Coach
Rolando Hallman	Teacher
Yolanda Williams	Teacher
Viola Celsca-Tovar	Science Coach

How the school-based LLT functions

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading, Writing, Mathematics and Science assessment administration and use the Teach Me Writing curriculum to build proficiency in effective writing. This Team, which meets quarterly, also develops measurable goals and benchmarks that coincide with the Next Generation Sunshine State Standards and the Common Core State Standards. Professional development is also recommended by the LLT.

Major initiatives of the LLT

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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, 2013 and provided parents with an orientation in May, 2013. Additionally, parents were invited to the school's meet and greet held on August 19, 2013 to further orientate them on the requirements, expectations, learning outcomes and curriculum.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	34%	No	49%
American Indian				
Asian				
Black/African American	31%	21%	No	38%
Hispanic	44%	37%	No	50%
White				
English language learners	40%	27%	No	46%
Students with disabilities	27%	0%	No	34%
Economically disadvantaged	44%	34%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	20%	31%
Students scoring at or above Achievement Level 4	32	13%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		60%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	139	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	61	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	19%	27%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	41%	No	51%
American Indian				
Asian				
Black/African American	31%	21%	No	38%
Hispanic	47%	44%	No	52%
White				
English language learners	43%	37%	No	49%
Students with disabilities	27%	7%	No	34%
Economically disadvantaged	46%	41%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	28%	36%
Students scoring at or above Achievement Level 4	29	12%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		33%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		29%	36%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	20%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	60		46
Participation in STEM-related experiences provided for students	60	40%	46%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	36	6%	5%
Students who are not proficient in reading by third grade	75	82%	74%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 34 percent of all students at Comstock Elementary scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 49 percent of students to score at Level 3 or above, an increase of 15 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing, 48 percent of students at Comstock Elementary scored at a 3.5 or higher. Our goal on the 2014 FCAT 2.0 Writing is for 53% of our students to score at a 3.5 or higher, an increase of 5 percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics, 41 percent of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 51 percent of students to score at Level 3 or above, an increase of 10 percentage points.
- G4.** On the 2013 FCAT 2.0 Science, 32 percent of students at Comstock Elementary scored a Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 39 percent of students to score at a Level 3 or above, an increase of 7 percentage points.
- G5.** Expose and prepare all students for a career in one of the STEM fields: Science, Mathematics, Engineering or Technology.
- G6.** Using Early Warning System to identify at risk students in a timely manner to provide intervention.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 34 percent of all students at Comstock Elementary scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 49 percent of students to score at Level 3 or above, an increase of 15 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- ETO Support, Wonders Reading Series and Successmaker

Targeted Barriers to Achieving the Goal

- Students in the Black, Hispanic and Economically Disadvantaged subgroups' 2013 FCAT 2.0 Reading performance indicates that the Black subgroup scored 21%, Hispanic scored 37% and Economically Disadvantaged 34%. For the 2014 FCAT 2.0 Reading, our goal is 38% for Black, which would be an increase of 17 percentage points, 52% for Hispanic, which would be an increase of 15 percentage points and 51% for Economically Disadvantaged, which would be an increase of 17 percentage points. Students are in need of explicit support in differentiated instruction to target individual needs.
- The results of the 2013 FCAT 2.0 Reading indicates 37% of students in the ELL subgroup scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is 52%, which will be an increase of 15 percentage points. Students are in need of explicit instruction in vocabulary development.
- The results of the 2013 FCAT 2.0 Reading indicates 34% of students in the SWD subgroup scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 51%, which will be an increase of 17 percentage points. Students are in need of explicit instruction in determining main idea or essential message in grade level text.
- The results of the 2013 FCAT 2.0 Reading indicates 20% of students scored at achievement Level 3. On the 2014 FCAT 2.0 Reading, our goal is to score 31%, which would be an increase of 11 percentage points. Students experienced difficulties in determining their own point of view from that of the narrator, characters, or of the author of the text.
- The results of the 2013 FCAT 2.0 Reading indicates 13% of students scores at achievement Level 4 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 18%, which would be an increase of 5 percentage points. Students experienced difficulties in determining their own point of view from that of the narrator, characters, or of the author of the text.
- The result of the 2013 FCAT 2.0 Reading indicates 56% of all students who made Learning Gains scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 60%, which would be an increase of 4 percentage points. Students need to be able to draw details and examples from text as well as make inferences.
- The results of the 2013 FCAT 2.0 Reading indicates 60% of students who made Learning Gains in the Lowest 25% scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 64%, which would be an increase of 4 percentage points. Students experienced difficulty identifying the main idea and relevant details in a text.
- The results of the 2013 FCAT 2.0 Reading indicates 46% of CELLA Listening and Speaking students scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 51%, which would be an increase of 5 percentage points. Students need to be provided with various opportunities for listening and speaking the English language not only in school but also at home.
- The results of the 2013 FCAT 2.0 Reading indicates 20% of CELLA Reading students scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 28%, which would be

an increase of 8 percentage points. Students need support in inquiring effective Reading skills as well as vocabulary development.

- The results of the 2013 FCAT 2.0 Reading indicates 19% of CELLA Writing students scores at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 27%, which would be an increase of 8 percentage points. Students need to acquire vocabulary and grammar skills in order to become proficient in writing the English language.

Plan to Monitor Progress Toward the Goal

Following the FCIM, quarterly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Reading Coaches, ETO support, Administration and MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment Results from the 2014 FCAT 2.0 Reading

G2. On the 2013 FCAT 2.0 Writing, 48 percent of students at Comstock Elementary scored at a 3.5 or higher. Our goal on the 2014 FCAT 2.0 Writing is for 53% of our students to score at a 3.5 or higher, an increase of 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- student writing journals, monthly writing prompts, District Midyear Assessment

Targeted Barriers to Achieving the Goal

- Students experienced difficulty writing narrative accounts which provided supporting details and sentence elaboration.

Plan to Monitor Progress Toward the Goal

Narrative writing prompts will be scored and reviewed.

Person or Persons Responsible

Teachers, Instructional Coaches and ETO support

Target Dates or Schedule:

Monthly

Evidence of Completion:

FCAT 2.0 Writing Assessment

G3. On the 2013 FCAT 2.0 Mathematics, 41 percent of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 51 percent of students to score at Level 3 or above, an increase of 10 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math Series and ETO support

Targeted Barriers to Achieving the Goal

- Students in the Black, Hispanic and Economically Disadvantaged subgroups' 2013 FCAT 2.0 Mathematics performance data indicates that the Black subgroup scored 21%, Hispanic scored 44%, and Economically Disadvantaged scored 41%. For the 2014 FCAT 2.0 Mathematics, our goal is 38% for Black, which would be an increase of 17 percentage points, 52% for Hispanic, which would be an increase of 8 percentage points and 51% for Economically Disadvantaged, which would be an increase of 10 percentage points. Students were in need of opportunities for hands-on learning as well as effective instruction through the Gradual Release Model.
- On the 2013 FCAT 2.0 Mathematics, 37% of ELL students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 49% of ELL students to score a level 3 or above, an increase of 12 percentage points. Students demonstrated a deficiency in the use of mathematics vocabulary in real world situations.
- On the 2013 FCAT 2.0 Mathematics, 7% of SWD scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 34% of SWD students to score a level 3 or above, an increase of 24 percentage points. Students demonstrated a deficiency in basic math facts.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 57% of grade 3 students scored at achievement level 3 or above in Reporting Category 1, Number: Operations, Problems & Statistics. Our goal is 59%, which is an increase of 2 percentage points. Students will benefit from various opportunities to explore with manipulatives, develop fluency of basic multiplication and division concepts and utilize reasonableness in real world application. 50% of grade 4 students scored at achievement level 3 or above in Reporting Category 2, Number: Base Ten and Fractions. Our goal is 52%, which is an increase of 2 percentage points. Students will utilize mathematical practices of the CCSS and support with mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions and percent; and comparison and ordering fractions and decimals. 43% of grade 5 students scored at achievement level 3 or above in Reporting Category 3: Geometry and Measurement. Our goal is 45%, which is an increase of 2 percentage points. Teachers will provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning.
- On the 2013 FCAT 2.0 Mathematics 12% of students scored at a level 4 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 15% of students to score at a level 4 or above, an increase of 3 percentage points. Students will benefit from additional opportunities to discuss and write about mathematics utilizing a variety of higher order thinking strategies (i.e., collaborative strategies, questioning strategies and student accountable talk).
- On the 2013 FCAT 2.0 Mathematics 33% of Learning Gain students scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 40% of students to score at a level 3 or above, which is an increase of 7 percentage points. Students will be given support in order to develop mathematical fluency and problem solving proficiency within in their reporting categories.

- On the 2013 FCAT 2.0 Mathematics 29% of Learning Gain Students in the Lowest 25% scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is 36%, which is an increase of 7 percentage points. Students will be given support in order to develop mathematical fluency and problem solving proficiency within in their reporting categories.

Plan to Monitor Progress Toward the Goal

Using data from interim and benchmark assessments

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment - Results from the 2014 FCAT 2.0

G4. On the 2013 FCAT 2.0 Science, 32 percent of students at Comstock Elementary scored a Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 39 percent of students to score at a Level 3 or above, an increase of 7 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science Series, AIMS, Gizmos, Discovery, FCAT Explorer/FOCUS, scientific field trips, hands-on investigations and essential labs

Targeted Barriers to Achieving the Goal

- Students in Grade 5 had the most difficulty with The Nature of Science. FCAT Level 3 students, need to be provided with scaffolded opportunities to produce writing products that reflect the cognitive complexity of the Science standards and an environment that incorporates a variety of collaborative active learning strategies.
- Students scoring at FCAT Level 4 and above, need to be provided with enrichment activities.

Plan to Monitor Progress Toward the Goal

Data from Interim and Benchmark assessments.

Person or Persons Responsible

Science Coach, ETO support and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment Results from the 2014 FCAT 2.0

G5. Expose and prepare all students for a career in one of the STEM fields: Science, Mathematics, Engineering or Technology.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair, SECME, speakers and Science enrichment club

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year there were 60 (40%) STEM related activities. Our goal for the 2013-2014 school year is for there to be 46% STEM related activities, an increase of 6 percentage points. Students were in need of STEM related experiences.

Plan to Monitor Progress Toward the Goal

Data from Interim Assessments

Person or Persons Responsible

Science Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment Results from the 2014 FCAT 2.0

G6. Using Early Warning System to identify at risk students in a timely manner to provide intervention.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- RTI Team, Counseling, Early Teacher Referral, At-Risk Student Profile Report

Targeted Barriers to Achieving the Goal

- The RTI process needs to be implemented with fidelity, parent meetings need to be scheduled to address the importance of attendance and behavior and a school-wide attendance incentive plan needs to be developed.

Plan to Monitor Progress Toward the Goal

Monitor the RTI and FAB/BIP process as well as daily attendance

Person or Persons Responsible

RTI Team, Administration and Counselor

Target Dates or Schedule:

Quarterly

Evidence of Completion:

SST Team Meetings

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 34 percent of all students at Comstock Elementary scored at a Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 49 percent of students to score at Level 3 or above, an increase of 15 percentage points.

G1.B1 Students in the Black, Hispanic and Economically Disadvantaged subgroups' 2013 FCAT 2.0 Reading performance indicates that the Black subgroup scored 21%, Hispanic scored 37% and Economically Disadvantaged 34%. For the 2014 FCAT 2.0 Reading, our goal is 38% for Black, which would be an increase of 17 percentage points, 52% for Hispanic, which would be an increase of 15 percentage points and 51% for Economically Disadvantaged, which would be an increase of 17 percentage points. Students are in need of explicit support in differentiated instruction to target individual needs.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Implement and monitor instructional routines that include setting the purpose of instruction, following the model of explicit instruction demonstrating gradual release, incorporating small group instruction and incorporating closure of the lesson.

Person or Persons Responsible

Instructional Coaches, ETO support, Administration and ETO Instructional Supervisor

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs, Administrative and ETO feedback

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

Following the FCIM, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration, RTI Team and ETO support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM, assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration, RTI Team and ETO Support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B2 The results of the 2013 FCAT 2.0 Reading indicates 37% of students in the ELL subgroup scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is 52%, which will be an increase of 15 percentage points. Students are in need of explicit instruction in vocabulary development.

G1.B2.S1 Teachers will use ESOL Reading strategies and allow students to work in collaborative groups.

Action Step 1

Pair ELL students with English proficient students. During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies.

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and classroom assessments

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

Following the FCIM, interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration and RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration and RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B3 The results of the 2013 FCAT 2.0 Reading indicates 34% of students in the SWD subgroup scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 51%, which will be an increase of 17 percentage points. Students are in need of explicit instruction in determining main idea or essential message in grade level text.

G1.B3.S1 Students will develop and maintain an Interactive Reading journal and provide opportunities for students to ask and answer questions to demonstrate the understanding of a text.

Action Step 1

During the instructional Reading block, students will receive instruction to address the identified deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and weekly assessments from McGraw-Hill Wonders.

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

Following the FCIM, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration and RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration and RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B4 The results of the 2013 FCAT 2.0 Reading indicates 20% of students scored at achievement Level 3. On the 2014 FCAT 2.0 Reading, our goal is to score 31%, which would be an increase of 11 percentage points. Students experienced difficulties in determining their own point of view from that of the narrator, characters, or of the author of the text.

G1.B4.S1 Utilize the author's tool box for bringing characters to life to build opportunities for students to distinguish their own point of view from that of the narrator, characters or of the author of the text.

Action Step 1

Follow the instructional routines for reading comprehension and writing embedded in the core curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and interactive response journals and benchmark assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Following the FCIM, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration, RTI Team and ETO support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Instructional Coaches, Administration, RTI Team and ETO support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B5 The results of the 2013 FCAT 2.0 Reading indicates 13% of students scores at achievement Level 4 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 18%, which would be an increase of 5 percentage points. Students experienced difficulties in determining their own point of view from that of the narrator, characters, or of the author of the text.

G1.B5.S1 Using critical thinking strategies instruction will be focused on using poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

Provide students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Provide students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Instructional Coaches, Administration, and ETO Support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Provide students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Instructional Coaches, Administration, and ETO Support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B6 The result of the 2013 FCAT 2.0 Reading indicates 56% of all students who made Learning Gains scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 60%, which would be an increase of 4 percentage points. Students need to be able to draw details and examples from text as well as make inferences.

G1.B6.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Conduct data chats with all stakeholders. Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chat rosters and differentiated instruction plans.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Conduct data chats with all stakeholders. Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs.

Person or Persons Responsible

Instructional Coaches, Administration and ETO support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Conduct data chats with all stakeholders. Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs.

Person or Persons Responsible

Instructional Coaches, Administration and ETO support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B7 The results of the 2013 FCAT 2.0 Reading indicates 60% of students who made Learning Gains in the Lowest 25% scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 64%, which would be an increase of 4 percentage points. Students experienced difficulty identifying the main idea and relevant details in a text.

G1.B7.S1 Implement and monitor targeted intervention and enrichment opportunities.

Action Step 1

Create and implement a monthly ongoing progress monitoring schedule and tracking system.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly reports

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Create and implement a monthly ongoing progress monitoring schedule and tracking system.

Person or Persons Responsible

Instructional Coaches, Administration, RTI Team and ETO Support

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly reports

Plan to Monitor Effectiveness of G1.B7.S1

Create and implement a monthly ongoing progress monitoring schedule and tracking system.

Person or Persons Responsible

Instructional Coaches, Administration, RTI Team and ETO Support

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly reports

G1.B8 The results of the 2013 FCAT 2.0 Reading indicates 46% of CELLA Listening and Speaking students scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 51%, which would be an increase of 5 percentage points. Students need to be provided with various opportunities for listening and speaking the English language not only in school but also at home.

G1.B8.S1 Teachers will identify and use listening and speaking ESOL strategies.

Action Step 1

Provide teacher training during planning time in ELL strategies, ensure all teachers are ESOL endorsed and provide students with opportunities to speak and listen to the English language in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom participation, journals, classwork and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Develop and implement lessons that incorporate ESOL strategies.

Person or Persons Responsible

Reading Coaches, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Develop and implement lessons that incorporate ESOL strategies.

Person or Persons Responsible

Reading Coaches, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B9 The results of the 2013 FCAT 2.0 Reading indicates 20% of CELLA Reading students scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 28%, which would be an increase of 8 percentage points. Students need support in inquiring effective Reading skills as well as vocabulary development.

G1.B9.S1 Teacher will use ESOL Reading strategies and have students work in collaborative groups.

Action Step 1

Pair ELL students with English proficient students, provide differentiated instruction with various ESOL levels with the appropriate resources and ensure that teachers are using Reading ESOL strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibilities Model.

Person or Persons Responsible

Reading Coaches, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibilities Model.

Person or Persons Responsible

Reading Coaches, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G1.B10 The results of the 2013 FCAT 2.0 Reading indicates 19% of CELLA Writing students scores at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 27%, which would be an increase of 8 percentage points. Students need to acquire vocabulary and grammar skills in order to become proficient in writing the English language.

G1.B10.S1 Students will write daily in their journals. Teachers will provide various opportunities for student writing.

Action Step 1

Students will be provided with daily journal topics and write across the curriculum. Partner ELL students with English proficient students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, journals and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Develop and implement differentiated instruction centers that incorporate vocabulary and grammar development using ESOL strategies.

Person or Persons Responsible

Reading Coaches, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Develop and implement differentiated instruction centers that incorporate vocabulary and grammar development using ESOL strategies.

Person or Persons Responsible

Reading Coaches, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G2. On the 2013 FCAT 2.0 Writing, 48 percent of students at Comstock Elementary scored at a 3.5 or higher. Our goal on the 2014 FCAT 2.0 Writing is for 53% of our students to score at a 3.5 or higher, an increase of 5 percentage points.

G2.B1 Students experienced difficulty writing narrative accounts which provided supporting details and sentence elaboration.

G2.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process (pre-planning, drafting, conferencing, revising, and publishing).

Action Step 1

Incorporate the writing process using student writing pieces, mentor text, and teacher generated writing pieces.

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing pieces, teacher generated writing pieces, lesson plans and mentor text.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored in order to monitor students progress in the identified areas of need and regroup for instruction.

Person or Persons Responsible

Teachers, Instructional Coaches and ETO support

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored in order to monitor students progress in the identified areas of need and regroup for instruction.

Person or Persons Responsible

Teachers, Instructional Coaches and ETO support

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts

G3. On the 2013 FCAT 2.0 Mathematics, 41 percent of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 51 percent of students to score at Level 3 or above, an increase of 10 percentage points.

G3.B1 Students in the Black, Hispanic and Economically Disadvantaged subgroups' 2013 FCAT 2.0 Mathematics performance data indicates that the Black subgroup scored 21%, Hispanic scored 44%, and Economically Disadvantaged scored 41%. For the 2014 FCAT 2.0 Mathematics, our goal is 38% for Black, which would be an increase of 17 percentage points, 52% for Hispanic, which would be an increase of 8 percentage points and 51% for Economically Disadvantaged, which would be an increase of 10 percentage points. Students were in need of opportunities for hands-on learning as well as effective instruction through the Gradual Release Model.

G3.B1.S1 Teachers will plan for and provide opportunities for hands on experience using appropriate manipulatives during instruction to develop a deeper understanding and fluency.

Action Step 1

Students will have multiple opportunities to work with appropriate manipulatives during the instructional block.

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson preparation and collaboration, classroom walkthroughs and student work samples.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessment will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B1.S2 Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Action Step 1

Teachers will deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans.

Person or Persons Responsible

Teachers, Mathematics Instructional Coach and ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson preparation and collaboration, classroom walkthroughs, assessment data

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach and ETO support

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S2

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B2 On the 2013 FCAT 2.0 Mathematics, 37% of ELL students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 49% of ELL students to score a level 3 or above, an increase of 12 percentage points. Students demonstrated a deficiency in the use of mathematics vocabulary in real world situations.

G3.B2.S1 Teachers will plan and implement ESOL strategies and accommodations within the mathematics instructional block through the use of interactive journals.

Action Step 1

Students will use daily interactive journals to explain and review math concepts.

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Math Journals and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B3 On the 2013 FCAT 2.0 Mathematics, 7% of SWD scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 34% of SWD students to score a level 3 or above, an increase of 24 percentage points. Students demonstrated a deficiency in basic math facts.

G3.B3.S1 Teachers will plan differentiated instruction centers to target math fluency.

Action Step 1

Teachers, when planning, will designate a differentiated instruction rotational center to include practice with basic math facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B4 The results of the 2013 FCAT 2.0 Mathematics indicate that 57% of grade 3 students scored at achievement level 3 or above in Reporting Category 1, Number: Operations, Problems & Statistics. Our goal is 59%, which is an increase of 2 percentage points. Students will benefit from various opportunities to explore with manipulatives, develop fluency of basic multiplication and division concepts and utilize reasonableness in real world application. 50% of grade 4 students scored at achievement level 3 or above in Reporting Category 2, Number: Base Ten and Fractions. Our goal is 52%, which is an increase of 2 percentage points. Students will utilize mathematical practices of the CCSS and support with mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions and percent; and comparison and ordering fractions and decimals. 43% of grade 5 students scored at achievement level 3 or above in Reporting Category 3: Geometry and Measurement. Our goal is 45%, which is an increase of 2 percentage points. Teachers will provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning.

G3.B4.S1 Students in grade 3 will utilize interactive journals to create models for multiplication and division facts. Grade 4 students, utilizing pattern blocks, fraction tiles and models will compare and order fractions, mixed numbers and decimals in the same or different forms. Students in grade 5 will be given opportunities to determine the volume of prisms and surface area of prisms with real life objects.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and tri-weekly assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher, Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers, Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B5 On the 2013 FCAT 2.0 Mathematics 12% of students scored at a level 4 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 15% of students to score at a level 4 or above, an increase of 3 percentage points. Students will benefit from additional opportunities to discuss and write about mathematics utilizing a variety of higher order thinking strategies (i.e., collaborative strategies, questioning strategies and student accountable talk).

G3.B5.S1 Students in grade 3 will utilize interactive journals to describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication of division. Incorporate a variety of Higher Order Thinking Strategies (H.O.T.S.) into lesson delivery. Grade 4 students will estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations. Incorporate a variety of Higher Order Thinking Strategies (H.O.T.S.) into lesson delivery. Students in grade 5 will use different strategies to solve problems involving the volume and surface area of prisms with real life objects and perform multi-step conversions to solve problems. Incorporate a variety of Higher Order Thinking Strategies (H.O.T.S.) into lesson delivery.

Action Step 1

Engage students in interactive math journals that center around questions such as why and how. Encourage students to justify mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Math Journals

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B6 On the 2013 FCAT 2.0 Mathematics 33% of Learning Gain students scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 40% of students to score at a level 3 or above, which is an increase of 7 percentage points. Students will be given support in order to develop mathematical fluency and problem solving proficiency within in their reporting categories.

G3.B6.S1 Provide students in grade 3 opportunities to identify models of multiplication and/or division situations for basic multiplication facts and/or their related division facts. Students in grade 4 will be given opportunities to utilize pattern blocks, fraction tiles and models to compare and order commonly used fractions as well as work on their journals to model fractions and relate halves, fourths, tenths and hundredths to percent, and vice versa. Grade 5 students will be given opportunities to determine the volume of prisms and perform a single unit conversion within the same measurement system.

Action Step 1

Students will discuss and write about mathematics in their Interactive Math journals and will have daily practice in reading, writing and solving word problems related to real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Math journals and walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Review data from tri-weekly assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Review data from tri-weekly assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G3.B7 On the 2013 FCAT 2.0 Mathematics 29% of Learning Gain Students in the Lowest 25% scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is 36%, which is an increase of 7 percentage points. Students will be given support in order to develop mathematical fluency and problem solving proficiency within in their reporting categories.

G3.B7.S1 Students in grade 3 will utilize journals to create models for multiplication and division facts. A student centered fluency station will be created to support mathematical fluency and problem solving skills in the areas of: addition, subtraction and multiplication. Grade 4 students, utilizing pattern blocks, fraction tiles and models will compare and order commonly used fractions. Identify an equivalent fraction when the given fraction is in the simplest terms. Students will work on their journals to model fraction and relate halves, fourths, tenths and hundredths to percent, and vice versa. Students in grade 5 will be given opportunities to determine the volume of prisms. Identify and plot ordered pairs in the first quadrant of a coordinate plane. Perform a single-unit conversion within the same measurement system.

Action Step 1

Provide students with multiple representations to translate to real-world problem solving.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Math Journal and manipulatives

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, ETO support and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4. On the 2013 FCAT 2.0 Science, 32 percent of students at Comstock Elementary scored a Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 39 percent of students to score at a Level 3 or above, an increase of 7 percentage points.

G4.B1 Students in Grade 5 had the most difficulty with The Nature of Science. FCAT Level 3 students, need to be provided with scaffolded opportunities to produce writing products that reflect the cognitive complexity of the Science standards and an environment that incorporates a variety of collaborative active learning strategies.

G4.B1.S1 Teachers will include higher order thinking questions in lesson plans and require students to respond to them during instruction. They will also utilize the pacing guides, science interactive journals and increase the rigor during instruction.

Action Step 1

Teachers will use collaborative strategies to increase rigor during instruction, utilize the Gradual Release Model and unwrapping of benchmarks during planning.

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthroughs and interactive journals

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Science Coach will meet with teachers during weekly department meetings to discuss journals, experiments and the rigor of instruction.

Person or Persons Responsible

Science Coach, ETO support and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Science journals

Plan to Monitor Effectiveness of G4.B1.S1

The Science Coach will discuss with teachers during weekly meetings about lessons and experiments.

Person or Persons Responsible

Science Coach, ETO support and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Science journals, lesson plans and science lab folders.

G4.B2 Students scoring at FCAT Level 4 and above, need to be provided with enrichment activities.

G4.B2.S1 Teachers will include higher order thinking questions in lessons plans and require students to respond to them during instruction. Students will be involved in project based learning, participate in Science FAIR and SECME competitions.

Action Step 1

Teachers will use collaborative strategies to increase rigor during instruction, utilize the Gradual Release Model and unwrapping of benchmarks during planning.

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Science journals, lap reports and research projects

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Science Coach will meet with teachers during weekly department meetings to discuss journals, experiments and the rigor of instruction.

Person or Persons Responsible

Science Coach, ETO support and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Science journals, lab reports and projects

Plan to Monitor Effectiveness of G4.B2.S1

The Science Coach will discuss with teachers during weekly meetings about lessons and experiments.

Person or Persons Responsible

Science Coach, ETO support and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Science journals, lab reports and projects

G5. Expose and prepare all students for a career in one of the STEM fields: Science, Mathematics, Engineering or Technology.

G5.B1 During the 2012-2013 school year there were 60 (40%) STEM related activities. Our goal for the 2013-2014 school year is for there to be 46% STEM related activities, an increase of 6 percentage points. Students were in need of STEM related experiences.

G5.B1.S1 Students will participate in inquiry based and project based activities. Professionals in the STEM field will make presentations about their career to students.

Action Step 1

Provide opportunities for students to participate in STEM related activities, Science field trips, Science FAIR and SECME.

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Science journals, Science competition participation and student reports

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Interim Assessments and 2014 FCAT 2.0 Science

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Walkthroughs, lesson plans, Interactive Science journals

Plan to Monitor Effectiveness of G5.B1.S1

Interactive Science journals and lab report folders will be reviewed.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interactive Science journals and lab reports

G6. Using Early Warning System to identify at risk students in a timely manner to provide intervention.

G6.B1 The RTI process needs to be implemented with fidelity, parent meetings need to be scheduled to address the importance of attendance and behavior and a school-wide attendance incentive plan needs to be developed.

G6.B1.S1 Implement RTI process at the beginning of the school year to identify students with academic and behavior difficulties.

Action Step 1

Identify low performing students utilizing FAIR data and schedule FAB meetings for students with behavioral issues.

Person or Persons Responsible

Teachers, Instructional Coaches and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Ongoing Progress Monitoring and Functional Assessment of Behavior plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Ensure monthly progress monitoring is taking place and data collection is being done for students with behavioral issues.

Person or Persons Responsible

RTI team, Administration and Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

SST Meetings and FAB/BIP Meetings

Plan to Monitor Effectiveness of G6.B1.S1

Ensure monthly progress monitoring is taking place and data collection is being done for students with behavioral issues.

Person or Persons Responsible

RTI team, Administration and Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

SST Meetings and FAB/BIP Meetings

G6.B1.S2 Schedule parent meetings to reinforce the importance of attendance and develop a school-wide attendance incentive plan for students.

Action Step 1

Schedule parent meetings for students with excessive absences and develop daily, monthly and quarterly attendance incentive plan.

Person or Persons Responsible

Counselor, CIS, Social Worker and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Attendance Roster and Parent Letters

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Monitor attendance on a daily, weekly and quarterly basis

Person or Persons Responsible

Teachers, Counselor, CIS, Social Worker and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Report and Parent Letters

Plan to Monitor Effectiveness of G6.B1.S2

Monitor attendance on a daily, weekly and quarterly basis

Person or Persons Responsible

Teachers, Counselor, CIS, Social Worker and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Report and Parent Letters

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

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

Title II

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

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

Title III

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

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 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).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals