Comstock Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Comstock Elementary School

2420 NW 18TH AVE, Miami, FL 33142

http://comstockelementary.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Comstock Elementary School is dedicated to providing and developing each student's academic foundation and the social, physical, and emotional needs in an environment that fosters high self-esteem, self-motivation, and personal responsibility. A key component of the educational program at Comstock is building a strong and rigorous academic foundation to guide our students into productive members of society and contributors to the global economy.

Provide the school's vision statement.

The vision at Comstock Elementary School is to create a safe, nurturing, challenging, and stimulating learning environment that will result in all students achieving their highest potential academically and personally with all stakeholders working collectively for common goals.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Campbell, Orna	Principal	The principal oversees all of the major systems (budgetary, personnel, academic, cultural) of the schoolhouse. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards those overarching goals. The principal ensures that the appropriate personnel oversee the implementation of all District Initiatives so that the school's programs and curriculum are aligned to those of the District. Furthermore, the Principal analyzes progress monitoring data and conducts frequent data chats in order to ensure students are mastering concepts and that intervention programs are effective.
Reyes, Mayra	ELL Compliance Specialist	The ELL Compliance Specialist works collaboratively with the leadership team and all teachers to ensure that students who are second language learners are receiving language support with fidelity. The ELL Compliance Specialist spearheads professional development initiatives and provides in class assistance on the effective use of strategies to support secondlanguage learners. In addition, the ELL Compliance Specialist ensures that student assessments, parent meetings, and ESOL Learning plans are in compliance with state timelines and regulations.
Quintana, Alisson	Reading Coach	The Reading Coach works collaboratively with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provides in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective.
Lopez, Yanet	Parent Engagement Liaison	The CIS (Community Involvement Specialist) acts as a liaison between the school and the families in the community. The CIS oversees all parent activities. She encourages parents to participate in such activities and fosters communication with parents so that parents have a way to communicate their cares and concerns with the school. The CIS will also oversee attendance initiatives to ensure that school families understand the importance of good attendance.
Alarcon, ana	Math Coach	The Math Coach spearheads professional development initiatives and provides in-class assistance on an individual basis. The Math Coach leads collaborative planning sessions to ensure that Math lessons are standards-based and aligned to District Pacing Guides. In addition, the Math Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective.

Name	Position Title	Job Duties and Responsibilities
Lumpkin, Viviana	Assistant Principal	The assistant principal assists with the management of all the major systems (personnel, academic, cultural) of the schoolhouse. The assistant principal assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. The assistant principal oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. The assistant principal assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, the assistant principal is a member to the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities.
Alonso, Helen	Teacher, K-12	Teacher leaders act as liaisons between the leadership team and the faculty. Teacher leaders assist with the implementation of school-wide initiatives and activities by communicating with their grade level teams and delegating tasks and responsibilities. They also present faculty concerns, ideas, and suggestions to administration during Leadership Team Meetings.
Cortez, Gilma	Teacher, K-12	Teacher leaders act as liaisons between the leadership team and the faculty. Teacher leaders assist with the implementation of school-wide initiatives and activities by communicating with their grade level teams and delegating tasks and responsibilities. They also present faculty concerns, ideas, and suggestions to administration during Leadership Team Meetings.
Peterson, Joycelyn	Science Coach	The Science Coach spearheads professional development initiatives and provides in-class assistance on an individual basis. The Science Coach leads collaborative planning sessions to ensure that Science lessons are standards-based and aligned to District Pacing Guides. In addition, the Science Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders in the School Improvement Plan (SIP) development process typically follows a structured approach, which includes the engagement of various stakeholders such as the school leadership team throughout the process, teachers and school staff, parents, students and families, and business or community leaders. The involvement of these stakeholders is crucial as it ensures that the SIP reflects the needs of the student population at Comstock Elementary School.

1. Establishing the ESSAC Committee: The first step is to establish an ESSAC committee, which consists of representatives from each stakeholder group. This committee serves as the primary body responsible for reviewing and adopting the SIP.

2. Reviewing Reasons for School's Identification for ESSA Support and Improvement: The school leadership team reviews ESSA data during strategic planning to determine why the school has been identified for ESSA support and improvement. This includes analyzing the school's performance data, identifying areas of weakness, and understanding the specific accountability indicators of Students with Disabilities and Black that need improvement.

3. Analyzing School's Performance on Each Accountability Indicator: The committee conducts a thorough analysis of the school's performance on each accountability indicator. This involves reviewing data, such as standardized test scores, graduation rates, attendance rates, and other relevant metrics. The purpose is to identify the specific areas where the school is struggling and needs improvement.

4. Prioritization through Data Analysis: Based on the data analysis, the ESSAC committee prioritizes the areas that require immediate attention. This prioritization is done by considering the severity of the issue, its impact on student achievement, and the feasibility of implementing interventions.

5. Selection of Interventions: The committee then identifies potential interventions that can address the prioritized areas of improvement. These interventions can include changes to curriculum, instructional strategies, professional development for teachers, family engagement programs, or partnerships with community organizations. The committee considers evidence-based practices and research to ensure the selected interventions have a high likelihood of success.

6. Gathering Stakeholder Input: Throughout the SIP development process, the ESSAC committee actively seeks input from all stakeholders. This can be done through surveys, focus groups, public meetings, or individual consultations. The committee ensures that all voices are heard and considered in the decision-making process.

7. Incorporating Stakeholder Input: The feedback and input received from stakeholders are carefully reviewed and considered by the ESSAC committee. The committee makes adjustments to the SIP based on this input, ensuring that the plan reflects the collective aspirations and needs of the school community.

8. Finalizing the SIP: Once all stakeholder input has been incorporated, the leadership team that attends the Strategic Planning sessions at Synergy finalizes the SIP. This includes setting specific goals, outlining the selected interventions, establishing timelines, and assigning responsibilities for implementation.

By involving stakeholders and incorporating their input throughout the SIP development process, the resulting plan is more likely to be comprehensive, effective, and reflective of the needs of the school community.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To ensure effective implementation and monitor the impact of the School Improvement Plan (SIP) on increasing student achievement, particularly for students with the greatest achievement gap, the school will employ various processes and strategies. These include regular monitoring, data analysis, feedback

collection, and revision of the plan as necessary. The following steps outline how the school will monitor and revise the SIP:

1. Monitoring Processes: The school will utilize a range of monitoring processes to assess the implementation and impact of the SIP. These may include classroom walkthroughs, student progress monitoring, common planning minutes/input, staff feedback, and parental and community input. Informal walkthroughs conducted by the administrative team will be conducted weekly to ensure implementation of strategies and initiatives. FAST progress monitoring and i-Ready progress monitoring is conducted three times a year and is used to make instructional decisions. Common planning is conducted at least once a week for each content area and staff can share their input during that time as well as during faculty meetings, and formal and informal surveys throughout the year. Parents, students, and community members are given opportunities to provide feedback formally on the end-of-the-year Climate Survey and throughout the year at ESSAC, PTSA, Title I, and other open forums.

2. Frequency of Data Sharing and Discussion: The leadership team will establish a regular schedule for sharing and discussing data related to the SIP. This may occur on a monthly, quarterly, or semester basis, depending on the specific needs of the school and the frequency of assessments for data collection. Regular data sharing and discussion sessions ensure that all stakeholders are informed about the progress and challenges of the plan.

3. Criteria for Adjustments: The leadership team will establish clear criteria for making adjustments to the SIP. These criteria may include the analysis of student achievement data, feedback from teachers and staff, input from parents and community members, and alignment with the State's academic standards. Adjustments will be made when the data indicates a need for change or when feedback suggests that certain strategies are not yielding the desired outcomes.

4. Revision Process: When adjustments are deemed necessary, the leadership team will initiate a revision process. Additional action steps will be added after the Impact Review in October with recommendations from our ETO school support team. This process may involve convening the ESSAC committee or a designated revision team to review the data, analyze feedback, and propose modifications to the SIP. The revised plan will be developed collaboratively, ensuring that all stakeholders have an opportunity to provide input.

5. Continuous Improvement: The school will adopt a culture of continuous improvement, where the SIP is seen as a living document that evolves based on ongoing assessment and feedback. The leadership team will encourage open communication, collaboration, and reflection among all stakeholders to identify areas for improvement and implement necessary changes.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes

ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	32	19	16	20	18	0	0	0	105
One or more suspensions	0	0	0	1	2	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	11	23	22	15	13	0	0	0	84
Course failure in Math	0	9	12	22	9	20	0	0	0	72
Level 1 on statewide ELA assessment	0	0	0	18	29	38	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	11	18	35	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	47	57	56	38	46	0	0	0	244
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	11	14	28	25	35	0	0	0	113

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	4	18	0	0	0	0	0	34
Students retained two or more times	0	0	0	4	0	2	0	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	36	17	33	20	10	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	26	13	20	9	0	0	0	72
Course failure in Math	0	8	11	18	22	16	0	0	0	75
Level 1 on statewide ELA assessment	0	0	0	26	25	30	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	23	36	25	0	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	27	56	39	31	0	0	0	163

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	20	30	36	27	0	0	0	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	11	27	1	0	0	0	0	50
Students retained two or more times	0	0	0	2	2	0	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	25	26	18	23	21	14	0	0	0	127
One or more suspensions	0	0	0	2	1	1	0	0	0	4
Course failure in ELA	0	32	13	28	13	12	0	0	0	98
Course failure in Math	0	18	19	15	21	20	0	0	0	93
Level 1 on statewide ELA assessment	0	0	0	47	45	40	0	0	0	132
Level 1 on statewide Math assessment	0	0	0	25	39	34	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	39	66	53	57	53	46	0	0	0	314

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	23	14	40	41	40	0	0	0	158

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	6	17	0	0	0	0	0	34
Students retained two or more times	0	0	0	4	2	0	0	0	0	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	60	53	31	62	56	36		
ELA Learning Gains				53			41		
ELA Lowest 25th Percentile				42			32		
Math Achievement*	58	66	59	36	58	50	32		
Math Learning Gains				60			18		
Math Lowest 25th Percentile				45			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	48	58	54	24	64	59	22		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	54	63	59	53			44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	19	Yes	3	2
ELL	45			
AMI				
ASN				
BLK	36	Yes	2	
HSP	47			
MUL				
PAC				
WHT				
FRL	45			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	31	Yes	2	1
ELL	41			
AMI				
ASN				
BLK	33	Yes	1	
HSP	44			
MUL				
PAC				
WHT				
FRL	43			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			58			48					54
SWD	10			10							3	36
ELL	32			59			42				5	54
AMI												
ASN												
BLK	28			44							2	
HSP	34			60			52				5	54
MUL												
PAC												
WHT												
FRL	30			54			54				5	52

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	31	53	42	36	60	45	24					53
SWD	7	26	20	8	67	69	8					45
ELL	30	49	36	36	58	42	23					53
AMI												
ASN												
BLK	25	61		23	50		7					
HSP	32	53	40	39	63	46	29					53
MUL												
PAC												
WHT												
FRL	31	53	43	36	60	47	25					52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	41	32	32	18	30	22					44
SWD	10	29		8	0	0	18					12
ELL	36	50	35	28	22	35	25					44

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN												
BLK	21			21								
HSP	39	46	38	34	19	33	23					44
MUL												
PAC												
WHT												
FRL	37	43	33	32	19	30	23					44

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	56%	-23%	54%	-21%
04	2023 - Spring	25%	58%	-33%	58%	-33%
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	63%	-10%	59%	-6%
04	2023 - Spring	44%	64%	-20%	61%	-17%
05	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	50%	-15%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading Bi-Weekly Assessments showed the lowest performance. Bi-Weekly Assessments had higher order questioning skills compared to the McGraw Hill Companion. It was suggested that we need to strengthen our Tier 1 instruction to see an increase in the Bi-Weekly scores.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on iReady Data AP2 in both reading and math, students did not show as much growth as last year. There was no AP3 data to compare and the D.I. resources used were mostly from McGraw Hill and not iReady. Additionally, the number of ESOL students in Levels 1-4 doubled to about 300 students and the dates for the diagnostic assessments were different from previous years. We started AP1 later in the school year and then AP2 right after.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the Reading FAST data, 4th Grade had the biggest gap when compared to the state. Some contributing factors could be the large class sizes and teachers new to the grade level.

Which data component showed the most improvement? What new actions did your school take in this area?

Math data showed the most improvement. Some of the things that were implemented was DI throughout the school year, which focused on remediating the lowest standard from the topic assessments. Teachers also used some of their common planning time to remediated overall topic assessments. Additionally, after spring break the Math coach pulled groups to support teachers with their bubble students and with remediation and enrichment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflection on the EWS data from 21-22 and 22-23, we concluded that attendance is an area of concern. We had many students with consecutive absences and tardies. There was also an increase in students that had more than 15 absences school-wide. Another area of concern is Science in all grade levels.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The number of open positions/teacher shortage.
Attendance
Reading Support
Primary Grade-Strengthening foundational skills and incorporating science of reading strategies.
Science Support
Math Support

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 assessment, 36% of 3rd-5th grade students were proficient in ELA as compared to the FAST PM1 assessment, which indicates a 12% increase in proficiency rate. Based on the data and identified contributing factors of: new instructional reading coaches not being fully released to assist with collaborative planning, lack of capacity in creating student grouping and selecting resources to target student needs, and aligning resources appropriately, we will implement the Targeted Element of Differentiation.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of DI structures and systems, an additional 5% of students in grade 3-5 will score at grade level or above in ELA on the 2023-2024 FAST assessment by June 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To make sure that differentiation is in line with the most recent data, the Leadership Team will follow-up with routine walkthroughs, conduct data chats, and modify groups based on the most recent data in real time. Lesson plans will be examined by administrators for signs of variance. Data from formative assessments will be examined monthly to track development. We will utilize data trackers to monitor OPM data every two weeks. During Leadership Team meetings, this data will be examined to make sure that students are improving on the standards that have been remediated. Students who are not progressing on OPMs will be given additional learning opportunities.

Person responsible for monitoring outcome:

Alisson Quintana (quintana63@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. DI will assist with gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/15 and 08/23: Provide Professional Development for teachers on Differentiated Instruction that are aligned to relevant student data, systems and framework. As a result, teachers will comprehend Differentiated instruction systems and implement Differentiated Instruction structures with fidelity.

Person Responsible: Alisson Quintana (quintana63@dadeschools.net)

By When: August 15 and August 23.

08/30 and 09/06: Provide Professional Development through job-embedded professional developments on Wednesdays so that teachers can create individualized DI lessons based on student needs and DI pathways following the flow chart. In addition, teachers will also have a tracking system in place that reflects student areas of need or growth. As a result, teachers will have resources, student grouping, and DI plans that reflect planning for DI small group instruction.

Person Responsible: ana Alarcon (328802@dadeschools.net)

By When: August 30 and September 06

08/22-09/22: Administration and Instruction Coach will monitor student work products and provide corrective feedback to teachers as needed during DI walkthroughs and data chat meetings. As a result, teachers will have student work and feedback as a school wide shared practice that may increase student data and instruction.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: August 22- September 22

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Science state assessment, 47% of 5th grade students were proficient in Science as compared to the 2021-2022 Science assessment proficiency of 24%. To maintain or improve the proficiency in Science, we will focus on vertical alignment from K-5th grade science instruction. Based on the data and identified contributing factors of: minimal science instruction and inconsistent science labs, we will implement the Targeted Element of Science through job-embedded professional learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Science, an additional 5% of the fifth-grade population will score proficiency on the Science 2023-2024 state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team and Curriculum Support Specialist will conduct job-embedded PD's during collaborative planning with the focus on Science Essential Labs and S.T.E.A.M. activities.

Person responsible for monitoring outcome:

ana Alarcon (328802@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Job Embedded Professional Development. This will allow stakeholders to improve student learning and facilitate continuous improvement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15- Provide Professional Development for teachers in grade K-5 on the importance of targeting benchmarks and the effect of spiraling up. In addition, the PD will address the importance of aligning benchmarks with curriculum standards and learning progression. Teachers will be given practical tips for

infusing spiraling up techniques into daily lesson plans to increase teacher knowledge of vertical alignment in Science.

Person Responsible: Joycelyn Peterson (j_peterson@dadeschools.net)

By When: August 15th

08/30 and 09/06: Provide Professional Development for teachers to incorporate interactive activities into Science Interactive Notebooks, such as foldables, pop-ups, flip books, and pocket pages. These engaging elements will add a hands-on aspect to learning and make the notebooks a reference for students to utilize during instruction.

Person Responsible: Joycelyn Peterson (j_peterson@dadeschools.net)

By When: August 30th and September 6th

08/24-09/22: Walkthroughs by administration to determine whether Science teachers are spiraling up instruction and whether the students are using Interactive Notebooks to synthesize instruction.

Person Responsible: Orna Campbell (pr0881@dadeschools.net)

By When: September 22nd

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey, 30% of the school staff believed that staff morale was high. In the 2021-2022 school year, 71% of the staff believed the staff morale was high. Based on the contributing factors of: a decrease in staff morale due to a lack of teacher positions being filled and teachers feeling overwhelmed with additional tasks for the 2022-2023 academic school year, we will implement the Targeted Element of Other focusing on hosting team building activities and implementing mindfulness practices.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Other focused on team building activities and mindfulness practices, 50% of the staff will participate in team bonding and school related social events by June 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Comstock Elementary School will form a committee comprising of staff members from various departments and levels to monitor, plan, and conduct a beginning of the year and mid-year survey to plan and coordinate the team-building activities. Essentially, our intended student outcome is an proficiency score of 70% or higher on topic assessments.

Person responsible for monitoring outcome:

Orna Campbell (pr0881@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Other, our school will focus on the Evidence-based Intervention of Team Building Activities to work together and create a great community. Team building will enable all stakeholders to communicate and foster trust among faculty and staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Team building activities will help create a positive school culture and community of educators that will translate to a high morale of the staff. Team building activities will engage teachers in positive thinking and building relationships to enhance an open line of communication within the staff.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15- Host a Team Building Activity during the Opening Of Schools Professional Development and introduce mindfulness practices.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: August 15th

8/15- During the opening of school meeting, conduct a faculty and staff survey indicating which team building activities staff may be interested in as well as the likelihood of staff participation to plan for team building activities throughout the year.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: August 15th

By 8/23- Create a Team-Building Committee. Comstock Elementary School will form a committee comprising staff members from various departments and levels to monitor, plan and organize the team-building activities.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: August 23rd

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to FAST PM3 data, Students with Disabilities (SWD) scored 16% and Black students score 37%. Based on the data and ESSA Federal Index both categories are below the 41% however SWD are 25 percentage points below the target and Black students are 4 percentage points below the target. Based on the contributing factors of: students' readiness levels limiting the ability to master grade level tasks, minimal accommodations for SWD instruction, and truancy, we will implement the Targeted Element of Outcomes for Multiple Subgroups, which is student-centered learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Outcomes for Multiple Subgroups, SWD and Black students will show an improvement of three percentage points on the 2024 ESSA Federal Index.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through classroom walkthroughs, progress monitoring, and evidenced on lesson plans, this Area of Focus will be monitored to ensure the SPED accommodations are implemented with fidelity.

This Area of Focus for the Blacks subgroup will be monitored by reviewing student products to determine mastery of the content, analyzing PMA data to guide instruction, monitoring attendance to prevent truancy and to maximize instructional time, and reviewing behaviors on the case management system to determine necessary behavioral interventions that should be implemented.

Person responsible for monitoring outcome:

Viviana Lumpkin (235635@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention for this Targeted Element is Student-Centered Learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests. aspirations, or cultural backgrounds of individual students and group of students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15- Provide teachers with SPED accommodations and a list of SPED students at the opening of school professional development. Select the accommodations that will be utilized during whole group and small group instruction to address the distinct learning needs in all subject areas.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: August 15th

8/15-9/22 Assign mentors to students within the SWD and Black subgroup to monitor the students' progress by reviewing i-Ready data and ensuring that the students are engaging in the program at least 75 minutes weekly and passing lessons with a score of 80% or higher, reviewing student attendance, and student services case management monthly to address the distinct learning need of each student.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: September 22

9/22- The instructional team will disaggregate the data from the first bi-weekly progress monitoring with the second progress monitoring to determine if the implemented strategies are providing the support SWD and Black students need to improve their reading proficiency.

Person Responsible: Viviana Lumpkin (235635@dadeschools.net)

By When: September 22

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs involves several key steps and components. This process aims to align resources with educational standards, address specific subject areas like reading, math, and science according to the B.E.S.T. standards, and provide interventions and extended learning opportunities to students. The ESSAC (Education Standards and School Accountability Commission) process plays a significant role in this process, and funding discussions take place during leadership team meetings. Here's an overview of the process:

Data Analysis and Needs Assessment:
The first step is to conduct a comprehensive data analysis of student performance in reading, math, and science. This analysis identifies areas of strength and areas that require improvement. The assessment might include standardized test scores, classroom assessments, and other relevant data.

Alignment with Standards:
The B.E.S.T. (Benchmark for Excellent Student Thinking) standards serve as the guiding framework for the curriculum. Each subject area's standards are closely examined to identify gaps or areas where students might need additional support.

ESSAC Process:
The ESSAC process involves a committee of educators, administrators, parents, and community members. This committee reviews data, curriculum standards, and instructional practices. They provide input and recommendations for resource allocation based on their insights and expertise.

Resource Allocation Proposal:
The ESSAC committee works to create a resource allocation proposal that outlines the distribution of funds for

reading, math, and science resources. This proposal is based on the identified needs and aligns with the B.E.S.T. standards. It includes provisions for interventions and extended learning opportunities for students who are struggling or need additional challenges.

Leadership Team Meetings:
The proposed resource allocation is discussed during leadership team meetings. These meetings typically involve school administrators, department heads, and key decision-makers. The goal is to gain input, feedback, and approval from these stakeholders to ensure the allocation aligns with the school's overall goals and priorities.

Review and Revision:
The resource allocation proposal may go through multiple rounds of review and revision based on the feedback received during leadership team meetings. It's essential to address any concerns and refine the proposal to best meet the needs of students and the school community.

Final Allocation and Implementation:
Once the resource allocation proposal is refined and approved, the final funding allocations are determined. These funds are then used to acquire materials, technology, professional development opportunities, and other resources that directly align with the needs of students in reading, math, and science.

Ongoing Monitoring and Assessment:
After resources are allocated and interventions are put into place, it's important to continually monitor and assess their effectiveness. This involves tracking student progress, evaluating the impact of interventions, and making adjustments as needed to ensure that students are making the desired academic gains.

By following this comprehensive process, schools can effectively allocate resources to meet the unique needs of their students in the areas of reading, math, and science while adhering to the B.E.S.T. standards and fostering student success.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022-2023 FAST PM 3 assessment, 13% of kindergarten students, 9% of first grade students, and 9% of second grade students were proficient on the STAR Early Literacy or Reading

assessment. Based on the data and contributing factors of, high ESOL population, we will implement explicit Academic Vocabulary strategies.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2022-2023 FAST PM 3 assessment, 30% of third grade students, 25% of fourth grade students, and 33% of fifth grade students scored proficient on the ELA assessment. Based on the data and contributing factors of high ESOL population, we will implement Contextual Processing strategies.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of Academic Vocabulary strategies, K-2 students will increase by 5% proficiency on the 2023-2024 PM 3 ELA F.A.S.T.

Grades 3-5 Measurable Outcomes

With the implementation of Contextual Processing strategies, 3-5 students will increase by 5% proficiency on the 2023-2024 PM 3 ELA F.A.S.T.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team, instructional support, and coaches will monitor the implementation of vocabulary strategies during instructional walkthroughs. Teachers and coaches will review students' end products during collaborative planning to ensure that students understand how to use the vocabulary product. By actively monitoring vocabulary strategies, we will see students using their vocabulary strategies in their journal and RWC. This will reflect on their ELA PMAs, with an increase in the vocabulary standards.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Lumpkin, Viviana, 235635@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

At Comstock Elementary there is a large ELL population, which contributed to 50 percent or more of our students across all grade levels to score below a Level 3 on the 2022-2023 FAST ELA assessment. Before ELL students can comprehend the language, they must be able to decode vocabulary. In order to increase the vocabulary of our students, vocabulary instruction has been identified as an area of growth which would make the most impact on our ELL population and general education students as well. Therefore, we will implement the evidence-based intervention of Academic Vocabulary in grades K-2 and Contextual Processing in grades 3-5.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Contextual Processing is a technique used to develop new word meanings as they are found in the context of a selected story. This technique shows the student how to use context to figure out what new vocabulary words mean.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
9/13- PD on Academic Vocabulary and Contextual Processing during collaborative planning to assist in implementing the strategies in the classroom to foster an increase of vocabulary for our students in grades K-5. This action step promotes literacy leadership by promoting vocabulary acquisition before, during and after reading.	Quintana, Alisson, quintana63@dadeschools.net
Ongoing (after PD)- Vocabulary journals will be provided to each student to support the cross-curricular vocabulary strategies and all teachers will use the journal to teach new vocabulary terms.	Lumpkin, Viviana, 235635@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

1. EESAC Meetings: The School Improvement Plan (SIP) in JIF one-pager will be disseminated to stakeholders, including students, families, school staff, and local businesses and organizations, during EESAC (Educational Excellence School Advisory Council) meetings. This document was created to show a snapshot of the SIP for an easy to read and comprehend visual for stakeholders.These meetings provide a platform for discussing and sharing important information about the school's improvement plans. The SIP will be presented by the school administration or a member of the leadership team, who can explain the goals, strategies, and initiatives outlined in the plan.

2. Faculty Meetings: Another effective method for disseminating the SIP is through faculty meetings. Staff members were also provided a SIP in a JIF document. School staff plays a crucial role in implementing the improvement plan, so it is essential to ensure they are well-informed about its contents. The SIP will be shared during regular faculty meetings, where teachers and other staff members can discuss the plan, ask questions, and provide feedback. This will help create a shared understanding and commitment to the goals and strategies outlined in the plan.

3. School Website: The school website is an easily accessible platform that can reach a wide range of stakeholders. The SIP will be uploaded as a downloadable document on the school's website, ensuring that students, families, staff, and local businesses and organizations can access it at their convenience. Additionally, a dedicated section or page on the website can be created to provide information about the SIP, including its objectives, strategies, and progress updates. This will allow stakeholders to stay informed about the school's improvement efforts.

4. Newsletters and Emails: Regular newsletters and emails can be sent to students, families, school staff, and local businesses and organizations, providing updates and information about the SIP. These communications can include summaries of the plan, progress updates, and upcoming events or

initiatives related to the improvement efforts. This will help keep stakeholders engaged and informed about the school's ongoing improvement efforts.

5. Parent-Teacher Conferences: Parent-teacher conferences provide an opportunity to directly engage with families and share information about the SIP. During these conferences, teachers will discuss the goals and strategies outlined in the plan, as well as the progress made by their students in their native language. This will help parents understand how they can support their child's learning and contribute to the overall improvement efforts of the school.

6. Community Events: Local businesses and organizations will be engaged by disseminating the SIP at community events. For example, during school fairs, open houses, or community meetings, the plan can be shared through presentations, handouts, or display boards. This will help create awareness and involvement from the broader community, fostering partnerships and support for the school's improvement initiatives.

The SIP at Comstock Elementary can be effectively disseminated to stakeholders, ensuring that students, families, school staff, and local businesses and organizations are well-informed and actively engaged in the school's improvement efforts.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Comstock Elementary, we recognize the importance of building positive relationships with parents, families, and other community stakeholders to fulfill our mission of providing a safe and intellectual learning environment for our students. We understand that strong partnerships with parents and the community are essential in supporting the needs of our students and keeping parents informed of their child's progress.

To build these positive relationships, we have developed a comprehensive plan that focuses on open communication, collaboration, and involvement.

Firstly, we prioritize open communication with parents and families. We ensure that all communication channels are easily accessible and user-friendly. Our school website serves as a hub for information, where parents can find updates, announcements, and resources related to their child's education. We also utilize email, newsletters, and social media platforms to regularly share important information, upcoming events, and student achievements. We also offer an Open House to give parents an opportunity to interact with their child's teacher and other Comstock personnel in very environment in which their child is learning and growing. In addition, we offer three scheduled Dolphin Academic Conferences at the end of the quarter for parents to discuss their child's academic progress. Monthly parent meetings are also offered to parents and families to share what their child is doing in school. This year we are also creating a Parent Resource room in which parents can access technological resources or speak to the Community Involvement Specialist. By keeping parents informed, we empower them to actively participate in their child's education and support their academic journey.

Secondly, we understand the importance of engaging with other community stakeholders. We actively seek partnerships with local businesses, organizations, and community leaders to provide additional resources and opportunities for our students. We invite guest speakers, organize career fairs, and facilitate mentorship programs to expose our students to real-world experiences and diverse perspectives. By involving the community in our educational endeavors, we enrich the learning environment and broaden the horizons of our students.

In conclusion, at Comstock Elementary, we are committed to building positive relationships with parents, families, and other community stakeholders to fulfill our mission of providing a safe and intellectual learning environment for our students. Through open communication, collaboration, and involvement, we strive to support the needs of our students and keep parents informed of their child's progress. By fostering strong partnerships, we create a supportive and inclusive educational community that empowers our students to thrive academically and personally.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Comstock Elementary prides itself in providing quality programs that meet the needs of all of our students. This year we plan on first strengthening the culture of the school so that the teachers are excited that Comstock Elementary is their home away from home. By focusing on team building activities and providing the teachers mindfulness resources, the leadership team hopes to improve the school culture amongst teachers that can directly affect the overall culture and pride in learning and working at Comstock Elementary School.

Based on our test scores, students scored low in ELA and Science. In order to strengthen these programs, we will focus on differentiating instruction in small group so that all student needs are being met. Differentiated instruction provides, as much as possible, individualized instruction based on the students' progress monitoring, topic assessment, mid-year assessment, and state assessment data. By analyzing various data points and triangulating the data, we plan to provide instruction that is targeted towards a student's deficiencies and builds on their strengths by providing accelerated instruction. In addition, we will provide vocabulary instruction focused on academic vocabulary in grades K-2 and contextual vocabulary instruction in grades 3-5. Evidence-based instructional strategies like word walls, interactive vocabulary journals, and teaching context clues will be utilized to strengthen the vocabulary of our large population of Level 1 and 2 ESOL students. In Science, we will be strengthening the capacity of our teachers to provide labs and hands-on learning experiences to reach a Gold S.T.E.M. designation. We are also creating an interactive Science Lab in which students in all grade levels will be exposed to the curriculum in a practical and fun way.

In addition, one of our concerns is how our subgroups performed on the state assessment. Two subgroups scored below the Federal Index of 41%- Students with Disabilities and Blacks. To address the needs of these students, we will ensure that our teachers are of who our SWD students are and accommodations that should be provided during classroom instruction based on their Individual Education Plan. By ensuring that all SWD students are receiving the appropriate accommodations based on their needs. We will also assign all SWD and Black students to a mentor that will monitor their academic progress, attendance, and behaviors throughout the year.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Comstock Elementary, we employ a whole student approach to education in which we focus not only on academic achievement but also mental wellness. Our school's school support specialist provides counseling to all students in grade K-5. In addition, supplemental mental health and community resources are provided through outside agencies.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We strive to prepare and expose our students, even in elementary school, to post-secondary opportunities through a focus on college readiness throughout the building. In broadening our students expose to possible future careers, Comstock hosts a Career Fair every year and invite individuals from different industries to show them a plethora of possibilities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Comstock Elementary, we promote positive behaviors through PBIS. Through the Positive Behavior Systems, we will reinstate our PBIS store as an incentive for model behaviors. As a preventative measure and to reward good behaviors, students will also be awarded points on Class Dojo. As an early intervening service, we will focus on student attendance. We will monitor attendance through the Attendance Review Committee and be implementing an Attendance Plan. The plan includes meeting with parents of students with a large number of absences and tardies to determine the contributing factors of their absenteeism and provide services and resources to assist them in getting their child to school everyday and on time. In worst case scenarios, we will initiate home visit and have parents sign attendance contracts.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We will kick off the year at our Opening of School Professional Development. As identified in our Areas of Focus, we will focus on Differentiated Instruction based on our ELA proficiency data in grade 3-5. We will also provide a Science professional develop for teachers in grade K-5 on the importance of targeting benchmarks and the effect of spiraling up. In addition, the PD will address the importance of aligning benchmarks with curriculum standards and learning progression. Teachers will be given practical tips for infusing spiraling up techniques into daily lesson plans to increase teacher knowledge of vertical alignment in Science. In addition, we will also provide Professional Development for teachers to incorporate interactive activities into Science Interactive Notebooks, such as foldables, pop-ups, flip books, and pocket pages. These engaging elements will add a hands-on aspect to learning and make the notebooks a reference for students to utilize during instruction. In addition, we will provide a PD to address identifying appropriate accommodations for our SWD subgroup.
Throughout the year, we will provide job-embedded PDs during common planning and monthly faculty meetings.

To recruit teachers, we will exhaust all avenues to attract high-quality teachers to Comstock Elementary. To retain teachers, we are focused, through our Positive Culture and Environment Area of Focus, on

team building to increase the morale at the school. We will support new teachers by building capacity through coaching.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

To assist preschool children to transition to early childhood education programs to local elementary school programs, by spending a day in a Kindergarten class. Pre-K and Kindergarten teachers will collaborate to prepare students for Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes