

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Comstock Elementary School (0881)

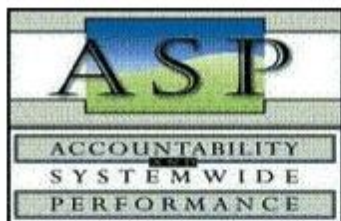
Feeder Pattern - Miami Jackson Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Deborah Wilson

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Comstock Elementary was constructed in 1925 on land originally owned by a family who started their Exotic Garden Florist business on the property. Eventually, part of the property was donated for a school with the adjacent lots developed for a public park. Initially, the school was for primary grades, Grades K-3, with enrollment over 1,000 students. In the 60's there were major renovations. In the late 90's, overcrowding was alleviated by the construction of two neighboring schools, Maya Angelou and Santa Clara. In 1995 a new Exceptional Student Education (ESE) Building was built. Currently, the school holds Pre-K through fifth grades with approximately 750 students. It became a Controlled School of Choice paired with Kelsey Pharr and Maya Angelou to create racial balance in all three schools. Comstock's strength is in math and technology. The history of the administrative staff includes: Nancy Mitchell, Merv Levine, Felicia Gil, Myra Silverstein, Brenda Edwards, Alejandro Pérez and the current Principal, Deborah Wilson.

Comstock Elementary School serves approximately 650 students in grades pre-kindergarten through five. The student population is 89% Hispanic, 10% African American, and 1% multi-ethnic. Ninety-seven percent of the students are receiving free or reduced price lunch. The mobility index is 58 for the school year 2006-2007. The average student attendance was 94.53% for the school year 2006-2007. Comstock Elementary School is a Title I School-wide Program utilizing allocated funds to improve academic gains and defray expenditures for differentiated programs to address the specific needs of students. Comstock Elementary School provides basic educational services in traditional classroom settings, which are enhanced through technology-based activities in grades pre-kindergarten through five.

School-wide emphasis is placed on academic achievement in all academic disciplines based on the Sunshine State Standards, the Grade Level Expectations, civic responsibility, and pre-social values of each student. Comstock Elementary School implements the K-12 Comprehensive Research-Based Reading Plan for instruction in language arts and reading, and the Comprehensive Plans for Mathematics and Science. Strategies have been designed for all students including students in Performance groups, Level 1 and Level 2, as well as students in the No Child Left Behind subgroups English Language Learners (ELL) and Special Education Students (SPED).

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 67% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by an increase of one percentage point of students scoring at or above the State Mastery Level on the 2008 FCAT Writing+ Administration. A score of 4.0 will display mastery in Writing.

Given instruction based on the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a minimum of 33% of students scoring at or above Achievement Level 3 on the 2008 FCAT Science Test.

Given the need to establish a link between the school, home, and community, and to improve student academic achievement, parental and community involvement we will provide additional opportunities for parents to participate in English Language Learners classes and parent workshops, thus increasing parental participation by two percent in at least one school event as evidenced by parental involvement rosters/logs during the 2007-2008 school year.

Given the need to establish an environment that is safe and conducive for learning, the number of outdoor suspensions during 2007-2008 school year will decrease as compared to the 2006-2007 school year.

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members utilizing technology will increase as evidence by a ten percent (10%) increase of teachers participating in technology professional development activities during the 2007-2008 school year monitored by sign-in rosters.

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2007-2008 FITNESSGRAM test program as compared to the 2006-2007 FITNESSGRAM.

Given the need to develop the area of art appreciation, scientific method, critical thinking, music appreciation and opportunities to participate in academic enrichment activities in grades two through five, student involvement will increase by five percent (5%) in the 2007-2008 school year students' sign-in log as compared to the percentage of students involved during the 2006-2007 school year students' sign-in log.

Comstock Elementary School will improve its ranking on the state ROI data publication by showing a 10% increase from the previous publication.

Comstock Elementary School, in conjunction with the Educational Excellence School Advisory Committee (EESAC), has identified the objectives in this document as school-wide priorities for the 2006-2007 school year. The EESAC analyzed the Organizational Performance Improvement Snapshot indicating that the three strongest areas were Measurement, Analysis, and Knowledge Management, Customer and Market Focus, and Leadership, each scoring 4.5 out of 5.0 possible points. During the same analysis of the Organizational Performance Improvement Snapshot by the EESAC showed that staff knowledge of the financial status, item 7c under Business Results, and the lack of staff input and ideas of the organization's future, item 2a under Strategic Planning were the weakest area.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## 0881 - COMSTOCK ELEMENTARY SCHOOL

### VISION

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

### MISSION

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

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

We pursue the highest standards in academic achievement and organizational performance.

## Integrity

We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

## Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

## Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

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## ***School Demographics***

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Comstock Elementary School is located at 2420 N.W. 18th Avenue, in the heart of the Allapattah community of Miami, Florida. The school population is approximately 650 pre-kindergarten through fifth grade students, with 88 percent Hispanic, 9 percent African American, 1 percent White, and 1 percent Multiracial/Others. Thirty-seven percent of the students in grades kindergarten through five are English Language Learners (ELL). This represents 244 students, of which 70 are at Level 1, 67 are at Level 2, 70 are at Level 3, and 101 are at Level 4. These students are receiving services in the English Language Learners (ELL) Program. Thirty-two students are served through our in-school Gifted Program. Comstock Elementary School also serves 116 pre-kindergarten through fifth grade students with disabilities. Our Student with Disabilities (SWD) Program provides 9 students with services from the Mentally Handicapped Program, 2 Emotionally Handicapped students, 60 students with Specific Learning Disabilities, 32 students from the Gifted Program, 7 students from Speech and Language Program, and 5 students from the Visually Impaired Program. Eighty-seven percent of the students qualify for free and reduced priced lunch. The student mobility rate is approximately 39 percent. The average daily student attendance for the 2006-2007 was 93.54 percent. Comstock Elementary School is a Title I School-wide Program utilizing allocated funds to reduce class size and defray expenditures for differentiated programs to address the specific needs of students. Comstock Elementary School provides basic educational services in traditional classroom settings which are enhanced through technology-based activities in pre-kindergarten through fifth grades. School-wide emphasis is placed on academic achievement in all academic disciplines based on the Sunshine State Standards, Grade Level Expectations, and the civic responsibility and pre-social values of each student. Comstock Elementary School implements the Comprehensive Reading Plan for instruction in Reading and Language Arts, Accelerated Reader for reading, and the Comprehensive Mathematics and Science Program. Strategies are designed to improve the academic achievement of all of our students including our Economically Disadvantage, English Language Learners and Students with Disabilities.

Comstock Elementary School employs a total of 90 full-time staff members and 2 part-time staff members. Of this group: 2 are administrators, 36 are classroom teachers, 11 are special area teachers, in which 2 are itinerant teachers, 9 are exceptional education teachers, in which 1 is a teacher of the gifted, 2 are Reading Leaders, 1 is a counselor, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 10 are paraprofessionals, 4 are clerical employees, 7 are cafeteria workers, 6 are custodial workers, and 3 are security guards. Comstock Elementary School has an average classroom teacher to student ratio of 1:18 in kindergarten through third grade and 1:22 in fourth-fifth grade. The student-teacher ratios are at state-level requirements as evidence by data reported on the District and School Profile Report. Comstock Elementary School is a Title I School-wide Program utilizing allocated funds to reduce class size and defray expenditures for differentiated programs to address the specific needs of students. Comstock Elementary School provides basic educational services in traditional classroom settings which are enhanced through technology-based activities in pre-kindergarten through fifth grades.



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## ***School Foundation***

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### **Leadership:**

The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflects that Leadership was our third strongest item with a score of 4.3. The strongest indicators in this item were (1a) I know my work location's mission (what it is trying to accomplish) with a score of 4.5. The weakest indicator was (1g) my work location asks me what I think with a score of 4.0. It is evident that the leadership team working collaboratively with the EESAC committee have been able to focus on what is needed to accomplish the tasks.

### **District Strategic Planning Alignment:**

The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflect that Strategic Planning was the overall least item ranked with an average score of 4.1. The strongest indicators in this item were (2b) I know the parts of my work location's plans that will affect me and my work and (2c) I know how to tell if we are making progress on my work group's part of the plan with scores of 4.2. The weakest indicator in this item was (2a) As it plans for the future, my work location asks for my ideas. The administration and the EESAC members follow the Sunshine State Standards, district and state guidelines, School Improvement Plan, and Academic Improvement Plan in order to accomplish the school's goals and objectives.

### **Stakeholder Engagement:**

The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflect that Customer and Market Focus was the second item ranked with an average score of 4.4. Indicators with the strongest evidence was (3a) I know who my most important customers are. The stakeholders at Comstock Elementary School are provided learning opportunities to address remediation and basic and academic needs. Our weakest indicator in this section were (3d) I ask my customers if they are satisfied or dissatisfied with my work and 3(e) I am allowed to make decisions to solve problems for my customers with a score of 4.2.

### **Faculty & Staff:**

The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflect that the item in the area of Human Resource Focus with a score of 4.1 was our second least ranked item. Under this item the strongest indicator was (5a) I can make changes that will improve my work with a score of 4.3, whereas the weakest indicator was (5d) I am recognized for my work with a score of 4.1. The administration and EESAC members have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through Professional Development, Professional Growth Teams, networking, and team building activities.

### **Data/Information/Knowledge Management:**

The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflect that our strongest item is in the area of Measurement, Analysis, Knowledge and Management with a score of 4.4. The strongest indicators in this item were 4a I know how to measure the quality of my work and 4b I know how to analyze (review) the quality of my work to see if changes are needed. It is evident that the administration and the EESAC have collaboratively defined the organization's values and established goals to improve students' achievement. The weakest indicator for this item was (4f) I get the information I need to know about how my work location is doing. The administration and EESAC members have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through Professional Development, Professional Growth Teams, networking, and team building activities.

### **Education Design:**

The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflect that Process Management average score was 4.2. The strongest indicators in this item were (6b) I collect information (data) about the quality of my work whereas the weakest indicator was (5d) I am recognized for my work. It is evident that the administration and the EESAC have collaboratively defined the organization's values and established goals to improve students' achievement. The administration and EESAC members have a team approach to the overall function of the school.

### **Performance Results:**



# School Improvement Plan

## 2007-2008



The 2006-2007 Spring results of the Organizational Performance Improvement Snapshot Survey reflect that the item Business Results had an average score of 4.2. The strongest indicator in this item was (7b) My work products meet all requirements for high quality and excellence. The weakest indicator in this item was (7c) I know how well my work location is doing financially. The focus to provide all staff members with information regarding all aspects of the organization's results are monitored through the implementation of the Florida Continuous Improvement Model.



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

The Professional Development Plan was developed by the Literacy Leadership Team to provide instructional assistance that will address the needs of all students. The Reading Coaches will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Professional development will be provided for teachers by the District, Regional Center IV Curriculum Support personnel and the school's reading coaches in the following areas:

- Continuous Improvement Model
- Creating Independence through Student-Owned Strategies (CRISS)
- FCAT Training:
  - Effective Use of the FCAT Item Specifications
  - Understanding Levels of Complexity
  - Effective Teaching / Best Practices in Science
  - Effective Teaching / Best Practices in Writing
  - Effective Teaching / Best Practices in Reading:
    - Components of Reading
    - Differentiated Instruction
    - Guided Reading
    - Vocabulary Instruction
    - Small Group Intervention
- Accelerated Reader

### **Disaggregated Data :**

The Leadership/Data Analysis team at Comstock Elementary along with the instructional staff will continue to work collaboratively and share best practices in data analyzes and data-driven instruction. Weekly grade level meetings will be conducted by chairpersons and reading coaches under the guidance of the administrators to insure differentiated instruction for students according to needs. Professional development activities will be developed for all instructional staff in order to provide a high level rigorous curriculum that addresses the level of complexity of each area

### **Informal and Formal Assessments:**

Informal and formal assessment will be conducted to measure the outcomes of strategies implemented. Formal assessments such as classroom assessments, school-wide assessment, District level interim assessments and DIBELS will be utilized to determine students' progress in the acquisition of benchmarks. The implementation of daily classroom walkthroughs, in-class demonstrations and debriefing based on classroom observations will provide teachers with necessary feedback. Individual professional development plans will be adjusted based on the assessment in order to insure students' achievement.



# School Improvement Plan 2007-2008



## **Alternative Instructional Delivery Methods :**

Comstock Elementary school is committed to provide instruction which addresses students' needs. To meet these needs, the school offers high level critical thinking skills program such as Teaching Enrichment Activities to Minority Students (TEAM) during school and Academic Excellence classes in Hands-On Science and Art before and after school. Acquisition of Chess skills is provided through the 21st Century Grant.

Tutorial services utilizing intensive small group instruction, supplemental materials, and computer based instruction and application are provided for low achieving students before, during and after school, as well as Saturday Academy in order to help them achieve instructional benchmarks.

All students are offered a culturally rich curriculum with emphasis to real life connection through the use of challenging materials depending on students' needs and academic levels. Opportunities for learning educational, social and emotional skills are made available with accommodations to insure success to every child.



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Reading Statement**

Students' performance on the FCAT will yield annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of reading.

### **Needs Assessment**



# School Improvement Plan 2007-2008



An analysis of the 2007 FCAT Reading subtest indicates that sixty percent (60%) of students in grades three through five have scored at or above the FCAT Achievement Level 3, an increase of one percentage point as compared to scores of the 2006 administration. Seventy percent (70%) of students in grades three through five have demonstrated acceptable levels of learning gains in reading, an increase of eleven percentage points as compared to scores of the 2006 administration. Sixty-four percent (64%) of students in grades three through five scoring in the lowest 25% by grade level have demonstrated acceptable levels of learning gains in reading as compared to the 50% required by the Florida Department of Education (FDOE), an increase of fourteen percentage points.

Further analysis of the 2007 FCAT scores showed that forty-seven percent (47%) of students in grade three have scored at or above FCAT Achievement Level 3, a decrease of thirteen percentage points as compared to scores of the 2006 administration. Fifty-three percent (53%) of students in grade three scored below the achievement level in reading. These students require greater assistance in the Words/Phrases and Main Idea/Purpose content clusters. Forty-five percent (45%) of students in grade four have scored at or above FCAT Achievement Level 3, a decrease of two percentage points as compared to scores of the 2006 administration. Fifty-five percent (55%) of the students in grade four scored below achievement level in reading. These students require greater assistance in the Words/Phrases and Comparison content clusters. Fifty-nine percent (59%) of students in grade five have scored at or above FCAT Achievement Level 3, an increase of twenty percentage points as compared to scores of the 2006 administration. Forty-one percent (41%) of the students in grade five scored below achievement level in reading. These students require greater assistance in Words/Phrases and Comparison content clusters.

Fifty-one percent (51%) of students in grades three through five have scored at or above the state mastery level in reading, an increase of one percentage point as compared to the 2006 administration. Fifty percent (50%) of the Economically Disadvantage Students in grades three through five have scored at or above the state required mastery level in reading, an increase of two percentage points as compared to the 2006 administration. This result however does not meet the 51% as mandated by the Florida Department of Education. Forty-two percent (42%) of the English Language Learners in grades three through five scored at or above the state required mastery level in reading, a decrease of one percentage point as compared to the 2006 administration. This result however does not meet the 51% as mandated by the Florida Department of Education. Twenty-six percent (26%) of Students with Disabilities in grades three through five have scored at or above the state required mastery level in reading, an increase of three percentage points as compared to the 2006 administration. This result however does not meet the 51% as mandated by the Florida Department of Education. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Levels 1 and Level 2, in the following groups: English Language Learners, Economically Disadvantaged and Students with Disabilities.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement and monitor the Comprehensive Research Reading Plan K-12 wherein students are given reading instruction for 90 minutes daily using the Houghton Mifflin Comprehensive Reading Research Program.	Principal, Assistant Principal, Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0
2. Disaggregate and analyze data from the 2007 FCAT Reading Subtest to identify strengths and opportunities for improvement, and develop and implement a weekly academic calendar to guide daily instruction.	Principal, Assistant Principal, Literacy Leadership Team.	8/20/2007	6/5/2008	Continuous Improvement Model	0
3. Administer DIBELS three times a year to all students in grades K-3 and FCAT Reading Level 1 and 2 students in grades 4-5 to monitor progress in order to target classroom instruction	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
4. Utilize data based on various assessments of students in kindergarten through third grades using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Interim Assessments, and Tri-weekly school assessments.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
5. Develop and implement curriculum maps in reading for grades K-5 students to ensure effective delivery of instruction.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
6. Plan vertically and horizontally with grades K-5 to monitor student performance data in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
7. Provide additional support in reading through tutoring for all English Language Learners (ELL) Level I-IV and Level V students that are still being monitored with the post program.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
8. Provide Students with Disabilities (SWD) in the inclusion model with additional assistance from Special Education teachers within the general classroom setting as well as after school tutoring.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Inclusion of SWD	7000
9. Provide Economically Disadvantaged Students in grades 3-5 with additional assistance utilizing support personnel.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	Continuous Improvement Model	7000
10. Utilize Voyager Passport Intervention Program during school for students in grades K-5 in order to support the Big 5 Reading components: phonics, phonemic awareness, fluency, vocabulary, and comprehension for 3rd grade retained students, Students with Disabilities (SWD), English Language Learners (ELL) and students in the lowest 25%.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	District-wide Literacy Plan	8000
11. Incorporate Accelerated Reader (AR) in grades 2-5 in order to encourage students to read and facilitate the transition from their independent reading level to grade level texts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	8/20/2007	6/05/2008	District-wide Literacy Plan	4000

### Research-Based Programs





# School Improvement Plan 2007-2008



CORE READING PROGRAM: Houghton Mifflin Reading Series RESEARCH-BASED SUPPLEMENTAL READING PROGRAMS: Fast For Word, Learning Today, Reading Plus, Voyager Passport Intervention Program, CRISS (Creating Independence Through Student Owned Strategies), and River Deep.

The instructional materials include strategies and accommodations that meet the needs of all students, including Economically Disadvantaged Students English Language Learners (ELL) and Students with Disabilities (SWD), as well as advanced and gifted students.

## a. Core Reading Program

Core Reading Program and Houghton Mifflin Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

## b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CRRP collection, along with other leveled texts will be used to instruct these groups. There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CRRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for 2nd through 4th graders that is specifically designed to improve students' fluency, and has strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes 3 reading of the same passage within an instructional period of approximately 15 minutes. Elements of Reading: Vocabulary - is an oral vocabulary instructional program designed for kindergarten through 3rd graders. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

## c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

Early Success – is an intervention program designed for 1st and 2nd graders who are below grade level. The daily lessons are patterned after a 3 step model: rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success – is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.

Earobics – provides students help in developing the foundational skills to become successful readers. The primary goals of this program are to give teachers effective strategies for teaching reading and to give students practice developing skills not found in the CCRP through the combined use of software, teacher directed activities, manipulative and books.

## d. Materials and programs, including educational software, to provide additional support in reading growth for all children.

Educational software must supplement and not supplant instruction by a highly qualified instructor.

In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text. Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

## Professional Development



# School Improvement Plan 2007-2008



Provide professional development to teachers in the areas of :

- Data Analysis/Linking Data to Instruction
- CRISS
- Project Bear/Project Owl/Project Draw/ Project Right Beginnings
- Curriculum Mapping
- Guided Reading
- Florida Continuous Improvement Model
- EduSoft
- Accelerated Reader

## Evaluation

Summative assessments will consist of the following:

- 2008 FCAT Reading
- 2008 Norm-Referenced Test (NRT)

Formative assessments will be administered in order to progress monitor students, and will include the following:

- District Interim Assessments
- Houghton Mifflin Assessments - Classroom
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Diagnostic Assessment of Reading (DAR)
- Tri-weekly Benchmark Assessments
- Mock FCAT Simulation Test - February 2008

## Mathematics Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Mathematics Statement

Students' performance on the FCAT will yield annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of mathematics.

### Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that sixty-five percent (65%) of students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of two percentage points as compared to scores of the 2006 administration. Fifty-five percent (55%) of students in grade three through five demonstrated acceptable levels of learning gains in mathematics, a decrease of sixteen percentage points as compared to scores of the 2006 administration. Fifty-nine percent (59%) of students in grade three have scored at or above FCAT Achievement Level 3, a decrease of six percentage points as compared to scores of the 2006 administration. Sixty-seven percent (67%) of students in grade four scored at or above FCAT Achievement Level 3, an increase of four percentage points as compared to scores of the 2006 administration. Forty-six percent (46%) of fifth grade students scored at or above FCAT Achievement Level 3, an increase of seven percentage points as compared to scores of the 2006 administration.

Fifty-five percent (55%) of the students in grades three through five have scored at or above the state required mastery level in mathematics, a decrease of sixteen percentage points as compared to scores of the 2006 administration. Based on the results of the 2007 FCAT Mathematics Test, grades three through five displayed strengths in the areas of Number Sense and Algebraic Thinking. Cluster Analysis indicated students in grades three through five having weakness in the areas of Data Analysis and Geometry.

### NCLB Subgroup Target



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 67% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Mathematics Test, as delineated in Adequate Yearly Progress disaggregated data.	Principal, Assistant Principal, Literacy Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	0
2. Involve teachers in data-decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal, Assistant Principal, Literacy Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
3. Provide small group tutoring during and/or after school for students in the lowest 30%, 3rd grade retained students, Student With Disabilities (SWD), Economically Disadvantaged and English Language Learners (ELL) to improve their mathematics skills and competencies.	Principal, Assistant Principal, Teachers, Hourly Teachers	08/20/07	06/05/08	Inclusion of SWD	7000
4. Provide Level 1 and 2 English Language Learners (ELL) instruction in their home language as required through CCHL/CCE.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
5. Administer tri-weekly assessments of addressed benchmarks using the schoolwide Instructional Focus Calendar and the suggested pacing guides provided by the District.	Principal, Assistant Principal, Literacy Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
6. Provide students with tutoring through a 21st Century Communities Learning Center in collaboration with Miami Jackson Adult and Community Education Center.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	12000

### Research-Based Programs

CORE MATHEMATICS PROGRAM: Scott Foresman

RESEARCH-BASED SUPPLEMENTAL MATERIALS: River Deep, Learning Today

### Professional Development

Professional Development and resources in mathematics will be provided for teachers by the District and Region IV Curriculum Support personnel. This will include mentoring, coaching, in-class demonstrations and Edusoft training.

- Effective Use of Manipulatives
- Effective Use of the FCAT Mathematics Test Item Specifications
- Edusoft Training
- On Target Mathematics
- Effective One Hour Mathematics Block
- Math Centers

### Evaluation



# School Improvement Plan 2007-2008



Summative assessment will consist of the following:

- 2008 FCAT Mathematics

Formative assessments will be administered in order to progress monitor students, and will include the following:

- Harcourt Brace Assessments
- District Interim Assessments
- Tri-weekly Benchmark Assessments
- Mock FCAT Simulation Test - February 2008

## Writing Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Writing Statement**

Students' performance on the FCAT+ Writing Test will yield annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of writing skills.

### **Needs Assessment**

Scores of the 2007 FCAT Writing Test indicate that seventy-five percent (75%) of students in grade four have met high standards in Writing. Scores of the 2007 FCAT Narrative Writing Test indicate that fifty-two percent (52%) of students in grade four have scored 3.5 or higher, a decrease of seven percentage points as compared to scores of the 2006 administration. Scores of the 2007 FCAT Expository Writing Test indicate that seventy-three percent (73%) of students in grade four have scored 3.5 or higher, a decrease of five percentage points as compared to scores of the 2006 administration.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by an increase of one percentage point of students scoring at or above the State Mastery Level on the 2008 FCAT Writing+ Administration. A score of 4.0 will display mastery in Writing.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement daily intervention sessions for all students in intensive writing instruction with emphasis on the 6-point rubric.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	0
2. Monitor school-developed instructional focus calendar for all subgroups, provide intensive and differentiated instruction.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
3. Form focused writing groups based on writing pretest scores in Narrative and Expository writing utilizing district-created assessments.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	0
4. Utilize modes of writing strategies across the curriculum to enhance student grammar and usage skills in grades K-5.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	0
5. Administer a Narrative and Expository Pre- and Post-writing assessment to students in grades K-5 to monitor progress in writing to provide tutorial and/or enrichment and continuous monitoring during and after school.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	7000
6. K-3rd grade teachers will teach the writing process, the rubric, the modes of writing in order to build capacity for the students, so they can lay a foundation of writing to prepare students for the 4th Grade.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	0

### Research-Based Programs

CORE WRITING PROGRAM: Harcourt Brace

RESEARCH BASED SUPPLEMENTAL PROGRAM: Write Time for Kids

### Professional Development

Professional Development and resources in writing will be provided for teachers by the District and Region IV Curriculum Support personnel. This will include mentoring, coaching, in-class demonstrations and Edusoft training.

- Holistic Scoring for K-5 teachers
- Houghton Mifflin Reading/Writing Workshop
- In-house technology workshop to instruct staff members how to access

### Evaluation

- 2008 FCAT Writing Test
- Monthly writing samples in kindergarten through fifth grade
- Student Writing Samples
- PACES Observations

### Science Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Science Statement**

Students' performance on the FCAT will yield annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of science skills.

**Needs Assessment**

Scores on the 2007 FCAT Science Test indicates that eight percent (8%) of the students in grade five scored at or above FCAT Achievement Level 3. Across the content area students in fifth grade scored at a forty percentile. This data indicates a need for all students to receive a more rigorous instruction, application and an increase in hands-on activities.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a minimum of 33% of students scoring at or above Achievement Level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Align the Science and Mathematics pacing guides, using the Continuous Improvement Model, in order to provide opportunities for the integration of the two subjects so that students can experience the relation between Mathematics and Science.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
2. Conduct a school-wide Science Fair.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	400
3. Provide students in grades three through five with performance-based activities incorporating the use of manipulative, problem solving, critical thinking, communication, and technology.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
4. Implement science long-range plans to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
5. Students K-5, will receive, "Hands On, Minds On" science instruction in homeroom based on the Districts Pacing Guide (which is anchored in the Sunshine State Standards).	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

### Research-Based Programs

CORE SCIENCE PROGRAM: McGraw Hill RESEARCH

BASED SUPPLEMENTAL PROGRAM: FOSS kits, Eisenhower

### Professional Development

The following Professional Development will be provided:

- Integration of Reading and Mathematics in Science
- Effective Use of the Science Item Specifications, understanding benchmark and assessments
- Data Analysis and decision making
- Inquiry Based Learning
- Utilization of FOSS Kits

### Evaluation

Summative assessment will consist of the following:

- 2008 FCAT Science

Formative assessments will be administered in order to progress monitor students, and will include the following:

- District Interim Assessments
- Tri-weekly Benchmark Assessments
- Mock FCAT Simulation Test - February 2008

## Parental Involvement Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Parental Involvement Statement

Comstock Elementary will increase parental involvement

### Needs Assessment

The 2006-2007 Parental Involvement Rosters/Logs indicated that a least forty-seven percent (47%) of the parents participated in at least one school sponsored event or workshop to assist their children to improve academically and socially at home and school.

### Measurable Objective

Given the need to establish a link between the school, home, and community, and to improve student academic achievement, parental and community involvement we will provide additional opportunities for parents to participate in English Language Learners classes and parent workshops, thus increasing parental participation by two percent in at least one school event as evidenced by parental involvement rosters/logs during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide workshops and activities to empower parents with the skills needed to assist students with home learning activities.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	400
2. Implement the Reading is Fundamental (RIF) literacy program to promote independent reading for second grade students and their parents.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist, Media Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0
3. Encourage involvement and engage parents in students' progress using the Progress Monitoring Plan.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	0
4. Send all written notifications, including meetings and parent workshops to parents in their home language.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
5. Encourage immediate contact between parents and teachers as concerns arise.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0
6. Assign extended learning activities regularly that require students to discuss and interact with their parents about academic progress.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0
7. Provide hands-on workshops for parents related to the teaching of reading, writing, mathematics, science and technology to assist them in helping their children in achieving academic success.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
8. Provide parents with an introductory training of the Science Process Skills and inform them of the new fifth grade FCAT Test.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
9. Encourage parents' participation in decision-making groups such as the Parent-Teacher Association (PTA) and School Advisory Council (SAC) as evidenced by sign-in and participation logs. Conduct a Title 1 Orientation meeting and resource fair.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
10. Conduct home visitations for targeted students by the Community Involvement Specialist.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
11. Provide parents with the date and time of Parent/Teacher Conference Days as established by the District.	Principal, Assistant Principal, Literacy Leadership Team, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0



# School Improvement Plan 2007-2008



## **Research-Based Programs**

National Standards for Parent and Family Involvement Programs by the National PTSA

## **Professional Development**

- Annual Title 1 meeting
- Developing an Academic Improvement Plan
- Parents Working with EESAC

## **Evaluation**

- Parent Academy Workshop Attendance Rosters
- Community Involvement Specialist's Records
- Parents/Teachers Conference Logs
- District Advisory Council Attendance Rosters
- Regional Centers Parent Advisory Councils Visitation Log

## Discipline & Safety Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Discipline & Safety Statement**

Comstock Elementary School will decrease the number of outdoor suspensions by one-fourth (1/4) percentage point.

### **Needs Assessment**

Results of the 2006-2007 School Profile Report indicated that less than one percent of students served outdoor suspensions. An effort will be placed on continuing to promote and maintain a safe learning environment.



### Measurable Objective

Given the need to establish an environment that is safe and conducive for learning, the number of outdoor suspensions during 2007-2008 school year will decrease as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Review, implement, and adhere to the Miami-Dade County Public Schools' Student Code of Conduct.	Principal, Assistant Principal and Classroom Teachers	08/20/07	06/05/08	Truancy Prevention	0
2. Implement classroom discipline plans that focus on positive feedback and reinforcement.	Principal, Assistant Principal and Classroom Teachers	08/20/07	06/05/08	Truancy Prevention	0
3. Offer peer mentoring programs, utilizing Future Educators of America (FEA) and school safety patrols.	Principal, Assistant Principal and Classroom Teachers	08/20/07	06/05/08	Truancy Prevention	0
4. Conduct individual preventive counseling sessions focused on non-violence and problem solving techniques.	Principal, Assistant Principal, Counselors, and Classroom Teachers	08/20/07	06/05/08	Truancy Prevention	0

### Research-Based Programs

Not applicable

### Professional Development

Classroom Management Techniques/Time Management

### Evaluation

The objective will be evaluated by the number of students that serve outdoor suspensions utilizing the 2007-2008 School Profile Report and the school Suspension Report.

## Technology Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Technology Statement**

The goal is to increase the utilization of technology to increase student achievement.

### **Needs Assessment**

The need to increase communication between staff members and stakeholders is crucial. The school's mission statement vows to increase and improve communication between the home and the school through a variety of sources, stressing computer-assisted communication.

### Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members utilizing technology will increase as evidence by a ten percent (10%) increase of teachers participating in technology professional development activities during the 2007-2008 school year monitored by sign-in rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide training for teachers on development of technology infused lessons.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
2. Provide training for teachers on Accelerated Reader, Reading Plus, Learning Today, Riverdeep, and technology based data retrieval programs.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
3. Provide continuous parent/community instruction with the use of the Internet in order to access the Parent Portal	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Core Program:  
 Reading Plus  
 Learning Today  
 Accelerated Reader  
 Riverdeep

### Professional Development

Provide professional development to teachers in the areas of :  
 Utilizing technology to enhance instruction  
 Accelerated Reader  
 Reading Plus  
 Riverdeep

### Evaluation

This objective will be evaluated by an increase in the percent of teachers who utilize technology as a method of communication between the school and community stakeholders as compared to the 2006-2007 school year. The goal is to lead to more engaging technology enhanced lessons for students resulting in improved student achievement. Lessons and communication methods will be monitored and visible in teacher logs.

## Health & Physical Fitness Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

Comstock Elementary School will improve participation of all students in the areas of Health and Physical Fitness.

### ***Needs Assessment***

Results from the physical fitness 2006-2007 FITNESSGRAM, a health related fitness test, indicates that twenty-one percent of the students need to increase performance on the Miami Dade County FITNESSGRAM test program.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2007-2008 FITNESSGRAM test program as compared to the 2006-2007 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Engage students in physical fitness activities 2-1/2 hours a week as evidenced by weekly instructional lesson plans and schedules.	Principal, Assistant Principal, Physical Education Teachers, Classroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
2. Select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
3. Implement Pre/Post Tests that will measure student and physical progress as evidenced by Post Test results.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
4. Extend learning and community activities by involving different members of the community in lessons and presentations.	Principal, Assistant Principal, Physical Education Teacher, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Core Program - National Standards for Physical Education K-12

### Professional Development

Teachers will participate and develop skills in Constructive Learning Concepts/CBC and Current issues and strategies in Physical Education.

### Evaluation

FITNESSGRAM, Health-related fitness test.

## Electives & Special Areas Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Electives & Special Areas Statement**

Comstock Elementary School will increase participation in the area of art appreciation, music appreciation, hands-on science and critical thinking.

### **Needs Assessment**

The 2006-2007 Art Gallery, Reading Night, Cultural Performance, Science Fair, Chess Tournaments and the Miami Dade County Fair and Exhibition entries and log indicated that twenty-one percent (21%) of the students in grades two through five participated in an elective or academic enrichment related programs.

### Measurable Objective

Given the need to develop the area of art appreciation, scientific method, critical thinking, music appreciation and opportunities to participate in academic enrichment activities in grades two through five, student involvement will increase by five percent (5%) in the 2007-2008 school year students' sign-in log as compared to the percentage of students involved during the 2006-2007 school year students' sign-in log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide students with the opportunity to display art works and projects throughout different Dade Partners' locations.	Principal, Assistant Principal, Art teacher, and Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
2. Develop creative thinking skills by incorporating the science strands while developing science projects derived from hands-on activities.	Principal, Assistant Principal, Science Teachers, and Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
3. Conduct and attend, on and off school site, related activities that enhance appreciation and self-esteem as evidence by participation in enrichment activity programs.	Principal, Assistant Principal, Science Teachers, Art Teacher, Chess Sponsor and Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
4. Incorporate cooperative learning, critical thinking skills, art appreciation, music appreciation and scientific skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal, Assistant Principal, Science Teachers, Art Teacher, Chess Sponsor and Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Not applicable

### Professional Development

Provide professional development to teachers in the areas of :

- Hands-On Science
- Music Appreciation

### Evaluation

This objective will be evaluated by participation logs and teachers lesson plans.

## Return On Investment Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Return On Investment Statement**

Comstock Elementary School will improve the percentile on the Return on Investment (ROI) index by a 10% of value and cost effectiveness of its program.

### **Needs Assessment**

The most recent data supplied from the Florida Department of Education (FDOE) indicated that in 2004-2005, Comstock Elementary School ranked on the 5th percentile on the State of Florida Return On Investment (ROI) index.



### Measurable Objective

Comstock Elementary School will improve its ranking on the state ROI data publication by showing a 10% increase from the previous publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	PrincipalAssistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	PrincipalAssistant PrincipalCommunity Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	PrincipalAssistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Committee	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication Comstock Elementary School will show a ten percent (10%) progress toward reaching the goal.

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

**Budget:**

The EESAC reviewed the budget for the 2006-2007 school year and has made adjustments and recommendations based on the expenditures and needs of the school.

**Training:**

The EESAC conducted a needs assessment using test data and teacher recommendations to develop a staff development schedule.

**Instructional Materials:**

The EESAC met with stakeholders to select instructional and supplemental materials.

**Technology:**

The EESAC met and reviewed purchased hardware and software at the school site and discussed the upgrading process in order to facilitate students' educational successes.

**Staffing:**

The EESAC made recommendations to continue to use paraprofessionals and hourly personnel to increase classroom support.

**Student Support Services:**

The EESAC has discussed strategies to provide students with support services in the development of the School Improvement Plan. The strategies include individual and group counseling, peer mentoring, and the cooperative consultation process.

**Other Matters of Resource Allocation:**

The EESAC provides incentive programs that reward students' attendance and academic performance.

**Benchmarking:**

The EESAC has established means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain or increase students' achievement.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC has developed an incentive program that provides and maintains a safe learning environment as outlined in the Miami-Dade County Public Schools Code of Student Conduct.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	26000
Mathematics	19000
Writing	7000
Science	400
Parental Involvement	400
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>52800</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*