
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0881 - Comstock Elementary School

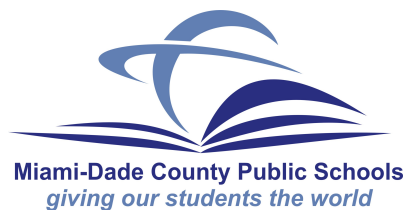
FeederPattern: Miami Jackson Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Alejandro Perez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Comstock Elementary School

Comstock Elementary School serves approximately 730 students in grades pre-kindergarten through fifth grade. The student population is 86% Hispanic, 13% African American, and 1% other. Ninety-seven percent of the students are receiving free or reduced price lunch. The mobility index is 46%. The average student attendance was 94.46% for the school year 2004-2005. 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 grades pre-kindergarten through fifth.

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, Accelerated Reader for reading, and the Comprehensive Mathematics and Bridges to Science: Bridges to Career Program. All strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education Students (ESE).

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a three percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, students performing in the Lowest 25th percentile will increase three percentage points in annual learning gains to meet the State Mastery level of 50 percent of students making adequate progress in reading on the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, African American students in grades three through five will increase their reading skills as evidenced by an eleven percentage point increase to attain the forty-four percentage points required by the No Child Left Behind (NCLB) scoring FCAT Achievement Level 3 or higher of the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will increase their reading skills as evidenced by an eight percentage point increase to attain the forty-four percentage points required by the No Child Left Behind (NCLB) scoring FCAT Achievement Level 3 or higher of the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, Students with Disabilities students in grades three through five will increase their reading skills as evidenced by a twenty-eight percentage point increase to

attain the forty-four percentage points required by the No Child Left Behind (NCLB) scoring FCAT Achievement Level 3 or higher of the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a three percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Administration.

Given instruction using the Sunshine State Standards, the African American subgroup in grades three through five will increase their mathematical skills as evidenced by a seventeen percentage point increase to attain the 50 percentage points required by NCLB scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Administration.

Given instruction using the Sunshine State Standards, the Students with Disabilities subgroup in grades 3 through 5 will increase their mathematical skills as evidenced by a seventeen percentage point increase to attain the 50 percentage points required by NCLB scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Administration.

Given instruction using the Sunshine State Standards, students in grade four will increase 1 percent in their writing skills as evidenced by an increase of one percentage point of students scoring at or above the State Mastery Level on the 2006 FCAT Writing Administration.

Given instruction using the Sunshine State standards all students in grade five will demonstrate improvement in science by meeting or exceeding the District mean scale score on the 2006 FCAT Science Administration.

Given the need to establish a link between school, home, and community, in an effort to improve student academic achievement, parental and community involvement will continue to be an integral part of the school's performance. Comstock Elementary School will provide additional opportunities for parents to participate in ESOL classes and parent workshops, thus increase parental participation in at least one school event as evidenced by an increase of two percent during the 2005-2006 school year.

Given the need to establish an environment that is safe and conducive for learning, the number of suspensions will decrease by one percent compared to the 2004-2005 school year.

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members utilizing technology will increase by ten percent.

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 2006 FITNESSGRAM test program.

Given the need to develop the area of art appreciation and opportunities to participate in art related activities in grades three through five will increase by 5% during the 2005-2006 school year.

Comstock Elementary School will improve on the State of Florida ROI index publication from the 31st percentile in 2003-2004 to the 33rd percentile on the next publication of the index.

The 2005-2006 Comstock Elementary School, in conjunction with the Educational Excellence School Advisory Committee (ESSAC), has identified the objectives in this document as school-wide priorities for the 2005-2006 school year. ESSAC analyzed the Organizational Performance Improvement Snapshot indicating that the two strongest areas were Management and Strategic Planning, scoring 4.3 and 4.2 respectively out 5.0 possible points.

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.

Comstock Elementary School

VISION

The vision at Comstock Elementary is to see all students achieving their highest potential, which will catapult the school from the present rank to a higher rank. The vision is to create a safe, nurturing, challenging, and stimulating learning environment 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. All social, physical, educational, and emotional needs of all students will be addressed adequately and appropriately. 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 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

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.

School Demographics

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 730 pre-kindergarten through fifth grade students, with 86 percent Hispanic, 13 percent African American, and 1 percent other. Forty-six percent of the students in Kindergarten through fifth grade are Limited English Proficient (LEP). This represents 337 students, in which 63 are at Level 1, 76 are at Level 2, 91 are at Level 3, and 107 are at Level 4. These students are receiving services in the English Speakers of Other Languages (ESOL) Program. Twenty-eight students are served through our in-school Gifted Program. Comstock Elementary School also serves 89 pre-kindergarten through fifth grade students with disabilities. Our Exceptional Student Education (ESE) Program provides 12 students with services from the Educable Mentally Handicapped Program, 1 Emotionally Handicapped student, 58 students with Specific Learning Disabilities, 4 Other Health Impaired students, 61 students from Speech and Language Program, and 1 student from the Visually Impaired Program. Of this population, 21 students participate in the Inclusion Program and 17 participate in the Co-teaching Model, while 4 participate in the Consultation Model. Ninety-seven percent of the students qualify for free and reduced lunch. The student mobility rate is approximately 46 percent. The average daily student attendance for the 2004-2005 school year was 94.46 percent. Comstock Elementary School employs a total of 93 full-time staff members and 24 part-time staff members. Of this group: 2 are administrators, 39 are classroom teachers, 21 are special area teachers, 8 are special education teachers, 1 is a Reading Coach, 1 is a teacher of the gifted, 1 is a counselor, 2 are itinerant teachers, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 18 are paraprofessionals, 4 are clerical employees, 12 are cafeteria workers, 7 are custodial workers, and 3 are security personnel. Comstock Elementary School has an average classroom teacher to student ratio of 1:20 in grades kindergarten through fifth. The student-teacher ratios are at state-level requirements as evidence by data reported on the District and School Profile Report.

School Foundation

Leadership:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was our supervisors' use of organizational values to guide our school, item 1b, whereas our weakest in that section is the staff's opinion of the organization, item 1g. Based on the results of the September 2005 survey, it is evident that the administration and the ESSAC has collaboratively defined the organization's values and established goals to improve student achievement. The administration and elected ESSAC member use consensus management to improve the learning opportunities for all students.

District Strategic Planning Alignment:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was analyzing progress, item 2c, whereas the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the ESSAC 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 September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus Knowledge and identification of the stakeholders, item 3a, whereas our weakest in that section was the staff's input in the decision making process and customer feedback, item 3d and item 3e. The stakeholders at Comstock Elementary School are provided learning opportunities to address remediation, basic, and academic needs.

Faculty & Staff:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Faculty and Staff/Human Resource Focus were administration's encouragement of career advancement, item 5c, safe workplace, item 5e and administration/organization concern for staff, item 5f, whereas our weakest in that section was individual recognition of work performed by staff members, item 5d. The administration and ESSAC 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 September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management was the collection of information regarding the quality of work, item 4a, whereas our weakest in that section was the organization's overall measures of improvement, item 4d. The organization has monitored staff performance through PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members are encouraged and provided opportunities to participate in a variety of workshops and in-services, which enhances school efficiency.

Education Design:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Educational Design was processes utilized to complete work assignments, item 6c, whereas our weakest in that section was the collection of information (data) regarding the quality of work, item 6b. The organization has implemented the 8-step Continuous Improvement Model to monitor and improve the performance of the overall academic program.

Performance Results:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was the staff member's ability to meet all requirements with high degree of excellence, item 7b, whereas our weakest in that section was knowing the organization's finances, item 7c. The organization has implemented the 8-Step Continuous Improvement Model to monitor and improve student achievement, attendance, suspensions, and drop-out rate.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

ROSELLA SIMONI Employee #241234/Certification: Preschool Education/Teaching Assignment: Pre-Kindergarten. CAROLYN MOND Employee #076927/Certification: Early Childhood Education and Elementary Education/Teaching Assignment: Pre-Kindergarten. LEONOR MARTIN Employee #254414/ Certification: Early Childhood Education and Elementary Education with an ESOL endorsement/Teaching Assignment: Pre-Kindergarten. CATHY HAMILTON-GREEN Employee #152311/Certification: Elementary/Primary Education, Pre-school ESE with ESOL endorsement/Teaching Assignment: Kindergarten. ELLE MANGANO-MALARA Employee #276149/Certification: Elementary/Primary Education with ESOL endorsement/Teaching Assignment: Kindergarten. NATASHA CASOLA Employee #260455/ Certification: Preschool Education and Primary Education K-3 with an ESOL endorsement/Teaching Assignment: Kindergarten. SYLVIA JAMBU Employee #210642/ Certification: Elementary Education with an ESOL endorsement and Primary Education K-3 /Teaching Assignment: Second Grade. NORMA RIBEIROS Employee #227745/ Certification: Elementary Education k-6 with an ESOL endorsement/Teaching Assignment: Kindergarten. VIANELA SANCHEZ Employee #150591/Certification: Early Childhood Education, Primary Education and Elementary Education with an ESOL endorsement/ Teaching Assignment: Spanish S. MERAL CARTER Employee #118624/ Certification: Elementary Education, Reading in Elementary and Secondary Education/ Teaching Assignment: First Grade. PEGGY PRIETO Employee #217677/Certification: Elementary Education with ESOL endorsement/Teaching Assignment: Second Grade. MIRTHA IGLESIAS Employee #271868/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Second Grade. MARTA MARTINO Employee #229253/Certification: Elementary Education with ESOL endorsement/Teaching Assignment: First Grade. ROSA PEREZ Employee #250421/ Certification: Elementary Education with ESOL Certification and Spanish/Teaching Assignment: First Grade. CAROL HAMILTON Employee #237144/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: First Grade. LISETTE IZQUIERDO Employee #220193/Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: First Grade. SANDRA ANDREWS Employee # 114545/Certification: Elementary Education and Journalism with ESOL endorsement/Teaching Assignment: ESOL Pullout Kindergarten through Second Grade. TOBY WRIGHT Employee #140843/ Certification: Elementary Education, Learning Disabilities in Elementary and Secondary Education/Teaching Assignment: Second Grade. MAYRA REYES Employee # 228362/ Certification: Elementary Education/Teaching Assignment: Third Grade. ANDREA PORTELLA Employee #229719/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Second Grade. GRICEL VELAZQUEZ Employee #107979/ Certification: Elementary Education and Primary Education K-3 /Teaching Assignment: Third Grade. Tania Arias Employee #250118 Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Third Grade. ESTHER DARIAS Employee #173178/ Certification: Elementary Education and Primary Education K-3 /Teaching Assignment: Third Grade. LOURDES HEREDIA Employee # 212458/Certification: Elementary Education with an ESOL Certification/Teaching Assignment: Third Grade. ILIANA BRACERAS Employee #197247/ Certification: Elementary Education with ESOL endorsement/Teaching Assignment: Third Grade. KAREN GABBIDON Employee #240829/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Reading Coach. ROSSIE CHAVES Employee #254797/ Certification: Elementary Education/Teaching Assignment: Fifth Grade. KEVIN SMITH Employee # 253636/ Certification: Elementary Education/Teaching Assignment: Mathematics Coach. ALMA DENNIS Employee #272232/Certification Elementary Education with ESOL endorsement/Teaching Assignment: Fourth Grade. KAREN VARAS Employee #240639/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: Fourth Grade. INELDA MUNIZ Employee # 240329/ Certification: Elementary Education with ESOL endorsement/Teaching Assignment: Fourth Grade. DEBORAH BASS Employee # 109076/ Certification: Elementary Education /Teaching Assignment: Fourth Grade. MADELINE SERRANO Employee #253253/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: Fifth Grade. KAREN CLEARE Employee # 180306/ Certification: Elementary Education/Teaching Assignment: Fifth Grade. HORACIO CORDERO

Employee #163010/ Certification: Elementary Education and History 6-12 with an ESOL/Teaching Assignment: Second Grade. YOLANDA WILLIAMS Employee #108081/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Fifth Grade. MARIA GANCEDO Employee # 144367/ Certification: Elementary Education with an ESOL endorsement, Primary Education K-3 and Spanish K-12 /Teaching Assignment: Spanish. MARIA HERNANDEZ Employee #207250/ Certification: Elementary Education and Spanish K-12 /Teaching Assignment: Spanish. OLGA RIOS Employee #244817/ Certification: Spanish K-12 /Teaching Assignment: Spanish. BIBIANA CARABALLO Employee #229161/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: First Grade. ANA PEREZ Employee #252662/ Certification: MG English 5-9, ESOL Elementary – Secondary, English 6-12/Teaching Assignment: ESOL. JERRY McNEIL Employee #186499/ Certification: Art Education K-12 /Teaching Assignment: Art. GABRIEL IGGNETTI Employee # 244405/ Certification: Music Education K-12/Teaching Assignment: Music. JOHNNY WILLIAMS Employee #118711/ Certification: Physical Education K-8 /Teaching Assignment: Physical Education. MANUEL IRIARTE Employee #261345/ Certification: Physical Education K-8 /Teaching Assignment: Physical Education. ELAINE MELENDEZ Employee #178393/ Certification: Elementary Education Elementary Education/Teaching Assignment: Fifth Grade. EDUARDO FERNANDEZ Employee #243419/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: Fourth Grade. PATRICIA JIMENEZ Employee #211576 /Certification: Elementary Education with an ESOL endorsement/ Teaching Assignment: Fifth Grade. WILLIAM SKEHAN Employee #063192/ Certification: Administration and Supervision, Elementary and Secondary Education, Primary Education K-3,Media Specialist and Sociology with ESOL endorsement/Teaching Assignment: Media Specialist. SUSAN ANTHONY Employee #258219/Certification: Gifted Education and Elementary Education/ Teaching Assignment: Gifted Exceptional. SELMA GOMEZ Employee # 103133/ Certification: Elementary Education, Emotionally Mentally Handicapped, Specific Learning Disabilities/Teaching Assignment: Exceptional Student Education. LISA WHITE Employee #244317/ Certification: Varying Exceptionalities, Elementary and Secondary Education/Teaching Assignment: Exceptional Student Education. LAWANDA REDDICK Employee #202233/Certification: Elementary Education/ Teaching Assignment: Exceptional Student Education. MARGARITA ISERN Employee #171846/ Certification: Elementary and Secondary Education with an ESOL endorsement and Specific Learning Disabilities/Teaching Assignment: Exceptional Student Education. KATHLEEN ZALDIVAR Employee #236779/Certification:Mentally Handicapped/Teaching Assignment: Exceptional Student Education. YUSY GONZALEZ Employee #267336/ Certification: Primary Education K-3 /Teaching Assignment: Kindergarten. MAYRA COBLENTZ Employee #246430/ Certification: Early Childhood Education/Teaching Assignment: ESE Pre-School. JANIE GARCIA Employee #265283/Certification: Elementary Education/ Teaching Assignment: Third Grade. ALEXANDER DJURIC Employee # 269939 Certification: Elementary Education/Teaching Assignment: Music. SHARON WILLIAMS Employee #188518/ Certification: Elementary Education/Teaching Assignment: Fourth Grade.

• Highly Qualified, Certified Administrators:

ALEJANDRO PEREZ, PRINCIPAL

Mr. Perez has been employed with Miami-Dade Public Schools since 1992 and has served as a teacher and assistant principal. In August 2002, Mr. Perez was appointed principal at Comstock Elementary School. Mr. Perez received a Bachelor of Science Degree in Education at the University of Central Florida. In an effort to further his education, Mr. Perez attended Florida International University and earned a Master of Science Degree in Educational Leadership. In December 1996, Mr. Perez was assigned to Coral Way Bilingual Elementary School as an Assistant Principal. His responsibilities included overseeing the Bilingual Education Program, Exceptional Student Education Program, preparation of the master schedule and day to day school operations as an Assistant Principal. During Mr. Perez's tenure at Coral Way Bilingual Elementary School he increased the Gifted and ESE enrollment by streamlining the referral process. He as served as a member of the CHISPA Board which as in collaboration between Miami-Dade College and Miami-Dade County Public Schools to prepare bilingual education teachers. As a member of the Project Excellence Team, he visited other schools and provided feedback on school improvement. Mr. Perez has also served as the Chairperson of the Assistant Principals' Liaison Committee. As principal at Comstock Elementary School, Mr. Perez is dedicated to setting high expectations, which has allowed him to transform the school and community. During his first

year, Comstock Elementary School increased the school grade from a double "F" grade in 2002 to a grade of "C" in 2003 and maintained the grade of "C" in 2004 and 2005. Mr. Perez was one of two principals recognized by Governor Bush for outstanding leadership and school improvement. He was nominated as the School-based ESE Administrator of the year in 2003. He resides on the board for the Allapattah YMCA which encourages community involvement and school support. Mr. Perez has increased student attendance for three consecutive years by implementing various incentive programs to encourage school wide attendance. Some examples include: Attendance Lotto Winner, Birthday Book Giveaway, Perfect Attendance Pizza and Uniform Winner. He is currently the Lead Principal for the Miami Jackson Senior High School Feeder Pattern.

PRUDENCE INGRAHAM, ASSISTANT PRINCIPAL

Prudence Ingraham has been employed with Miami-Dade County Public Schools since 1983 and has served as a teacher, a reading educational specialist, and Reading Leader. In addition to an administrative assistant with the Geary County School District in Fort Riley, Kansas at the Secondary Level from 1986 to 1988. Ms. Ingraham has earned a Bachelor of Science Degree in Elementary Education at Florida Memorial College, a Masters of Science Degree in Reading and Diagnostic, and an Educational Specialist Degree in Educational Leadership at Nova Southeastern University. Currently, Ms. Ingraham is completing a Doctoral Degree in the area of Organizational Leadership at Nova Southeastern University. In September 2002, Ms. Ingraham was appointed as assistant principal at Comstock Elementary. During Ms. Ingraham's first year as the Assistant Principal in charge of Curriculum at Comstock Elementary School, the school excelled from a grade of double "F" to a grade of "C" and has maintained this grade for three consecutive years. She has monitored the Title I program and has worked with the administrative staff to improve student performance in all areas of the curriculum. She has worked with the staff to improve instructional practices, utilizing a data driven curriculum. Ms. Ingraham works with staff to develop and maintain curriculum maps at Comstock Elementary School. She monitors the instructional program by analyzing test data, identifying academic areas of need for both students and instructional staff members, and assists in building a positive learning program rooted in high academic standards geared towards enhancing student achievement.

• Teacher Mentoring:

Comstock Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. New teachers are identified at the beginning of the school year and are scheduled to participate in both District and site-sponsored orientations to familiarize them with Miami-Dade County Public School's policies and procedures in order to facilitate their success in their new environments. Annual Contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by them, the Reading Coach, grade level chairpersons, and the administrative team. Scheduling accommodations are made for mentoring teachers so that they can assist Annual Contract teachers in planning, setting goals, and practicing effective classroom management strategies through mentorship and coaching. The Annual Contract teachers' activities are documented in activity logs which are maintained by the Professional Growth Team to relate necessary feedback for professional growth.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Comstock Elementary School fosters an environment of professional collaboration among stakeholders to help create a learning environment that supports the school's vision and mission. The Educational Excellence School Advisory Council accomplishes this by collaborating with site leadership and council members through the forum of monthly scheduled meetings. The Council reviews, analyzes, and evaluates pertinent data such as FCAT Reports, Monthly and Quarterly Assessment Data, the School Demographic and Academic Profiles, and formulated objectives as school-wide priorities. The council has scheduled meetings, that will notify participants and create agendas as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the Educational Excellence School Advisory Council. The Council will support the efforts of the PTA in achieving

a higher level of parental involvement.

• Extended Learning Opportunities

Programs During School:

Student progress is assessed during the school year, and small groups of students tutored by the Reading Coach, hourly teachers, paraprofessionals, and teachers to enhance their achievement. The groups are designed to meet the specific needs of students and improve the academic skills in the areas where students need remediation.

Programs After School:

Miami Jackson Senior High School has procured a 21st Century Learning Community Grant which provides tutorial and enrichment services both after school and through a Saturday Academy to students in grades second through fifth grades enrolled at Comstock Elementary School. Tutorials are designed to extend the learning opportunities from the school day by providing more exposure to the skills necessary to become proficient readers. Tutorials target specific needs identified through the analysis of District created pre-tests. Enrichment is provided during the program to give students the opportunity to participate in art, music, and technology.

Through a partnership with the Education Fund and Citibank, the Citibank Family Tech Program was created to provide services for 8 classes in grades 2 through 5. Utilizing donations, the Citibank Family Tech offers free computers and internet services at home to students. Together with the classroom teachers, enhancement services are awarded to students to improve their academic achievement both at home and school. Students in grades 2 and 3 are provided extra support through Earobics to enhance reading skills.

• School Wide Improvement Model

The research-based School Improvement Model at Comstock Elementary School is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model. The CIM will involve an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps will include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 1 STATEMENT:

Students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of reading.

Needs Assessment

An analysis of the 2005 FCAT Reading subtest indicate the fifty-six percent of students in grades three through five have scored at or above the FCAT Achievement Level 3, an increase of three percentage points as compared to scores of the 2004 administration. Sixty-two percent of students in grades three through five have demonstrated acceptable levels of learning gains in reading, an increase of fourteen percentage points as compared to scores of the 2004 administration. Forty-seven percent of students in grades three through five scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains in reading as compared to the 50 percent required by the Florida Department of Education (FDOE), a decrease of eight percentage points as compared to scores of the 2004 administration. Forty-five percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of ten percentage points as compared to scores of the 2004 administration. Fifty-five percent 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-one percent of students in grade four have scored at or above FCAT Achievement Level 3 on the 2005 FCAT administration. Fifty-nine percent 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. Forty-five percent of students in grade five have scored at or above FCAT Achievement Level 3, an increase of twenty-eight percentage points as compared to scores of the 2004 administration. Fifty-five percent of the students in grade five scored below achievement level in reading. These students require greater assistance in Main Idea/Purpose content clusters. Fifty-six percent of students in grades

three through five have scored at or above the state mastery level in reading. Thirty-one percent of the African American subgroup in grades three through five scored at or above the state required mastery level in reading, an increase of one percentage point. Sixteen percent of the Students with Disabilities in grades three through five have scored at or above the state required mastery level in reading. Thirty-six percent of the LEP students in grades three through five scored at or above the state required mastery level in reading, an increase of eleven percentage points compared to the 2004 administration. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Levels 1 and Level 2, African American, Limited English Proficient and participating in the Exceptional Student Education (ESE) Program.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 a three percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, students performing in the Lowest 25th percentile will increase three percentage points in annual learning gains to meet the State Mastery level of 50 percent of students making adequate progress in reading on the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, African American students in grades three through five will increase their reading skills as evidenced by an eleven percentage point increase to attain the forty-four percentage points required by the No Child Left Behind (NCLB) scoring FCAT Achievement Level 3 or higher of the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will increase their reading skills as evidenced by an eight percentage point increase to attain the forty-four percentage points required by the No Child Left Behind (NCLB) scoring FCAT Achievement Level 3 or higher of the 2006 FCAT Reading Administration.

Given instruction using the Sunshine State Standards, Students with Disabilities students in grades three through five will increase their reading skills as evidenced by a twenty-eight percentage point increase to attain the forty-four percentage points required by the No Child Left Behind (NCLB) scoring FCAT Achievement Level 3 or higher of the 2006 FCAT Reading Administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize data quarterly assessment of students in kindergarten through fifth grades using Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	Principal Assistant Principal Reading Coach	8/8/2005	5/22/2006
Provide small group tutoring after school and throughout the school day for Students with Disabilities (SWD), students who scored at Level 1 and Level 2, Lowest 25th percentile on the 2005 FCAT Reading Subtest, and Limited English Proficient students.	Principal Grant Coordinator Reading Coach	9/20/2005	4/28/2006
Continue monitoring the components of the Continuous Improvement Model (CIM) utilizing the eight-step process in making data driven decisions.	Principal Assistant Principal	8/8/2005	5/22/2006
Utilize computer assisted programs in reading such as Reading Plus, Accelerated Reader, and	Principal Assistant Principal	8/8/2005	5/22/2006

Riverdeep to improve reading comprehension and promote independent reading.	Reading Coach Technology Coordinator	
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Research-Based Programs

Houghton Mifflin Reading Program, Voyager Passport Intervention Program, Supplemental Reading Resources – CRISS (Creating Independence Through Student Owned Strategies) and Riverdeep.

Professional Development

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/DIBELS/FCAT Explorer/ 8 Step Continuous Improvement Model/EduSoft/Accelerated Reader

Evaluation

2006 FCAT Reading Test/District developed assessments – District/PACES Evaluations/Staff Development Surveys/Computer generated reports/EduSoft Reports

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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 type="checkbox"/>

GOAL 2 STATEMENT:

Students will make 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 2005 FCAT Mathematics Test indicate that fifty percent of students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of nine percentage points as compared to scores of the 2004 administration. Sixty-seven percent of students in grades three through five demonstrated acceptable levels of learning gains in mathematics, an increase of six percentage points as compared to scores of the 2004 administration.

Sixty-three percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of six percentage point as compared to scores of the 2004 administration. Forty-nine percent of students in grade four scored at or above FCAT Achievement Level 3, an increase of eight percentage points as compared to scores of the 2004 administration. Thirty-four percent of fifth grade students scored at or above FCAT Achievement Level 3, an increase of thirteen percentage points as compared to scores of the 2004 administration. Sixty-one percent of the students in grades three through five have scored at or above the state required mastery level in mathematics, an increase of twelve percentage points as compared to scores of the 2004 administration. Thirty-three percent of African American students scored at or above the state required mastery level in mathematics, an increase of three percentage points as compared to the scores of the 2004 administration. Fifty-three percent of Hispanic students scored at or above the state required mastery level in mathematics, an increase of ten percentage points as compared to the 2004 administration. Forty-nine percent of economically disadvantaged students scored at or above the state required mastery level in mathematics, an increase of nine percentage points as compared to the 2004 administration. Forty-six percent of Limited English Proficient students scored at or above the state required mastery level in

mathematics, an increase of seven percentage points as compared to the 2004 administration. Thirty-three percent of the students with disabilities scored at or above the state required mastery level in mathematics, an increase of twelve percentage points as compared to the 2004 administration. Sixty-seven percent of African American and student with disabilities subgroups in grades three through five have scored below the state mastery level in mathematics. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Achievement Levels 1 and 2, those who are African American and Students with Disabilities.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 a three percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Administration.

Given instruction using the Sunshine State Standards, the African American subgroup in grades three through five will increase their mathematical skills as evidenced by a seventeen percentage point increase to attain the 50 percentage points required by NCLB scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Administration.

Given instruction using the Sunshine State Standards, the Students with Disabilities subgroup in grades 3 through 5 will increase their mathematical skills as evidenced by a seventeen percentage point increase to attain the 50 percentage points required by NCLB scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide small group instruction to students making inadequate progress in mathematics.	Principal Assistant Principal Teachers Hourly Teachers	9/26/2005	5/22/2006
Implement tutorial Program during and after school to address the mathematics deficiencies of students, using a diagnostic approach.	Assistant Principal Classroom Teachers	9/22/2005	5/22/2006
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 Grant Coordinator	8/8/2005	5/20/2006
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 Classroom Teachers	8/8/2005	5/22/2006

Research-Based Programs

CORE MATHEMATICS PROGRAM: Scott Foresman Mathematics Program, RESEARCH-BASED SUPPLEMENTAL MATERIALS: Riverdeep

Professional Development

Hands-on-Math, Curriculum Mapping/8-Step Continuous Improvement Model/EduSoft Training

Evaluation

2006 FCAT/SAT-10/District developed assessments/PACES Evaluations/ Staff Development Surveys/Lesson Plans/Curriculum Maps/Technology Reports/EduSoft/FCAT Explorer.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 3 STATEMENT:

Students will improve their writing skills.

Needs Assessment

Scores of the 2005 FCAT Writing Test indicate that eighty-five percent of students in grade four have scored 3.5 or higher, an increase of four percentage points as compared to scores of the 2004 administration. Scores of the 2005 FCAT Narrative Writing Test indicate that sixty-one percent of students in grade four have scored 3.5 or higher, an increase of nine percentage points as compared to scores of the 2004 administration. Scores of the 2005 FCAT Expository Writing Test indicate that seventy-one percent of students in grade four have scored 3.5 or higher, an increase of fifteen percentage points as compared to scores of the 2004 administration. In addition, seventy-one percent of the students achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report by increasing performance in writing by one percentage point.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase 1 percent in their writing skills as evidenced by an increase of one percentage point of students scoring at or above the State Mastery Level on the 2006 FCAT Writing Administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement daily intervention sessions for all students in intensive writing instruction with emphasis on the 6 point rubric.	Assistant Principal Reading Coach	08/08/2005	5/22/2006
Form focused writing groups based on writing pretest scores in Narrative and Expository writing, utilizing District created assessments.	Principal Reading Coach	8/8/2005	5/22/2006
Monitor school developed instructional focus calendar for all subgroups, providing intensive, and differentiated instruction.	Assistant Principal Reading Coach	8/8/2005	5/22/2006

Research-Based Programs

CORE PROGRAM: Houghton Mifflin Reading Program SUPPLEMENTAL PROGRAM: Write Time for Kids

Professional Development

Rubric Scoring/Curriculum Mapping/Writing Across the Curriculum/8 Step Continuous Improvement Model

Evaluation

2006 FCAT Writing Test/Monthly writing samples in Kindergarten through fifth grades (District Provided)/Student Writing Samples/PACES Observations

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 4 STATEMENT:

Students will improve their science skills.

Needs Assessment

Scores on the 2005 FCAT Science Test indicates that the students in grade five achieved a mean scale score of 242 points in comparison to the District scale score of 286 points. The mean scale score of 242 points shows an increase of twenty-seven points when compared to the 2004 FCAT Science Administration. The weakest strands were Earth and Space Science and Scientific Thinking with 5 out of 13 mean points and 5 out of 12 mean points respectively.

Measurable Objective

Given instruction using the Sunshine State standards all students in grade five will demonstrate improvement in science by meeting or exceeding the District mean scale score on the 2006 FCAT Science Administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align the Science and Mathematics long-range plans, 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 Classroom Teachers	8/8/2005	5/22/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology	ESE Teachers Classroom Teachers Principal Assistant Principal	8/8/2005	5/22/2006
Conduct a school-wide Science Fair.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/22/2006
Implement science long-range plans to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal Assistant Principal Classroom Teachers	8/8/2006	5/22/2006

Research-Based Programs

CORE SCIENCE PROGRAM: McGraw Hill RESEARCH BASED SUPPLEMENTAL PROGRAM:
FOSS kit

Professional Development

Hands-on-Science, Curriculum Mapping, 8-Step Continuous Improvement Model

Evaluation

FCAT 2006 Science/Lesson Plans/ PACES Observations/Science Fair Logs

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

Comstock Elementary will increase parental involvement.

Needs Assessment

The 2004-2005 Parental Involvement Rosters indicated that a least fifty percent 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 school, home, and community, in an effort to improve student academic achievement, parental and community involvement will continue to be an integral part of the school's performance. Comstock Elementary School will provide additional opportunities for parents to participate in ESOL classes and parent workshops, thus increase parental participation in at least one school event as evidenced by an increase of two percent during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Academic Improvement Plan (AIP) conferences to monitor students' progress and encourage parental involvement.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/22/2006
Provide workshops and activities to empower parents with the skills needed to assist students with home learning activities.	Principal Assistant Principal Classroom Teachers Reading Coach	8/8/2005	5/22/2006
Implement the Reading is Fundamental (RIF) literacy program to promote independent reading for second grade students and their parents.	Principal Assistant Principal Reading Coach Classroom Teachers Community Involvement Specialist	8/8/2005	5/22/2006
Conduct Title 1 Orientation meeting and resource fair.	Community Involvement Specialist PTA Principal	8/8/2005	5/22/2006

Research-Based Programs

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

Professional Development

Not applicable

Evaluation

Workshop Attendance Rosters/Community Involvement Specialist's Records/EESAC Attendance Rosters/
Parent Resource Center Visitation Logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

Comstock Elementary School will decrease the number of suspensions.

Needs Assessment

Results of the 2004-2005 School Profile Report indicated that two percent of students served out-of-school suspensions. In an effort to decrease the suspension rate to promote and maintain a safe learning environment, the number of out-of-school suspensions will decrease by one percent.

Measurable Objective

Given the need to establish an environment that is safe and conducive for learning, the number of suspensions will decrease by one percent compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review, implement, and adhere to the Miami-Dade County Public Schools' Student Code of Conduct.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/22/2006
Implement classroom discipline plans that focus on positive feedback and reinforcement.	Classroom Teachers Assistant Principal	8/8/2005	5/22/2006
Offer peer mentoring programs, utilizing Future Educators of America (FEA) and school safety patrols.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/22/2006
Conduct individual preventive counseling sessions focused on non-violence and problem solving techniques.	Principal Counselors Classroom Teachers	8/8/2005	5/22/2006

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 suspensions utilizing the 2005-2006 School Profile Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

Comstock Elementary School will increase the use of technology school wide.

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 by ten percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for teachers on the usage and maintenance of Electronic Gradebook.	Principal Technology Coordinator Principal Classroom Teachers	8/8/2005	5/22/2006
Provide training for teachers on the development of integrated lessons.	Principal Technology Coordinator Classroom Teachers	9/22/2005	5/22/2006
Provide parent/community instruction and continuous use of the Internet through the Citibank Family Tech Grant	Principal Grant Coordinator	8/8/2005	5/22/2006
Provide training for teachers on Snapshot, Atomic learning, and technology based data retrieval programs.	Assistant Principal Technology Coordinator Classroom Teachers	8/8/2005	5/22/2006

Research-Based Programs

Core Program: National Education Technology Standards (NETS), Electronic Grade Book/Reading Plus/Riverdeep

Professional Development

Electronic Grade Book/Snapshot/Atomic Learning

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 2005-2006 school year. The goal is to lead to more engaging technology enhanced lessons for students resulting in improved student achievement.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 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 2004-2005 FITNESSGRAM, a health related fitness test, indicates that Sixty-nine 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 2006 FITNESSGRAM test program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in physical fitness activities 2-1/2 hours a week as evidenced by weekly instructional lesson plans.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/22/2006
Select activities specifically related to assessment component items, which would enhance specificity of training.	Physical Education Teachers	8/8/2005	5/22/2006
Implement Pre/Post Tests that will measure student and physical progress as evidenced by Post test results.	Physical Education Teachers	8/8/2005	5/22/2006

Research-Based Programs

Core Program - National Standards for Physical Education K-12

Professional Development

Not applicable

Evaluation

FITNESSGRAM, Health-related fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Comstock Elementary School will increase participation in the area of art appreciation and enrichment.

Needs Assessment

The 2004-2005 Art Gallery and the Miami Dade County Fair and Exhibition entries indicated that 130 students in grades two through five participated in art related programs.

Measurable Objective

Given the need to develop the area of art appreciation and opportunities to participate in art related activities in grades three through five will increase by 5% during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct and attend, on and off school site, art related activities that enhance art appreciation and self-esteem as evidence by art programs.	Principal Assistant Principal Art Teacher	8/8/2005	5/22/2006
Incorporate cooperative learning, critical thinking skills, art appreciation, and art skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal Assistant Principal Art Teacher	8/8/2005	5/22/2006
Develop creative thinking skills by incorporating the mathematics strands of Geometry and Spatial skills in the art program.	Assistant Principal Art Teachers	8/8/2005	5/22/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

Comstock Elementary School will improve on the State of Florida ROI index publication from the 31st percentile in 2003-2004 to the 33rd percentile on the next publication of the index.

Measurable Objective

Comstock Elementary School will improve on the State of Florida ROI index publication from the 31st percentile in 2003-2004 to the 33rd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/8/2005	5/22/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/8/2005	5/22/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/22/2006
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal ESSAC Committee	8/8/2005	5/22/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Comstock Elementary School will show progress toward reaching the 33rd percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The ESSAC reviewed the budget for the 2005-2006 school year and has made adjustments and recommendations based on the expenditures.

Training:

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

Instructional Materials:

The ESSAC met with constituents to select instructional and supplemental materials.

Technology:

The ESSAC met and reviewed purchased hard and software at the school site and discussed the upgrading process.

Staffing:

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

Student Support Services:

The ESSAC 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 ESSAC provides incentive programs that reward student attendance and academic performance.

Benchmarking:

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

School Safety & Discipline:

The ESSAC 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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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