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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 0881 - Comstock Elementary School

*FeederPattern:* Miami Jackson Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Deborah Wilson

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Comstock Elementary School*

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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 53 for the school year 2005-2006. The average student attendance was 95.83% for the school year 2005-2006. 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 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, Accelerated Reader for reading, and the Comprehensive Mathematics and Bridges to Science: Bridges to Career Program in Science. All strategies are designed for all students including Limited English Proficient (LEP) 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 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

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-one percentage point increase of students scoring FCAT Achievement Level 3 or higher of the 2007 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 2007 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 56 percentage points required by NCLB scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Administration.

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 2007 FCAT Writing+ Administration. A score of 4.0 will display mastery in Writing.

Given instruction using the Sunshine State Standards, all students in grade five will improve their science skills by meeting or exceeding the District mean scale score on the 2007 FCAT Science Administration.

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 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 2006-2007 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 2005-2006 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 as compared to the number of teachers utilizing technology during the 2005-2006 school year.

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 FITNESSGRAM test program as compared to the 2006 FITNESSGRAM.

Given the need to develop the area of art appreciation and opportunities to participate in art related activities in grades three through five, student involvement will increase by five percent during the 2006-2007 school year as compared to the percent of students involved during the 2005-2006 school year.

Comstock Elementary School will improve on the State of Florida ROI index publication from the 5th percentile in 2004-2005 to the 6th percentile on the next publication of the index.

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.

# 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 School 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*

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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 89 percent Hispanic, 10 percent African American, and 1 percent Multi-ethnic. Forty-seven percent of the students in Kindergarten through fifth grade are Limited English Proficient (LEP). This represents 308 students, in which 52 are at Level 1, 61 are at Level 2, 84 are at Level 3, and 111 are at Level 4. These students are receiving services in the English Speakers of Other Languages (ESOL) Program. Thirty students are served through our in-school Gifted Program. Comstock Elementary School also serves 89 pre-kindergarten through fifth grade students with disabilities. Our Special Education Program provides services to 8 students from the Educable Mentally Handicapped Program, 1 Emotionally Handicapped student, 58 students with Specific Learning Disabilities, 4 Other Health Impaired students, 11 students from Speech and Language Program, and 1 student from the Visually Impaired Program. Of this population, 16 students participate in the Inclusion Program and 17 participate in the Co-teaching Model, while 5 participate in the Consultation Model. Ninety-seven percent of the students qualify for free and reduced lunch. The student mobility rate is approximately 53. The average daily student attendance for the 2005-2006 school year was 95.83 percent.

Comstock Elementary School employs a total of 88 full-time staff members and 24 part-time staff members. Of this group, 2 are administrators, 36 are classroom teachers, 11 are special area teachers, 8 are special education teachers, 2 are Reading Coaches, 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, 6 are custodial workers, and 3 are security personnel. Comstock Elementary School has an average classroom teacher to student ratio of 1:19 in grades kindergarten through five. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

# *School Foundation*

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## ***Leadership:***

The September 2006 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 2006 survey, 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 elected EESAC members utilize consensus management to improve the learning opportunities for all students.

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

The September 2006 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 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 September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Customer and Market is focus knowledge and identification of the stakeholders, item 3a, whereas our weakest in that section were 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 and basic and academic needs.

## ***Faculty & Staff:***

The September 2006 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 staff do not see themselves as an element of change, item 5a. 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 September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Measurement, Analysis, and Knowledge Management was understanding how to analyze the collection of information regarding the quality of work, item 4b, 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 enhance school efficiency.

***Education Design:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that all four items in the area of Process Management were equally scored receiving a score of 4.3. Stakeholders are made aware of the processes utilized to complete their work, receive the resources necessary, have control over their processes utilized to complete their work, and collect information about the quality of the work. The organization has implemented and will continue to utilize the 8-step Continuous Improvement Model to monitor and improve the performance of the overall academic program.

***Performance Results:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of 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

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## **• High Quality, Highly Qualified Teachers:**

ROSELLA SIMONI Employee #241234/Certification: Preschool Education/Teaching Assignment: Pre-Kindergarten. ROCIO ARANA Employee #281688/Certification: Early Childhood Education /Teaching Assignment: Pre-Kindergarten. LEONOR MARTIN Employee #254414/ Certification: Early Childhood Education and Elementary Education with an ESOL endorsement/Teaching Assignment: Pre-Kindergarten. MARCIA STIRRUP Employee #175788/Certification: Preschool Education/Primary Education/Teaching Assignment: Pre-Kindergarten. MARIA CASTILLO Employee #282135/Certification: Early Childhood Education/Teaching Assignment: Pre-Kindergarten. CATHY HAMILTON-GREEN Employee #152311/Certification: Elementary/Primary Education, Pre-school ESE with ESOL endorsement/Teaching Assignment: Kindergarten. NAILIEN RODRIGUEZ Employee #271278/Certification: Primary Education/Elementary/Teaching Assignment: Kindergarten. YUSY GONZALEZ Employee #267336/Certification: Primary Education/Elementary/Teaching Assignment: Kindergarten. SILVIA SILVA Employee #260574/Certification: Primary Education/Teaching Assignment: Kindergarten. MERAL CARTER Employee #118624/ Certification: Elementary Education, Reading in Elementary and Secondary Education/ Teaching Assignment: First Grade. MARTHA MARTINO Employee #229253/Certification: Elementary Education with ESOL endorsement/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. BIBIANA CARABALLO Employee #229161/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: First Grade SARALIDIA OSORIO Employee #281662/Certification: Elementary Education/Teaching Assignment: First Grade. SANDRA ANDREWS Employee # 114545/Certification: Elementary Education and Journalism with ESOL endorsement/Teaching Assignment: ESOL Pullout Kindergarten through Second Grade. MIRTHA IGLESIAS Employee #271868/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Second Grade. TOBY WRIGHT Employee #140843/ Certification: Elementary Education, Learning Disabilities in Elementary and Secondary Education/Teaching Assignment: Second Grade. NATASHA CASOLA Employee #260455/Certification: Preschool Education and Primary Education K-3 with an ESOL endorsement/Teaching Assignment: Second Grade. HORACIO CORDERO Employee #163010/ Certification: Elementary Education and History 6-12 with an ESOL/Teaching Assignment: Second Grade. WALESKA CARDONA Employee #282661/Certification: Elementary Education/Teaching Assignment: Second Grade. JENOURE TAYLOR Employee #227903/Certification: Elementary Education/Primary 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: Third Grade. GRICEL VELAZQUEZ Employee #107979/ Certification: Elementary Education and Primary Education K-3 /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. PEGGY PRIETO Employee #217677/Certification: Elementary Education with ESOL endorsement/Teaching Assignment: Third Grade. JANIE GARCIA Employee #265283/Certification: Primary Education/Elementary Education with ESOL endorsement/Teaching Assignment: Third Grade. MELODY VERA Employee #282687/Certification: Primary Education/Elementary Education/Teaching Assignment: Third Grade. KAREN GABBIDON Employee #240829/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Reading Coach. TANIA ARIAS Employee #250118 Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Fourth Grade. ALMA DENNIS Employee #272232/Certification Elementary Education with ESOL endorsement/Teaching Assignment: Fourth Grade. NORMA RIBEIROS Employee #227745/ Certification: Elementary Education k-6 with an ESOL endorsement/Teaching Assignment: Fourth Grade Co-Teaching. DEBORAH BASS Employee # 109076/ Certification: Elementary Education /Teaching Assignment: Fourth Grade. SHARON WILLIAMS Employee #188518/Certification:

Elementary Education with ESOL endorsement/Teaching Assignment: Fourth Grade. EMILIA MELENDEZ Employee #178393/Certification: Elementary Education with ESOL endorsement/Teaching Assignment: Fourth and Fifth Grade ESOL Self-Contained. KEVIN SMITH Employee # 253636/ Certification: Elementary Education/Teaching Assignment: Fifth Grade. KAREN VARAS Employee #240639/ Certification: Elementary Education with an ESOL endorsement /Teaching Assignment: Fifth Grade Co-Teaching. KAREN CLEARE Employee # 180306/ Certification: Elementary Education/Teaching Assignment: Fifth Grade. YOLANDA WILLIAMS Employee #108081/ Certification: Elementary Education with an ESOL endorsement/Teaching Assignment: Fifth Grade. VIANELA SANCHEZ Employee #150591/Certification: Early Childhood Education, Primary Education and Elementary Education with an ESOL endorsement/ Teaching Assignment: Spanish S. 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. ROSA PEREZ Employee #250421/ Certification: Elementary Education with ESOL Certification and Spanish/Teaching Assignment: Spanish. ANA PEREZ Employee #252662/ Certification: MG English 5-9, ESOL Elementary – Secondary, English 6-12/Teaching Assignment: ESOL Pull-Out. JERRY McNEIL Employee #186499/ Certification: Art Education K-12 /Teaching Assignment: Art. GABRIEL IGNETTI Employee # 244405/ Certification: Music Education K-12/Teaching Assignment: Music. JOHNNY WILLIAMS Employee #118711/ Certification: Physical Education K-8 /Teaching Assignment: Physical Education. REWAL CASTELLON Employee #282584/Certification: Physical Education K-8/Teaching Assignment: Physical Education. 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, and Specific Learning Disabilities/Teaching Assignment: Special Education. LISA WHITE Employee #244317/ Certification: Varying Exceptionalities, Elementary and Secondary Education/Teaching Assignment: Special Education. LAWANDA REDDICK Employee #202233/Certification: Elementary Education/ Teaching Assignment: Special Education. MARGARITA ISERN Employee #171846/ Certification: Elementary and Secondary Education with an ESOL endorsement and Specific Learning Disabilities/Teaching Assignment: Special Education. KATHLEEN ZALDIVAR Employee #236779/Certification: Mentally Handicapped/Teaching Assignment: Special Education.

### **• Highly Qualified, Certified Administrators:**

DEBORAH A. R. WILSON, PRINCIPAL

Ms. Wilson has been employed with Miami-Dade Public Schools since 1980 and has served as a teacher and assistant principal. In August 2006, Ms. Wilson was appointed principal at Comstock Elementary School. Ms. Wilson received a Bachelor of Science Degree in Education from University of Miami with certification in Elementary, Learning Disabilities, Mental Retardation and Emotional Handicapped. In an effort to further her education, Ms. Wilson attended University of Miami and earned a Master of Science Degree in Reading in 1985. Ms. Wilson then became certified in Urban Education from Florida International University and in Educational Leadership from Nova University. In August 1996, Ms. Wilson was assigned to Poinciana Park Elementary School as the Special Education Assistant Principal. Her responsibilities included overseeing the Bilingual Education Program, Exceptional Student Education Program, and Alternative Education Program as well as other assignments consistent with an Assistant Principal. She was then assigned to work as the curriculum Assistant Principal where she was assigned to work on the master schedule, overseeing the basic curriculum and implemented the School Support Team Pilot Program. During Ms. Wilson's tenure at Poinciana Park Elementary School she increased the Gifted and ESE enrollment by streamlining the referral process. While at Poinciana Park Elementary, Ms. Wilson was assigned as acting principal. Ms. Wilson had the great opportunity to experience the secondary education when she was assigned to Westview Middle School. Her assignment again involved her in the development of procedures that streamlined the process for the Special Education Program and enhanced the communication between elementary and secondary schools. Ms. Wilson further enhanced her leadership skills when she was assigned to Miami Springs Elementary School. Her leadership led the school to improve the percentage of students

in the Special Education Prom to participate in the inclusion program. Ms. Wilson has also served as the Chairperson of the Assistant Principals' Liaison Committee. As principal at Comstock Elementary School, Ms. Wilson is dedicated to setting high expectations for all students and staff members at Comstock Elementary School. Ms. Wilson encourages community involvement and school support from all stakeholders.

#### 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 Adult Program Center 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 by grade levels and individual teachers with the assistance of curriculum support personnel from the district and region, utilization of the pacing guide which will be defined through time lines, instructional focus calendars will be created by stakeholders to support the delivery of the research-based curriculum, interim assessment and the utilization of the Progress Monitoring and Reporting Network will assist staff to drive instruction, tutorials will be utilized to assist students' achievement, enrichment classes in art, music and chess education will be offered to enhance students' higher order thinking, and focus students' achievement by sustaining learning through maintenance and monitoring.

## 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 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"/>

### ***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 2006 FCAT Reading subtest indicate the fifty-nine percent of students in grades three through five have scored at or above the FCAT Achievement Level 3, an increase of six percentage points as compared to scores of the 2005 administration. Fifty-nine percent of students in grades three through five have demonstrated acceptable levels of learning gains in reading, a decrease of three percentage points as compared to scores of the 2005 administration. Fifty 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), an increase of three percentage points as compared to scores of the 2005 administration. Sixty percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of fourteen percentage points as compared to scores of the 2005 administration. Forty 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-seven percent of students in grade four have scored at or above FCAT Achievement Level 3 on the 2006 FCAT administration. Fifty-three 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. Thirty-nine percent of students in grade five have scored at or above FCAT Achievement Level 3, a decrease of six percentage points as compared to scores of the 2005 administration. Sixty-one 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 percent of students in grades three through five have scored

at or above the state mastery level in reading. Twenty-six percent of the African American subgroup in grades three through five scored at or above the state required mastery level in reading, a decrease of five percentage point. Twenty-three percent of the Students with Disabilities in grades three through five have scored at or above the state required mastery level in reading. Forty-three percent of the LEP students in grades three through five scored at or above the state required mastery level in reading, an increase of seven percentage points compared to the 2005 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 Special Education (SPED) Program.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 reading skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

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-one percentage point increase of students scoring FCAT Achievement Level 3 or higher of the 2007 FCAT Reading Administration.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize computer- assisted programs in reading such as Reading Plus, Accelerated Reader, and Riverdeep to improve reading comprehension and promote independent reading.	Principal Assistant Principal Reading Coach Technology Coordinator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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 2006 FCAT Reading Subtest, and Limited English Proficient students.	Principal Grant Coordinator Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$7000.00
Utilize data from interim assessments of students in kindergarten through fifth grades using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and interim assessments	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue monitoring the components of the Continuous Improvement Model (CIM) utilizing the eight-step process in making data- driven decisions.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Houghton Mifflin Reading Program, Voyager Passport Intervention Program, Supplemental Reading Resources – Project 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/Riverdeep

## **Evaluation**

2007 FCAT Reading Test/District-developed Reading interim assessments/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 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"/>

### **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 2006 FCAT Mathematics Test indicate that sixty-three percent of students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of thirteen percentage points as compared to scores of the 2005 administration. Seventy-one percent of students in grades three through five demonstrated acceptable levels of learning gains in mathematics, an increase of ten percentage points as compared to scores of the 2005 administration. Sixty-five percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of two percentage point as compared to scores of the 2005 administration. Sixty-three percent of students in grade four scored at or above FCAT Achievement Level 3, an increase of fourteen percentage points as compared to scores of the 2005 administration. Thirty-six percent of fifth grade students scored at or above FCAT Achievement Level 3, an increase of two percentage points as compared to scores of the 2005 administration. Seventy-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 ten percentage points as compared to scores of the 2005 administration. Based on the results of the 2006 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

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2007 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 56 percentage points required by NCLB scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Administration.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide small group instruction to students making adequate progress in mathematics.	Principal Assistant Principal Teachers Hourly Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
In grades three through five the implementation of the Tutorial Program during and after school to address the mathematics deficiencies of students, using a diagnostic approach.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$7000.00

## 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  
Riverdeep Training

## **Evaluation**

2007 FCAT/SAT-10/District Interim 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 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"/>

### **GOAL 3 STATEMENT:**

Students will improve their writing skills.

### **Needs Assessment**

Scores of the 2006 FCAT Writing Test indicate that seventy-seven percent of students in grade four have scored 3.5 or higher, a decrease of eight percentage points as compared to scores of the 2005 administration. Scores of the 2006 FCAT Narrative Writing Test indicate that fifty-nine percent of students in grade four have scored 3.5 or higher, a decrease of two percentage points as compared to scores of the 2005 administration. Scores of the 2006 FCAT Expository Writing Test indicate that seventy-eight percent of students in grade four have scored 3.5 or higher, an increase of seven percentage points as compared to scores of the 2005 administration. In addition, seventy-nine 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 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"/>	<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 2007 FCAT Writing+ Administration. A score of 4.0 will display mastery in Writing.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement daily intervention sessions for all students in intensive writing instruction with emphasis on the 6-point rubric.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Monitor school-developed instructional focus calendar for all subgroups, provide intensive and differentiated instruction.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Form focused writing groups based on writing pretest scores in Narrative and Expository writing utilizing district-created assessments.	Principal Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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

2007 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 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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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Students will improve their science skills.

### ***Needs Assessment***

Scores on the 2006 FCAT Science Test indicates that three percent of the students in grade five scored at or above FCAT Achievement Level 3. The weakest strands were Earth and Space Science and Life and Environmental Sciences with 4 out of 14 mean points and 5 out of 13 mean points respectively.

## Measurable Objective

Given instruction using the Sunshine State Standards, all students in grade five will improve their science skills by meeting or exceeding the District mean scale score on the 2007 FCAT Science Administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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 Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct a school-wide Science Fair.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide students in grades three through five with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology	ESE Teachers Classroom Teachers Principal Assistant Principal	8/14/2006	5/30/2007	Inclusion	\$550.00
Implement science long-range plans to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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 2007 Science/Lesson Plans/ PACES Observations/Science Fair Logs  
District authored pre and post assessments



## 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 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 5 STATEMENT:***

Comstock Elementary will increase parental involvement.

***Needs Assessment***

The 2005-2006 Parental Involvement Rosters indicated that a least fifty-three 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 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 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 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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 Media Specialist Community Involvement Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Encourage involvement and engage parents in students' progress using in the Progress Monitoring Plan.	Principal Assistant Principal Classroom Teacher Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct a Title 1 Orientation meeting and resource fair.	Principal Community Involvement Specialist PTA	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct home visitations for targeted students by the Community Involvement Specialist.	Principal PTA Community Involvement Specialist	8/14/06	5/30/2007	District Strategic Plan	\$0.00

### 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*

#### *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"/>

### ***GOAL 6 STATEMENT:***

Comstock Elementary School will decrease the number of suspensions by one percentage point.

### ***Needs Assessment***

Results of the 2005-2006 School Profile Report indicated that five percent of students served outdoor suspensions. An effort will be placed on promoting and maintaining a safe learning environment.

## 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 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review, implement, and adhere to the Miami-Dade County Public Schools' Student Code of Conduct.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement classroom discipline plans that focus on positive feedback and reinforcement.	Classroom Teachers Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Offer peer mentoring programs, utilizing Future Educators of America (FEA) and school safety patrols.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/31/2007	Mentoring Opportunities	\$0.00
Conduct individual preventive counseling sessions focused on non-violence and problem solving techniques.	Principal Counselors Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

### 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 2006-2007 School Profile Report and the school Suspension 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 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 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 as compared to the number of teachers utilizing technology during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training for teachers on development of technology infused lessons.	Principal Technology Coordinator Classroom Teachers	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Provide training for teachers on Snapshot, Atomic Learning, Riverdeep and technology based data retrieval programs.	Assistant Principal Technology Coordinator Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide training for teachers on using and maintaining the Electronic Gradebook.	Principal Technology Coordinator Principal Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide continuous parent/community instruction and with the use of the Internet through the Citibank Family Tech Grant	Principal Grant Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Core Program: National Education Technology Standards (NETS), 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. Lessons and communication methods will be monitored and visible in teacher logs.

## 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 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 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 2005-2006 FITNESSGRAM, a health related fitness test, indicates that sixty-five 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 FITNESSGRAM test program as compared to the 2006 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Select activities specifically related to assessment component items, which would enhance specificity of training.	Physical Education Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement Pre/Post Tests that will measure student and physical progress as evidenced by Post Test results.	Physical Education Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Extend learning and community activities by involving different members of the community in lessons and presentations.	Principal Physical Education Teacher Community Involvement Specialist	8/14/06	5/30/2007	Community Partnerships	\$0.00

## 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.

## 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.

### ***Needs Assessment***

The 2005-2006 Art Gallery and the Miami Dade County Fair and Exhibition entries indicated that 138 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, student involvement will increase by five percent during the 2006-2007 school year as compared to the percent of students involved during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with the opportunity to display art works and projects throughout different Dade Partners' locations.	Principal Art teacher Community Involvement Specialist	8/14/06	5/30/2007	Community Partnerships	\$0.00
Develop creative thinking skills by incorporating the mathematics strands of Geometry and Spatial skills in the art program.	Assistant Principal Art Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct and attend, on and off school site, art related activities that enhance art appreciation and self-esteem as evidenced by art programs.	Principal Assistant Principal Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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*

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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***

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 on the State of Florida ROI index publication from the 5th percentile in 2004-2005 to the 6th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal ESSAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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 6th 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 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:***

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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$7,000.00
Goal 2: Mathematics	\$7,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$550.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$14,550.00</b>



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*